UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/41**

Paper 4 Alternative to Coursework **October/November 2011**

1 hour

Additional Materials: Answer Booklet/Paper

4994667062

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 **9** printed pages and **3** blank pages.

© UCLES 2011

DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

	March 1932		April 1932	
	VOTES	%	VOTES	%
Hindenburg (President)	18 651 497	49.6	19 359 983	53.0
Hitler (National Socialist)	11 339 446	30.2	13 418 547	36.8
Thaelmann (Communist)	4 983 341	13.2	3 706 759	10.2
Düsterberg (Nationalist)	2 557 729	7.0	Had Withdrawn	

Presidential election results, 1932.

Source B

The election at the end of July 1932 made the Nazis the largest party in the Reichstag. On 13 August Hindenburg listened patiently to Hitler again demanding to be made Chancellor with full authority. The President replied that because of the tense situation he could not risk transferring power to a new party such as the National Socialists; it did not have a majority in the Reichstag and was intolerant, noisy and undisciplined. He said that recent clashes between Nazis and police, acts of violence against those of a different opinion and Jews had strengthened this view. After extended discussion Hindenburg proposed that Hitler should co-operate with other parties, in particular the Nationalist and Centre, to show what he could achieve in a coalition. The President said this could end the widespread fear that a National Socialist government would misuse its power and eliminate all those with other views. Hitler totally refused to negotiate with other parties.

From the evidence given by the chief civil servant of President Hindenburg at the Nuremberg trials in 1947.

(a) (i) Study Source A.

What does this source tell you about politics in 1932? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Nazis were powerful by 1932? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who was Heinrich Brüning? [2]

(ii) Describe how Hitler became Chancellor in January 1933. [4]

(iii) Why did the Nazis win the largest share of the vote in the March 1933 election? [6]

(iv) How far do you agree that violence was the most important factor in consolidating Hitler's power between 1933 and the end of 1934? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY B: RUSSIA, 1905–1941

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

Source A

I was in love with that man, and love him still. The day he died I wept like a baby. I loved him for his mind, his logic, his manliness and especially his courage. He was the one person great enough to keep the Soviet Union together and make us a great nation after Lenin died. It was for him that we worked and sacrificed and died. He was a genius of his time.

In 1967, a former manager of a collective farm remembers Stalin.

Source B

A tribute for Stalin was called for. Of course, everyone stood up for three minutes, four minutes, the stormy applause, rising to an ovation, continued. Who would be the first to stop? After all, NKVD men were standing in the hall waiting to see who would quit first! After 11 minutes the director [of the factory] sat down. To a man, everyone else stopped dead and sat down. They had been saved. That, however, was how they discovered who the independent people were. And that was how they eliminated them. The same night the factory director was arrested.

An extract from Alexander Solzhenitsyn's book 'The Gulag Archipelago', published in 1973. Solzhenitsyn lost his Soviet citizenship as a result of this book.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Stalin was popular? Explain your answer. [7]

(iii) Study both sources.
Is one of these sources more useful than the other as evidence about Stalin? Explain your answer. [7]

(b) (i) Who was Sergei Kirov? [2]

(ii) Describe the main features of Stalin's Cult of Personality. [4]

(iii) Why did Stalin undertake the purges of the 1930s? [6]

(iv) 'Stalin's rule brought little benefit to the people of the USSR.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

[Turn over

DEPTH STUDY C: THE USA, 1919–1941

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

Source A

By the end of 1925 I had nineteen agents and administrators for enforcing Prohibition in the entire state. I chose to concentrate on raiding large stills and big shipments of drinks rather than close down small-time speakeasies. One night in January 1927 I sent three of my best men to check out a report of a beer warehouse in the state capital. No sooner had they arrived than an angry mob surrounded them and threatened to beat them up. One of the agents fired a shot into the air to disperse the crowd. This alerted a nearby patrol cop whose reaction was immediate: he arrested the federal agents for carrying guns without licences! The city police chief, whose best friend is the local 'beer baron', supported the cop's action.

From the report of the Chief Federal Agent in the state of New Jersey, who resigned in May 1927.

Source B

The Volstead Act of 1919 introducing Prohibition was adopted as the Eighteenth Amendment nationally and by each state, particularly the rural ones, more quickly than any other change in the Constitution ever proposed. Alcohol consumption dropped by 30 per cent after 1919 and the United States Brewers' Association admitted that the consumption of hard liquor had halved. Deaths from cirrhosis of the liver, mainly caused by alcohol, had fallen from 29 to 10 per 100 000 between 1911 and 1929 and alcohol-related crime dropped markedly. The price for illegal alcohol rose higher than the average worker could afford and businesses became more efficient as a result. The nation's beer brewing industry was devastated – for example, St. Louis had twenty-two breweries before Prohibition. When it ended in 1933, only nine re-opened.

From the history website of a major American brewery, 2008.

(a) (i) Study Source A.

What does this source tell you about enforcing Prohibition? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Prohibition was beneficial? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) Describe the activities of bootleggers. [4]

(iii) Why was Prohibition quickly accepted in rural states? [6]

(iv) How far do you agree that Prohibition was the least important type of intolerance in the 1920s? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

The KMT had been a disappointment to many who had originally supported it. Those who did still support it went to Taiwan or elsewhere, but many of the middle class stayed in China in a mood of 'wait and see'. Others returned from abroad in the same spirit; at last there seemed to be an opportunity to use their education and talents in the service of their country.

A British historian writing in 1978 about the early days of Communist rule in China.

Source B

Private businessmen were told that they must keep their factories and shops open. Industry and commerce were not nationalised for some years, and the collectivisation of agriculture was not carried out till the mid-1950s. Some sectors were subjected to instant, drastic change. One was the law where courts were replaced by Party committees. Another was the media, on which tight censorship was imposed at once.

A Chinese author, who now lives in Britain, describes in 2005 the early days of Communist rule in China.

(a) (i) Study Source A.

What does this source tell you about the Chinese people in 1949? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that life in China changed little after the Communists took power? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about China in the early days of Communist rule? Explain your answer. [7]

(b) (i) What were barefoot doctors? [2]

(ii) Describe the main features of a collective farm. [4]

(iii) Why were the peasants such strong supporters of the Communists by 1949? [6]

(iv) How far was China changed by the reforms undertaken by the Chinese Communists in the period 1949–1958? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

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

Source A

The ANC leader Nelson Mandela has written that 'in 1989 and 1990 I was tremendously impressed by Mr de Klerk, a man of integrity who met me on a basis of equality and discussed issues objectively.' After Mandela's release from prison, the intense bargaining between them began. Mandela was startled to discover that de Klerk was not a meek man accepting the inevitability of majority rule but a tough, grudging opponent. Mandela complained that the National Party 'keeps looking for ways to exercise power even if it loses a democratic election'. In private they grew increasingly angry with each other but tamed their tempers in public.

From an American current affairs magazine, 1994.

Source B

De Klerk's National Party argued that Umkhonto we Sizwe (MK) was a 'private army' that should be disbanded and its arms handed over to the security forces. The ANC refused, insisting that it would only be disbanded once an interim government had been set up. Mandela threatened mass action and African trade unions threatened a general strike if it was not set up by June 1992. At the end of March 1992 the National Party returned triumphant from its referendum and in an aggressive mood, and the dispute over MK continued. Although the government did not seem to see MK as a security threat, it did relate its existence to the continuing violence. A new demand was made for the ANC to take some responsibility for ending the violence.

From a South African history for students, 2008.

(a) (i) Study Source A.

What does this source tell you about the negotiations for a new South African constitution? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the National Party was responsible for delaying the peaceful transfer of power? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the role of the ANC in ending minority rule? Explain your answer. [7]

(b) (i) Give **two** of the apartheid laws repealed by 1991. [2]

(ii) Describe the main features of the new South African constitution agreed in November 1993. [4]

(iii) Why was Chief Buthelezi important between 1990 and 1994? [6]

(iv) How far do you agree that by 1994 majority rule had been achieved peacefully? Explain your answer. [8]

© UCLES 2011

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

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

Source A

This was the kind of battle the British simply could not win because even if they intercepted the ships carrying Jewish migrants, there were film crews and reporters on the ships that then transmitted an image of Britain as preventing survivors of the refugee camps from reaching the safety of Palestine. The main purpose of the Zionist strategy was to force Britain to give up its mandate over Palestine.

An Arab historian recalls events of 1947 in a television interview in 1977.

Source B

The population in Israel has increased four-fold since 1948. This has been due partly to natural population increase and partly to immigration policies. There was a huge influx of immigrants from Europe between 1948 and 1950. Many Jewish immigrants also came to Israel from other Arab countries. However, the initial high rate of immigration was not sustained and there was a considerable decrease in the number of newcomers after 1955. In 1969 Israel's Jewish population numbered over 2 500 000. The percentage of Jews in the population of Israel was around 90 per cent.

From a British history textbook, written in 1977.

(a) (i) Study Source A.

What does this source tell you about Zionist strategy in 1947? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the population increase in Israel was caused by immigration? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Jewish migration to Israel? Explain your answer. [7]

(b) (i) Who was David Ben-Gurion? [2]

(ii) Describe the activities of Irgun and the Stern Gang. [4]

(iii) Why did the United Nations Organisation plan for the partition of Palestine cause disagreement in 1947? [6]

(iv) 'The influence of the USA was the most important factor in the establishment of the State of Israel.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

Source A

On Combination Laws:

It is the opinion of this Committee that masters and workmen should be freed from restrictions, as regards the rate of wages and hours of working, and be left at perfect liberty to make such agreements as they mutually think proper. Therefore, the Combination Laws that interfere in these particulars between master and workmen should be repealed.

From the Report of the Select Committee on Artisans and Machinery, 1824.

Source B

I declare that I am not now, nor will I become during the time of my employment with you, a member of, or supporter of, any society which directly or indirectly, interferes with the hours and terms of labour of this or any other establishment.

Extract from 'The Document' which was used in various versions by employers for employees during the 1830s.

Source C

We believe that the general evils and dangers of combination cannot easily be exaggerated. If a few agitators can enforce a strike we shall not retain the industry, the skill, or the capital on which our manufacturing superiority depends.

An economist making a presentation to a Parliamentary Select Committee in 1841.

(a) (i) Study Source A.

What does this source tell you about the status of British workmen in the 1820s? Support your answer with reference to the source. [6]

(ii) Study Sources B and C.

How far do these sources show that employers were confident of keeping control over their workers? Explain your answer. [7]

(iii) Study all the sources.

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

(b) (i) What was the purpose of the Combination Laws of 1799/1800? [2]

(ii) What was the GNCTU? [4]

(iii) Why were the Tolpuddle Martyrs put on trial in the early nineteenth century? [6]

(iv) 'By 1850, employers had gained total control over their workers.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

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 day of reckoning for most Christians was 11 June 1900. On the eve of that day leaflets were posted in the street calling for massacres of Christians and threatening anyone who would dare shelter them with certain death. In the middle of the night, gangs of Boxers with flaming torches spread over Beijing, attacking Christian houses, seizing Christians who were then ripped open, beheaded or burned alive.

The account of the chief of the Russian church mission in Beijing, written at the time of the Boxer Rebellion.

Source B

The people of Shansi are naturally timid and gentle, being the most peaceable in China. So our Shansi Christians were hopeful for themselves, even when reports from the coast grew more alarming. But there was one thing that caused us deep worry and that was the fact that the wicked, cruel Yu Hsien, the hater of foreigners, was the newly appointed Governor of Shansi. He had previously promoted the Boxer movement in Shantung, and had persuaded the Empress Dowager that the Boxers had supernatural powers and were true patriots.

From an account by a Chinese Christian at the time.

(a) (i) Study Source A.

What does this source tell you about the Boxers? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Chinese people supported the Boxer Rebellion? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** European countries, other than Russia, that had missionary and commercial interests in China in 1900. [2]

(ii) Describe how China was ruled at the end of the nineteenth century. [4]

(iii) Why did the Boxer Rebellion fail? [6]

(iv) How far had China become westernised by the end of the nineteenth century? Explain your answer. [8]

© UCLES 2011

BLANK PAGE

BLANK PAGE

BLANK PAGE

Copyright Acknowledgements:

Depth Study B Source A	© Philip Ingram; *Russia and the USSR 1905 – 1991*; Cambridge University Press; 1997.
Depth Study B Source B	© Ben Walsh; *Modern World History*; John Murray Ltd; 1991.
Depth Study D Source A	© Harriet Ward; *World Powers in the Twentieth Century*; Heinemann Educational Books Ltd; 1978.
Depth Study D Source B	© Jung Chang & Jon Halliday; *Mao, the Unknown Story*; Jonathan Cape; 2005.
Depth Study F Source A	© S J Perkins; *Arab-Israeli Conflict*; Macmillan Education Ltd; 1987.
Depth Study F Source B	© Schools Council History 13-16 Project; *Arab-Israeli Conflict*; Holmes-McDougall; 1977.
Depth Study G Source A	© P Wall and K Dawson; *Trade Unions*; Oxford University Press; 1968.
Depth Study G Source B	© H Pelling; *History of British & Trade Unionism*; Penguin; 1963.
Depth Study G Source C	© Lloyd Evans; *British Trade Unionism 1850-1914*; Edward Arnold; 1970.
Depth Study H Source A	© Harry G Gelber; *The Dragon & the Foreign Devils*; Bloomsbury Publishing plc; 2007.
Depth Study H Source B	© fordham.edu/halsall/??????/1900 fei-boxers.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© UCLES 2011