UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/43**

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

1 hour

Additional Materials: Answer Booklet/Paper

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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 **11** printed pages and **1** blank page.

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DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

One night in May 1933 books were burnt by Nazi students outside universities all over Germany. I saw huge crowds cheering as over twenty-five thousand books were burnt at the University of Berlin. Some of the slogans chanted by the students were:

Against moral decay! For discipline and morality in family and state!

Against lies about our history and criticism of its great figures! For awe of our past!

Against alien journalism of a democratic and Jewish type! For responsible involvement in the work of national reconstruction!

Against literary betrayal of the soldiers of the World War! For the education of the nation in the spirit of military preparedness!

An American journalist who worked in Germany from 1926 to 1941.

Source B

No effort was spared by the Party's propagandists to maintain national feeling at fever pitch: impressive parades, enthusiastic rallies, masses of flags and uniforms and constant repeating of racialist slogans were all part of the grand design to give Germans a sense of purpose and fanatical pride in the fatherland and the Aryan race. The Nazis appealed to the spirit of idealism and self-sacrifice in German youth, stressing the need for a truly united people and national solidarity against Germany's enemies. It cannot be denied that the cult of the infallible leader had an irresistible appeal for millions of Germans, young and old alike. Hitler was a father-figure in whom disillusioned and weary people could place their confidence and trust. Those who disliked the regime simply focused on their work and home and tried to shut out the incessant propaganda.

From a British historian, 1991.

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(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the popularity of the Nazis was created by propaganda? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** groups of young people who criticised Nazi Germany. [2]

(ii) Describe how the Churches were affected by the Nazi government. [4]

(iii) Why did unemployment fall rapidly after 1933? [6]

(iv) 'Goebbels was the most successful Nazi leader between 1933 and 1945.' 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



A group of peasants carrying a banner with the inscription, 'We demand collectivisation and the liquidation of the kulaks as a class', 1931.

Source B

The chaos of collectivisation – peasant resistance, lack of machinery, no clear idea of how farms were to be organised – led naturally to poor harvests. Nevertheless, all grain in the growing areas was collected by force and taken to the towns or exported. The peasants then began to die of starvation. About 10 to 15 million people died in the 1932–34 famine. The government made every effort to conceal the famine from the outside world and this meant there could be no appeal for international aid. The USSR continued to export grain for industrial equipment. It has been alleged, probably with some truth, that the famine was not unwelcome to Stalin; it was an effective way to break peasant resistance.

A British historian, writing in 1966.

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(a) (i) Study Source A.

What does this source tell you about Russian peasants during collectivisation? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that collectivisation was a failure? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who were the kulaks? [2]

(ii) Describe how a kolkhoz was organised. [4]

(iii) Why did Stalin introduce collectivisation? [6]

(iv) How far did collectivisation bring benefits to the USSR by 1941? 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

	Total production of all the economy in billions of dollars	Price of cattle per head in dollars	Price of cotton per lb. in dollars
1920	89	53	16
1925	91	32	20
1929	104	59	17
1932	59	26	7

From government statistics on the American economy, 1935.

Source B

The United States had too many banks, and too many of them played the stock market with depositors' funds. Only a third or so belonged to the Federal Reserve System on which Hoover placed such reliance. Most people had a heavy debt load even before the Crash, and the onset of recession in the spring of 1930 meant that they simply stopped spending. When unemployment resulted, buying power vanished overnight. Government and business actually spent more in the first half of 1930 than the previous year, yet frightened consumers cut back their expenditure by ten per cent. Unemployment soared from five million in 1930 to over eleven million in 1931 and there was no government insurance for the jobless. A sharp recession had become the Great Depression.

From an American website for students, 2007.

(a) (i) Study Source A.

What does this source tell you about the American economy between 1920 and 1932? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that loss of confidence was responsible for American people's economic problems by 1931? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about weaknesses in the American economy by 1932? Explain your answer. [7]

(b) (i) What encouraged speculation on the Stock Market? [2]

(ii) Describe the effects of the banking crisis between 1929 and 1932. [4]

(iii) Why did Roosevelt win the 1932 Presidential election? [6]

(iv) 'The poor paid the greatest price for 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

As the Red Guards brought factories and transport to a standstill, serious fighting sometimes broke out. The People's Liberation Army was used for peacekeeping and to keep essential services going. At times the conflict went beyond Mao's intentions. In the Wuhan incident in July 1967, military units in central China kidnapped a senior Party leader who had been sent to keep the peace between local factions. This and other 'excesses' during 1967 brought an official 'cooling down' policy. Workers were sent back to their jobs and millions of Red Guards were sent to work in the countryside with the peasants.

A British historian, writing in 1978.

Source B

Since the Cultural Revolution is a revolution, it inevitably meets with resistance. This resistance comes chiefly from those in authority who have wormed their way into the Party and are taking the Capitalist road. It also comes from the force of habits from the old society. What the Central Committee demands of the Party at all levels is to boldly arouse the masses and encourage those comrades who have made mistakes but are willing to correct them, to cast off their burdens and join the struggle.

The view of the Central Committee of the Chinese Communist Party about the Cultural Revolution, quoted in the Beijing Review, August 1966.

(a) (i) Study Source A.

What does this source tell you about the Red Guards? 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 Cultural Revolution? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was the purpose of Mao's 'Little Red Book'? [2]

(ii) Describe what happened at meetings when Red Guards denounced 'opponents' of the Cultural Revolution. [4]

(iii) Why did Mao think the Cultural Revolution was needed? [6]

(iv) How far did the rise to power of Deng Xiaoping after Mao's death change the lives of the Chinese people? 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 PEOPLE SHALL GOVERN!
ALL NATIONAL GROUPS SHALL HAVE EQUAL RIGHTS!
THE PEOPLE SHALL SHARE IN THE COUNTRY'S WEALTH!
THE LAND SHALL BE SHARED AMONG THE PEOPLE WHO WORK IT!
ALL SHALL ENJOY EQUAL RIGHTS!
THERE SHALL BE PEACE AND FRIENDSHIP!
THESE FREEDOMS WE SHALL FIGHT FOR SIDE BY SIDE, THROUGHOUT OUR LIVES UNTIL WE HAVE WON OUR LIBERTY!

Main headings from the Freedom Charter of the Congress of the People agreed at Kliptown in 1955.

Source B

The first act of the 1955 Congress was to present prizes to three leaders: Father Huddleston, the English priest, who had done his best for Sophiatown; Dr. Dadoo, the Indian leader; and Chief Luthuli, President of the ANC in Natal. Only Father Huddleston could be present as the other two were banned from taking part in politics. I was on the platform waiting to make my speech to the meeting of 3000 people when we were surrounded by armed police. The police spent a long time searching people for documents, taking names, addresses and photographs of delegates. In particular, they photographed every one of the 200 white people present. I went ahead with my speech on housing, the need to end hunger and the need for medical care, and people listened peacefully in spite of the police activities.

From the autobiography of Helen Joseph, a white democrat, 1986.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that opposition to apartheid was working in the 1950s? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the opposition to the government in the 1950s? Explain your answer. [7]

(b) (i) What was the Torch Commando? [2]

(ii) Describe what happened to Sophiatown in 1955. [4]

(iii) Why did Trevor Huddleston remain important after 1955? [6]

(iv) 'The Population Registration Act of 1950 was the most damaging apartheid law in the 1950s.' 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 population of Israel, 1948–1973

1948	770 000
1954	1 717 814
1961	2 232 300
1969	2 841 100
1973	3 200 000

Jewish immigration into Israel, 1949–1968

1949	239 000
1955	110 000
1959	60 000
1965	50 000
1968	40 000

Statistics taken from a British textbook of 1977.

Source B

Although Israel has experienced some difficulty in finding foreign markets – particularly in Arab countries and some communist states – her exports have increased enormously. The bulk of Israel's export earnings have come from sales of citrus fruits and polished diamonds. Other products playing an increasingly important role in export sales include textiles, processed foods, chemical products, electronic equipment, fertilisers and plastic goods. Israel's main customers are the USA and Britain. The tourist industry is developing, although periodic wars since 1948 have disrupted its progress.

Written in the 1970s by a British author.

(a) (i) Study Source A.

What does this source tell you about Israel's population during the period 1948–1973? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Israel's economy was successful in the 1970s? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What is a kibbutz? [2]

(ii) Describe the religious issues between Arabs and Jews over the city of Jerusalem. [4]

(iii) Why did the state of Israel manage to survive against all opposition? [6]

(iv) How far were Israelis united in their views of how to deal with their Arab neighbours? Explain your answer. [8]

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

Source A

We propose that because of the miserable conditions to which, by repeated and unnecessary reduction of wages, the work people are reduced, this meeting should consider the immediate necessity of adopting some effective means of preventing such reductions and securing industrious workmen a just and adequate return for their labour.

From a resolution passed at a meeting of the National Association for the Protection of Labour in 1830.

Source B

As to the trial, the whole proceedings were a shameful disregard of justice and decency. The most unfair means were resorted to in order to frame a charge against us. When no evidence whatsoever could be put together the judge ordered us to be tried for mutiny and conspiracy under an Act of 1797 for the suppression of mutiny among seamen.

George Loveless, one of the Tolpuddle Martyrs, writing in 1837.

(a) (i) Study Source A.

What does this source tell you about the reasons for forming trade unions? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that workers were unable to form associations against employers at the time? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What did Robert Owen achieve at New Lanark? [2]

(ii) Describe the case of the Tolpuddle Martyrs. [4]

(iii) Why was there so much opposition to workmen forming trade unions? [6]

(iv) How far had working people shared in Britain's increasing prosperity by the middle of the nineteenth century? 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

China is corrupt to the core, ill-governed, lacking cohesion and without means of defending itself. To believe in China's power to recover is a waste of time. China as a political entity is doomed.

A British view of China at the end of the Sino-Japanese War.

Source B

China's collapse has been terrible. Everything China should have yielded gracefully to others when asked for will now have to be yielded to Japan.

The view of a British official in China at the end of the Sino-Japanese War in 1895.

Source C

Hereafter the sovereign and his officials, and persons high and low, must with firm resolve, wipe out age-old abuses. They must exert every effort for the two great tasks of training soldiers and stockpiling provisions, and make detailed plans to promote the new and do away with the old.

Part of an edict of the Emperor of China following the defeat of China by Japan in 1895.

(a) (i) Study Source A.

What does this source tell you about China in 1895? Support your answer with reference to the source. [6]

(ii) Study Sources B and C.

How far do these sources show that China could recover from the war with Japan? Explain your answer. [7]

(iii) Study all the sources.

Is one of these sources more useful than the others as evidence about reasons for China's weakness? Explain your answer. [7]

(b) (i) Name **two** Chinese defeats in the Sino-Japanese War of 1894–5. [2]

(ii) What were the immediate consequences of the Sino-Japanese War for China? [4]

(iii) Why was China defeated by Japan? [6]

(iv) How far was the Sino-Japanese War of 1894–5 a turning point in Chinese relations with other countries? Explain your answer. [8]

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