UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/41**

Paper 4 Alternative to Coursework **October/November 2010**

1 hour

Additional Materials: Answer Booklet/Paper

6110698389

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer the questions on **one** of the Depth Studies.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **13** printed pages and **3** blank pages.

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UNIVERSITY of CAMBRIDGE
International Examinations

[Turn over

DEPTH STUDY A: GERMANY, 1918–1945

1 Study the sources, and then answer the questions which follow.

Source A

As a public speaker, Goebbels was soon second in the Nazi movement only to Hitler. Where Hitler's style was hoarse and passionate, Goebbels' was cool and often humorous, although he could whip himself into frenzy if the occasion demanded. Goebbels openly acknowledged that he was exploiting the lowest instincts of the German people – racism, hatred of foreigners, class envy and insecurity. He could, he said, lead the masses wherever he wanted them to go.

From a German historian, 1995.

Source B

We will eliminate excessive organisation of broadcasting as quickly as possible, replacing it with simplicity and economy. We will make radio the most flexible means of expressing the wishes, needs, longings and hopes of our age. We want radio that reaches the people, radio that works for the people, radio that also reaches across our borders to give the world a picture of our life and work. We do not intend to use the radio only for our purposes. We want room for entertainment, popular arts, games, jokes, and music. Everything should include the theme of our great reconstructive work, or at least not stand in its way. Above all, it is necessary to clearly centralise all radio activities, to place spiritual tasks ahead of technical ones, to introduce the leadership principle and to provide a clear world view.

Goebbels, speaking at a radio exhibition, August 1933.

(a) (i) Study Source A.

What can you tell from this source about Goebbels? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the radio was to be used to control German people? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the importance of propaganda in Nazi Germany? Explain your answer. [7]

(b) (i) What were the Nuremberg Rallies? [2]

(ii) Describe how Goebbels controlled literature and art from 1933. [4]

(iii) Why did membership of the SA fall from 2.9 million in 1934 to 1.2 million in 1938? [6]

(iv) 'Control of newspapers and radio was the most effective policy in keeping the German peoples' support for the Nazis.' How far do you agree? Explain your answer. [8]

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DEPTH STUDY B: RUSSIA, 1905–1941

2 Study the sources, and then answer the questions which follow.

Source A

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Source B

I am informed that recently in some zemstva, there has been senseless talk about participation by members of the zemstva in the affairs of internal government. Tell these zemstva that I am devoting all my strength to the welfare of the people, and will uphold the principle of autocracy as firmly and unflinchingly as my late unforgettable father.

From Nicholas II's coronation speech, 1894. Zemstva were local assemblies dominated by the nobility in the countryside and by professional people in the towns.

(a) (i) Study Source A.

What does this source tell you about the government's preparations to deal with Father Gapon's march on 9 January 1905? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Nicholas II understood the needs of his people? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Nicholas II? Explain your answer. [7]

(b) (i) What were Soviets? [2]

(ii) Describe the events of Bloody Sunday. [4]

(iii) Why was Nicholas II able to survive the 1905 revolution? [6]

(iv) 'The First World War caused the collapse of Tsarism in Russia in 1917.' How far do you agree? Explain your answer. [8]

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DEPTH STUDY C: THE USA, 1919–1941

3 Study the sources, and then answer the questions which follow.

Source A

We go around all dressed in rags
While the rest of the world goes neat,
And we have to be satisfied
With half enough to eat.

We have to live in lean-tos
Or else we live in a tent,
For when we buy our bread and beans
There's nothing left for rent.

We go to Mr Farmer
And ask him what he'll pay;
He says, 'You gypsy workers
Can live on a dollar a day.'

We don't ask for luxuries
Or even a feather bed.
But we're bound to raise our voices
While our families are underfed.

From a 1930s song called 'I'd Rather Not Be On Relief'.

Source B

In June 1932 peaceful marches by nearly 8000 of the ex-military began in Washington. This 'Bonus Army' had come from all parts of the United States to ask the government to make immediate payment of the bonus they had been promised in 1924 for their part in the First World War. Although this was not due to be paid until 1945, the Democrat-controlled Congress agreed but the Senate refused. The men set up a camp of shacks and tents near the centre of Washington for their families. By July, nearly 20000 people lived there and the marches continued.

In July, Hoover ordered the camps demolished. Two police officers and two of the ex-military were killed in the riot that followed. President Hoover then brought in the Army to 'put an end to the defiance of authority'. The Third Cavalry advanced on the veterans, their wives and children, followed by infantry with fixed bayonets, machine guns, tear gas canisters and six midget tanks. The camps were burned. When Franklin D. Roosevelt heard what had happened he remarked, 'Well, this will elect me.'

From an American history website for teachers and students, 2006.

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(a) (i) Study Source A.

What can you tell from this source about the unemployed in the 1930s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Bonus Army was a threat to Hoover's government? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about poverty in the 1930s? Explain your answer. [7]

(b) (i) What were 'Fireside Chats'? [2]

(ii) What was done in 1933 about the banking crisis? [4]

(iii) Why did most New Deal Agencies last only a short time? [6]

(iv) 'Reducing the problem of unemployment was the main success of the New Deal.' How far do you agree? Explain your answer. [8]

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DEPTH STUDY D: CHINA, 1945–c.1990

4 Study the sources, and then answer the questions which follow.

Source A

In their meetings in 1949, Mao presented Stalin with the difficult problem of trying to understand someone from a completely different civilisation, culture and way of thinking. The philosophical conversations conducted by the Chinese were in riddles, obscure and unfamiliar to Stalin. He noticed Mao's tendency to speak using proverbs and to refer to ancient philosophers, while Stalin was generally content to quote himself as the only required authority on any subject.

From a Russian writer, 1995.

Source B

In June 1958, Chou En-lai wrote to ask Khrushchev for the technology and equipment to manufacture nuclear submarines, as well as aircraft carriers and other large warships. But this time Khrushchev did not just hand over what Mao asked for. Instead, he tried to make a deal to use China's long coastline, which gave easy access to the high seas, unlike Russia's. Khrushchev suggested that China could crew ships jointly with the Russians in return for these ships using Chinese ports.

From a British book, written in 2005 by a British man and his wife who left China in 1978.

(a) (i) Study Source A.

What does this source tell you about the relationship between Mao and Stalin? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that there was co-operation between China and the USSR in 1958? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about relations between China and the USSR? Explain your answer. [7]

(b) (i) Name **two** territories that have been restored to China by old imperial powers since 1945. [2]

(ii) Describe briefly the relations between Communist China and Tibet in the period 1945–1990. [4]

(iii) Why did the relationship between the Soviet Union and China deteriorate by 1960? [6]

(iv) How far did relations between China and the USA improve in the period 1949–1990? Explain your answer. [8]

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DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

5 Study the sources, and then answer the questions which follow.

Source A

Weep Afrikaners! Here lies your flesh and blood!
Martyred in the most brutal fashion.
They were guilty says the earthly judge
But what will the Heavenly Judge have to say?
But come, it grows darker,
If we sit here too long we shall be regarded as conspirators!
Come, another day will dawn,
Then we shall see their graves in another light.

A poem to remember the 1816 Boer revolt against the British, taken from the first Afrikaans history published in 1877, the year the British annexed the Transvaal.

Source B

The first Anglo-Boer War ended with the Transvaal regaining its independence of the British in 1881. With the 1886 discovery of gold in the Transvaal, British, Boers, blacks and foreigners poured in and set up an overcrowded squatter settlement of tents and iron shacks called Ferreira's Camp. Kruger's government set limits on its area in a desperate attempt to slow down this flood of workers and fortune-seeking adventurers. So Johannesburg was born. In less than forty years it was the biggest city in South Africa with a population of more than 300 000.

From an American history of South Africa, 1990.

(a) (i) Study Source A.

What impressions does this source give you of the Boers in the 1870s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the discovery of gold benefited the Transvaal? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about relations between the British and the Boers? Explain your answer. [7]

(b) (i) What was De Beers? [2]

(ii) Describe the development of the mining industry by the end of the nineteenth century. [4]

(iii) Why was Cecil Rhodes important in South Africa by 1890? [6]

(iv) 'Britain caused the Second Boer War in 1899.' How far do you agree? Explain your answer. [8]

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DEPTH STUDY F: ISRAELIS AND PALESTINIANS, 1945–c.1994

6 Study the sources, and then answer the questions which follow.

Source A

The terms of the agreement are embodied in two separate documents. However, much work needs to be done. The Israelis still refuse to withdraw from all Arab land. They have promised to give up the Sinai, which they have held since the Six-Day War in 1967, and, according to one source, to 'recognise the legitimate rights of the Palestinians'. More talks will be held to discuss the future of the occupied territories of the West Bank and the Gaza Strip. In return, the Egyptians have agreed to move towards opening normal diplomatic relations with Israel, a move which will horrify those in the Arab world who are dedicated to Israel's destruction.

A report in a British newspaper, September 1978.

Source B



A cartoon from a British newspaper about President Sadat's visit to Jerusalem, November 1977.

(a) (i) Study Source A.

What does this source tell you about the efforts to make peace between Arabs and Israelis? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Sadat's efforts to make peace would be successful? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about relations between Israel and Egypt in the 1970s? Explain your answer. [7]

(b) (i) What is Camp David? [2]

(ii) Describe the role of President Carter at the Camp David negotiations in September 1978. [4]

(iii) Why, by the late 1970s, was President Sadat ready to recognise the right of Israel to exist? [6]

(iv) How far had the problems between Israel and its neighbours been settled by 1990? Explain your answer. [8]

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DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

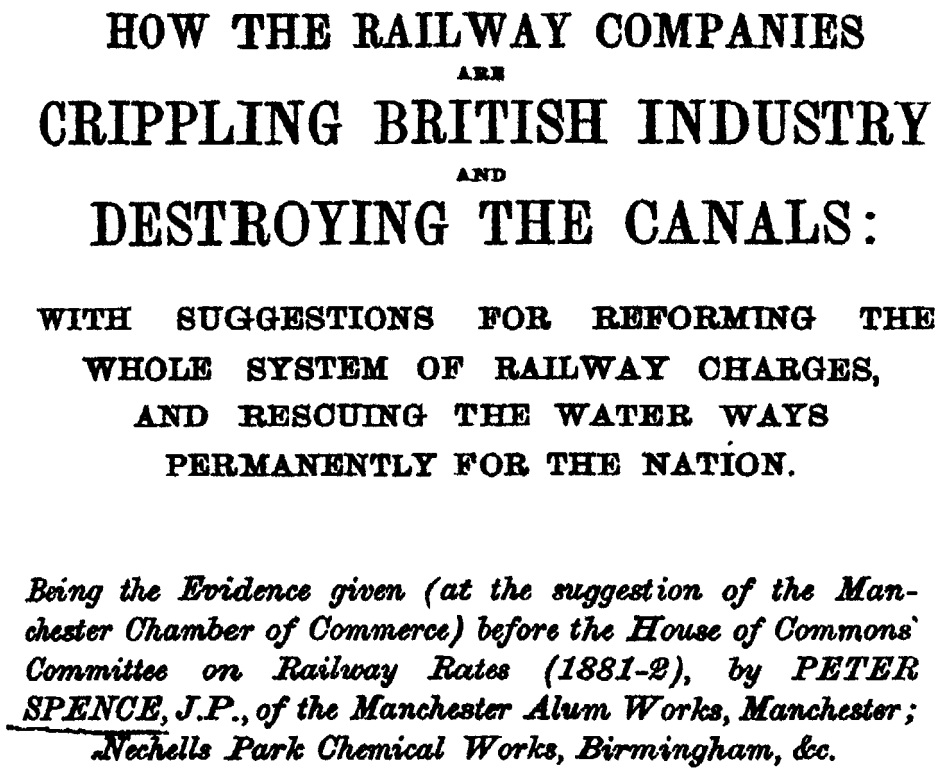
7 Study the sources, and then answer the questions which follow.

Source A

The successful establishment of the Liverpool and Manchester Railway, with locomotive engines for passenger traffic, settled the question as to the value of this way of travelling. Great credit is due to the enterprising spirit of Lancashire capitalists for their perseverance against scientific doubts and opposition from powerful and interested parties. One engineer said, 'No man in his right mind would attempt a railroad over Chat Moss.' The bold and comprehensive genius of George Stephenson, backed by the capital of our Lancashire merchants and manufacturers, overcame the difficulty and it cost only £40 000. The number of passengers travelling this line by 1832 was 356 945 a year. Now the passenger traffic in the United Kingdom numbers about 60 million a year.

From 'Railways Past, Present and Prospective', published in 1849.

Source B



HOW THE RAILWAY COMPANIES
ARE
CRIPPLING BRITISH INDUSTRY
AND
DESTROYING THE CANALS:

WITH SUGGESTIONS FOR REFORMING THE WHOLE SYSTEM OF RAILWAY CHARGES, AND RESCUING THE WATER WAYS PERMANENTLY FOR THE NATION.

Being the Evidence given (at the suggestion of the Manchester Chamber of Commerce) before the House of Commons' Committee on Railway Rates (1881-2), by PETER SPENCE, J.P., of the Manchester Alum Works, Manchester; Nechells Park Chemical Works, Birmingham, &c.

The title page of a paper of evidence about railways put before the House of Commons in 1882.

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(a) (i) Study Source A.

What does this source tell you about the importance of the Liverpool and Manchester Railway? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that people opposed railways? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the impact of railway development? Explain your answer. [7]

(b) (i) Name **two** railway engineers or developers other than George Stephenson. [2]

(ii) What difficulties did railway engineers have to overcome in building railways? [4]

(iii) Why was there a great expansion of railway building in the 1840s and 1850s? [6]

(iv) 'Railways brought more disadvantages than benefits to working-class people.' How far do you agree? Explain your answer. [8]

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DEPTH STUDY H: THE IMPACT OF WESTERN IMPERIALISM IN THE NINETEENTH CENTURY

8 Study the sources, and then answer the questions which follow.

Source A

Pile on the Brown Man's burden
And if you rouse his hate
Meet his old-fashioned reasons
With Maxims* – up to date
With shells and Dum-Dum bullets
A hundred times make plain
The Brown Man's loss must never
Imply the White Man's gain.

* type of machine gun.

From an English satirical poem called 'Truth', written in the 1880s.

Source B

I cannot repeat it often enough that to prepare a country for colonisation is a work needing time and patience. This is not the work of a day, or one for inexperienced men, however great their intelligence and good will. Quite apart from force being a bad method it is impossible to employ it in the interior of the country. What we have to avoid at all costs, is overthrowing in one day the work of ten years, for intervention by force in a work of patience and gentleness could lose everything at one go.

From a speech given by the explorer Brazza in January 1886 about French colonisation of the Congo.

Source C

Bismarck began with a declaration that the aim of the conference was to promote the civilisation of the African natives by opening the interior of the continent to commerce and Christianity.

Report on Bismarck opening the Berlin Conference in November 1884.

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(a) (i) Study Source A.

What does this source tell you about how Europeans treated people in the colonies? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the French treated their colonies well? Explain your answer. [7]

(iii) Study all the sources.

Is one of these sources more useful than the others as evidence about European imperialism in Africa in the late nineteenth century? Explain your answer. [7]

(b) (i) Who was Lord Lugard? [2]

(ii) Describe the advantages of 'indirect rule' for Britain. [4]

(iii) Why was the Berlin Conference of 1884–5 called? [6]

(iv) 'European motives for imperialism were good, but in practice imperialism was bad.' How far do you agree? Explain your answer. [8]

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