UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/42**

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

1 hour

Additional Materials: Answer Booklet/Paper

0055222567

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 **10** printed pages and **2** blank pages.

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DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

1 We demand the union of all Germans into a greater Germany.

4 Only fellow Germans can have the right of citizenship. A fellow German can only be so if born to German parents. This excludes Jews.

14 We demand that large industries share their profits with the workers.

15 We demand generous improvements in the old age pension system.

25 To achieve this programme the party demands the setting up of a strong national government with complete authority for parliament over the whole country.

Extracts from the Twenty-Five Point Programme of the National Socialist German Workers' Party (NSDAP), 1920.

Source B

Hitler never stood as a candidate for the Reichstag as he was not a German citizen until 1932. By 1928 Hitler was little known outside southern Germany and even there was seen as part of the lunatic fringe of Bavarian politics. In the 1928 elections the Nazis won only twelve of the 491 Reichstag seats. It would have been all too easy for the Nazi Party to disintegrate. Faced with indifference and half-amused contempt from voters, these were the years of waiting for Hitler. He had made progress in rebuilding the Party from its 1924-5 low and was its unchallenged leader. The one quality of his leadership was the fact that he never let go, never lost faith in himself and, having dealt with earlier rivals, kept the loyalty of the men around him.

From 'Hitler, A Study in Tyranny', by a British professor of history, 1962.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Hitler was an effective leader in the 1920s? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the Nazis in the 1920s? Explain your answer. [7]

(b) (i) Name **two** of the main political parties, other than the Nazis, in Weimar Germany. [2]

(ii) What powers did the President have under the Weimar Constitution? [4]

(iii) Why was Ernst Röhm important to the Nazis before 1934? [6]

(iv) 'The Enabling Act was the most important factor leading to Hitler becoming the Führer in 1934.' How far do you agree with this statement? 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

As the Civil War got worse the government controlled the peasants and took their crops. Officials encouraged the peasants to work harder still, and uncooperative peasants were disciplined. By 1921 the economy was again at breaking point. There was not enough food for the towns and some peasants began to hide any surpluses for their own benefit. More people died of hunger during the Civil War than from the fighting.

A British historian writing in 1990.

Source B

The Bolshevik supporters may not number more than 10 per cent of the population but their worst enemies cannot deny their energy and party discipline. Unfortunately, no other party can claim even half as large a percentage of supporters. In Russia the aristocracy and middle class do not number more than 15 per cent of the entire population and this small percentage is divided against itself into monarchists, liberals and socialists. Some 70 per cent of the population – the majority of the peasantry – remain inactive. This inactivity is an advantage to the Bolsheviks.

A British secret agent in Russia during the Civil War, writing in November 1918.

(a) (i) Study Source A.

What does this source tell you about peasant life during the Civil War? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the ineffectiveness of the opposition was the key to Bolshevik success? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Bolshevik rule during the Civil War? Explain your answer. [7]

(b) (i) What was the Cheka? [2]

(ii) Describe the main elements of War Communism. [4]

(iii) Why did the Bolsheviks win the Russian Civil War? [6]

(iv) How far was the New Economic Policy (NEP) a success? 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

Men in smart suits and polka dot neckties talked seriously and convincingly of 'sound investments', 'gilt-edged securities', and 'attractive yields'. Rich, creamy words. Enchanted we have listened: enchanted we have handed over our savings, confident that the affairs of the nation were in the wisest of hands. We were even assured on the highest authority that the Republic was entering a whole new era of secure value, solid as rock. With such all-seeing experts in charge of the dials and switches of the credit structure, how could anything go wrong?

An American study of the 1920s economy, published in December 1929.

Source B

America of the 1920s believed in a free market, regulation was a dirty word, especially as far as the stock market was concerned. As a result people in banks and on Wall Street engaged in activity that would be considered criminal today using insider knowledge, manipulating shares and information, and it was legal. Not that there wasn't any law, just its loopholes were enormous. By 1929, the New York Stock Exchange Index had increased in value from 100 points to 350 points in four years, fueled by speculative credit. Even in 1930 a Wall Street trader commented that the public liking for shares was not only as strong as ever, but also the prompt return of huge speculation indicated that it would be difficult to hold back the stock market enthusiasm for long.

From an American stock market analyst, 2002.

(a) (i) Study Source A.

What can you tell from this source about stock market investors in the 1920s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that over-confidence was responsible for the problems of the stock market? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was 'buying on the margin'? [2]

(ii) Describe the measures taken by President Hoover's government to deal with the Wall Street Crash. [4]

(iii) Why did Hoover's policies have limited effect on the economy by 1932? [6]

(iv) 'The banking crisis was the most serious consequence of the Wall Street Crash.' How far do you agree with this statement? 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

There was a new spirit of courage and daring. There was a sense of liberation, that just to be in the Square was a statement in itself. People smiled and shook my hand. The gentleness, the smiles and the headbands reminded me of the big rock concerts and the anti-Vietnam protests of the 1960s in the West. There was the same certainty that because the protesters were young and peaceful the government must give in.

A British journalist recounts his Tiananmen Square experiences in a book written in 1990.

Source B

In 1983 China had as many as 44 000 markets where farmers could sell their produce privately with the result that the income of agricultural workers tripled between 1977 and 1983. Private businesses were encouraged on a small scale and by 1983 there were three million private companies. A television set cost two years' wages and a bicycle a month's pay. Unemployment, according to Western estimates, stood at 12 per cent in 1983, and this modernisation along Western capitalist lines had also brought Western-style problems such as a rising crime rate and football hooliganism.

A British historian writing in 1987.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that life in China improved after the death of Mao? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about China after the death of Mao? Explain your answer. [7]

(b) (i) Name **two** areas of China still held by imperialist powers at the time of Mao's death. [2]

(ii) Describe the fall of the Gang of Four. [4]

(iii) Why did the events of June 1989 in Tiananmen Square occur? [6]

(iv) By the 1990s, how far had China moved away from Communist policies since the death of Mao? 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

- The South African Native Trust (SANT) will be set up to purchase 6 million hectares of land to add to the 9 million already set aside for 'native reserves' under the 1913 Land Act. The finance is to be from the poll tax, rent and profit made from all black-owned land.
- SANT will have the authority to administer African reserve areas, to provide systems of control over livestock and to introduce the division of arable and grazing land. It will have the power to enforce betterment through residential planning and new villages.
- A system of registering and controlling the distribution of labour tenants and squatters is to be introduced.

Major terms of the 1936 Native Trust and Land Act.

Source B

The Industrial and Commercial Workers' Union (ICU) led strikes of black workers against poor wages and working conditions in the gold mines. The ICU organised sharecroppers and tenant farmers all over the countryside. The women's fellowship of the Methodist Church helped organize the schools and trading store boycotts of 1922 to 1926 in the Transkei. After the ICU ended in the late 1920s, resistance in the agricultural areas became more focused on local problems. Harsh conditions of repression combined with extreme poverty, underdevelopment and low levels of literacy made any national rural protest difficult. The continuous flow of migrant labour to urban areas did ensure that rural struggles continued to feed into national campaigns.

South African website for students, 2008.

(a) (i) Study Source A.

What can you tell from this source about the 1936 Native Trust and Land Act? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Africans were not successful in organising themselves against the effects of white rule between 1920 and 1948? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about life in agricultural areas? Explain your answer. [7]

(b) (i) What was ISCOR? [2]

(ii) Describe the effect on South Africans of the 1930s Gold Boom. [4]

(iii) Why were there political divisions in the white minority between 1910 and 1939? [6]

(iv) 'Dealing with the land issue was the greatest success for the South African governments between 1910 and 1940.' How far do you agree with this statement? 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 conclusion of the Six Day War, with its resultant shock for the Arab world, created an atmosphere, particularly in Israel, indicating that an end had been reached in the wars with various Arab countries. Indeed, the imminent opening of peace negotiations was expected. From a military point of view, Israel was now in a much stronger position than it had ever been and, in the eyes of most Israelis, this fact enhanced the prospects for peace negotiations. This time Israel would be negotiating from strength.

From a book written by a former President of Israel.

Source B

Following the shattering defeat in the Six Day War, the Arab states met at Khartoum in August 1967. Here they decided there would be 'no peace, no recognition, and no negotiation' with Israel. The Arab struggle would continue. The situation improved somewhat when the United Nations passed Resolution 242 which called for:

1 The withdrawal of Israel from occupied territories.
2 All Middle East states to live in peace with secure and recognised boundaries.
3 A just settlement to the refugee problem.

From a British history book written in 1987.

(a) (i) Study Source A.

What can you tell from this source about the Israeli victory in the Six Day War? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that prospects for peace were good in late 1967? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** areas occupied by Israel during the Six Day War. [2]

(ii) Describe the part played by the Israeli air force during the Six Day War. [4]

(iii) Why did President Nasser increase the threat to Israel in May 1967? [6]

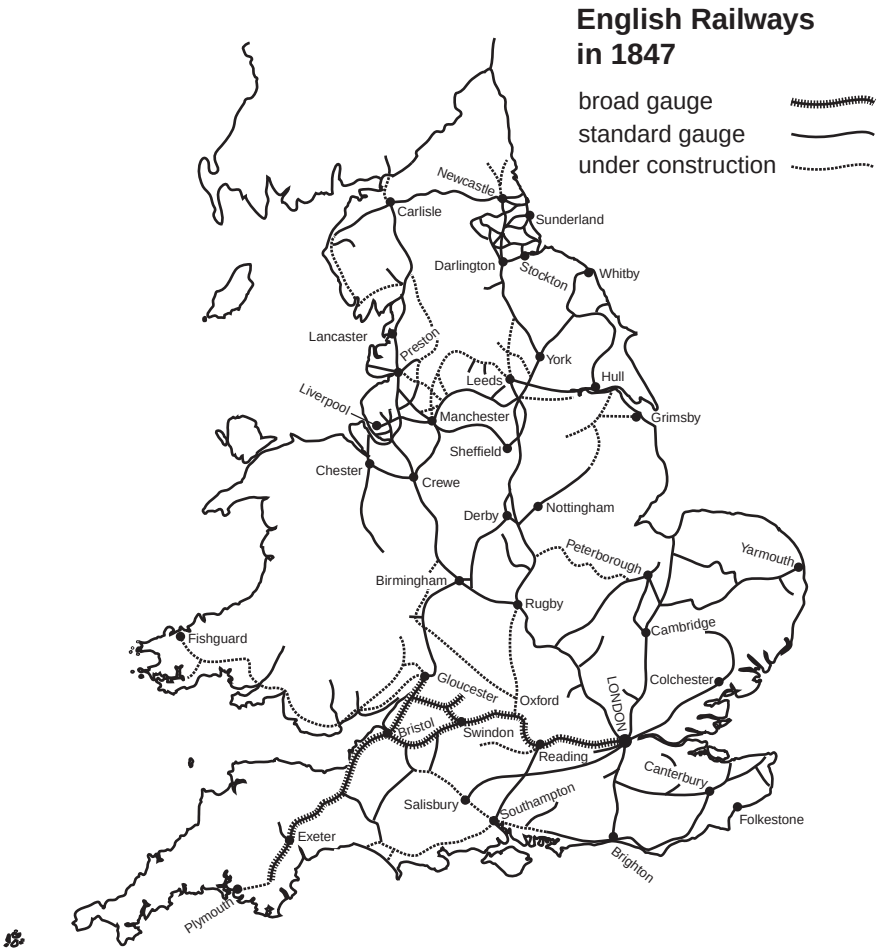
(iv) How far did the Israeli victory in 1967 change the attitudes of the Arab states and Palestinians? Explain your answer. [8]

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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



A map of English railways, 1847.

Source B

We must decide whether it is desirable that a nation should continue in the quiet enjoyment of pastoral and agricultural life, or that it should be launched into the bustle and excitement of commerce and manufacture. It must be admitted that the golden age is past, and it is feared that the iron age has succeeded it. The locomotion engine and the railway are for the present day. From east to west, and from north to south, the mechanical principle will spread and extend itself. The world has received a new impulse.

From a speech made in 1830 by the treasurer of the Liverpool and Manchester Railway.

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Source C

In the forties, under the unscrupulous leadership of George Hudson, the 'Railway King,' the general public plunged headlong into speculation of the 'railway mania,' and lost much money in bogus or unsuccessful companies.

From a history of Britain, published 1942.

(a) (i) Study Source A.

What can you tell from this source about the growth of railways between 1829 and 1847? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that people were in favour of the development of railways? Explain your answer. [7]

(iii) Study all the sources.

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

(b) (i) What were the track gauges for a) Brunel's railways and b) Stephenson's railways? [2]

(ii) Give the details of the Railways Passengers' Act (Parliamentary Trains Act) of 1844. [4]

(iii) Why was there a 'railway mania' in the 1840s? [6]

(iv) 'The growth of railways caused more problems than it solved.' How far do you agree with this statement? 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

The conference ended in February 1885 with an agreement and a final round of speech making. No one benefited more than the man who had not been there, King Leopold. At the mention of his name during the signing ceremony, the audience stood up and applauded. In his closing speech to the delegates, Bismarck said, 'The new Congo state is destined to be one of the most important in fulfilling the work we intend to do, and I express my best wishes for its speedy development and for the realisation of the noble hopes of its illustrious creator'.

From a book about the Congo, published 1999.

Source B

1 Leopold's claim that his new state was providing wise government and public services was a fraud. There were no schools and no hospitals except for a few sheds, not fit to be occupied by a horse. Virtually none of the colony's officials knew any African language.

2 White officers were shooting villagers, sometimes to capture their women, sometimes to intimidate the survivors into working as forced labourers, and sometimes for sport.

3 Leopold is not the noble anti-slavery crusader he portrayed himself as. His Majesty's Government is engaged in the slave trade. It buys and sells and steals slaves. The labour force at the stations of His Majesty's Government in the Upper River is composed of slaves of all ages and both sexes.

Extracts from a pamphlet about the Congo called 'Open Letter', written by a black American preacher, published 1890.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Belgian colonisation of the Congo was motivated by economic gain? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** colonies established by Germany in Africa in the second half of the nineteenth century. [2]

(ii) Describe how the Congo came under the control of King Leopold II of Belgium. [4]

(iii) Why did Britain have more African possessions than other European countries? [6]

(iv) 'The Scramble for Africa was a disaster for Africa.' How far do you agree with this statement? Explain your answer. [8]

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