UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/42**

Paper 4 Alternative to Coursework **October/November 2013**

1 hour

Additional Materials: Answer Booklet/Paper

9412772102

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.
DO **NOT** WRITE IN ANY BARCODES.

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.

© UCLES 2013

DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

Flags raised high, ranks closed,
The SA marches with bold, determined steps.
Comrades shot dead by the Red Front and Reaction
March in spirit with us in our ranks.

The street free for the brown battalions,
The street free for the Storm Troopers!
Millions full of hope, look up to the swastika;
The day breaks for freedom and for bread.

For the last time the call has sounded!
For the struggle now we all stand ready.
Soon Hitler flags will fly over every street;
Slavery will last only a short time longer!

From the song written in 1929 by Horst Wessel, a commander of the SA in Berlin killed in 1930. It was sung at Nazi parades and meetings and, from 1933 to 1945, was part of the national anthem.

Source B

After our victory the National Socialist Party will train the people to have iron determination and emphasise our national pride. The main reform will be a change in attitude to defence and foreign policy. The other parties have accepted the crime of inflation but National Socialism will bring the thieves and traitors to justice! It will fight for German workers by getting them out of the hands of swindlers and destroy the hold of international banks on our country. With our victory we will protect the peasant from foreign competition, we will not increase taxes on the little man and we will purge the government of corrupt parasites.

From the Nazi election manifesto for the September 1930 election in which the Nazis won 107 seats compared to twelve in 1928.

© UCLES 2013

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that it was economic problems that helped the Nazis win support in the 1930 election? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the tactics used by the Nazis up to 1930? Explain your answer. [7]

(b) (i) Name **two** of the main parties other than the Nazis in the Reichstag in the early 1930s. [2]

(ii) Describe the policies of Chancellor Brüning between 1930 and 1932. [4]

(iii) Why was President Hindenburg important in the political crisis of 1930–33? [6]

(iv) 'Threats and violence were the main factors which carried Hitler from Chancellor to Führer between January 1933 and August 1934.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013

DEPTH STUDY B: RUSSIA, 1905–1941

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

Source A

The people are unanimous in describing conditions as unbearable, owing to the rule of the Bolsheviks, as well as the appalling economic conditions brought about by Lenin's regime. The Russian nation is groaning under the tyranny of the Bolsheviks. Workers and peasants are compelled to work under the threat of death. Since only the Red Guards have weapons, a rising of the people is not possible.

Reports from British refugees on conditions in Russia, October 1918.

Source B

The long-term consequences of the Civil War were serious. Russia had already suffered years of bad government under the Tsar. The First World War had disrupted the economic life of the countryside and towns. Now starvation threatened the whole country. Nevertheless, most Russian peasants and the working classes in towns were delighted by the triumph of the Reds who had overthrown the hated old regime.

A British historian, writing in 1990.

(a) (i) Study Source A.

What can you tell from this source about the Bolshevik regime in 1918? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Bolshevik rule had brought benefits to the people of Russia? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** of the White commanders during the Russian Civil War. [2]

(ii) Describe the Red Terror. [4]

(iii) Why did the peasants dislike War Communism? [6]

(iv) 'Trotsky was responsible for the success of the Bolshevik Revolution during the period 1917–21.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013

DEPTH STUDY C: THE USA, 1919–1941

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

Source A

We cannot finance the country and we cannot improve social conditions if we attempt to inflict the injustice of high taxation on the rich. It would produce little income for the country, it will discourage business and those who suffer the most harm will be the poor. It is absurd to suppose that people are envious of those who are already prosperous. Taxation and all other economic legislation must not destroy those who have already secured success but should create conditions under which everyone will have a better chance to be successful.

From President Coolidge's Inaugural Address, 1925.

Source B

In the Golden Twenties economic growth was amazing and new products were dazzling and affordable. Europe might have been having economic troubles, but America stood secure and calm, everything was wonderful. American investors had lent money to Europe with which to buy American goods and our factories were working at full speed, day after day, month after month. Unemployment by 1928 was almost six per cent – that meant over a million unemployed, perhaps even two million, with no wages with which to buy the goods flooding out of the factories, but who cared about a little unemployment? Our economists assured us America had risen permanently to a level of wealth no other country could achieve.

From a speech in 1939 by a leading figure in the Works Progress Administration (WPA).

(a) (i) Study Source A.

What can you tell from this source about the government's role in the 1920s economy? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the American economy in the 1920s was in a strong position? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was hire purchase? [2]

(ii) Describe the changes in the entertainment industry in the 1920s. [4]

(iii) Why did the car industry expand so rapidly in the 1920s? [6]

(iv) 'Agricultural workers benefited least from the prosperity of the 1920s.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013

DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

The *Little Red Book* was waved by chanting crowds of Red Guards, its quotations shouted and written up everywhere, alongside the 'latest instructions' by Chairman Mao. The cult of Mao reached the height of absurdity in these years; for example, 'We must resolutely carry out the instructions of Chairman Mao whether we understand them or whether for the time being we do not yet understand them.'

From a British history book, 1978.

Source B

Official statistics show that for August-September 1966, in Beijing alone, 33 695 homes were raided and 1772 people were beaten or tortured to death. To defend himself against criticism Mao had Chou En-lai announce to the Red Guard rally in Tiananmen Square on Sunday 31 August: 'Denounce by words, and not by violence.' This announcement allowed most Red Guards to opt out of violence by saying Mao was against it. Some victims were also able to protect themselves by quoting this back to their persecutors. But as perpetrators of atrocities went unpunished, violence raged on.

From a book, co-written by a Chinese author who lived in China during the Cultural Revolution, published 2005.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Mao was opposed to the violence of the Cultural Revolution? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What happened to Deng Xiaoping during the Cultural Revolution? [2]

(ii) Describe the impact of Red Guards' actions on education in China during the Cultural Revolution. [4]

(iii) Why was the Cultural Revolution abandoned? [6]

(iv) 'Mao's leadership of China from 1949 to 1976 saw little economic or social progress.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

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

Source A

The exploitation of the black working class is the foundation of every aspect of the racist regime. Bantu education is to prepare black labour for the white-controlled industries and the Bantustans are their labour reserves. Pass laws are to control the workers and land policy is to prevent blacks having anything to sell except their labour. When workers realise their strength and withdraw their labour, they will strike at the very heart of the racist ruling class.

From a 1982 radio interview with a South African trade union leader.

Source B

Dr. Neil Aggett gave up his promising medical career to become leader of the black Food Workers Trade Union and in 1981 was one of the organisers of the mass workers' action in a Cape black township. Shortly afterwards he was arrested by the security police and detained without trial. Ten weeks later Dr. Aggett was the fifty-first, and the first white person, to die in detention since 1963. According to the security police, he had committed suicide. About 15 000 people attended Dr. Aggett's funeral, many singing revolutionary songs despite the police presence, and his union organised a Stay Away from work on the day. Six months later in 1982 an inquest revealed that police torture was responsible for Dr. Aggett's death but no prosecution was ever brought for it.

From the fifth annual lecture in memory of Dr. Aggett at his old school.

(a) (i) Study Source A.

What can you tell from this source about the impact of apartheid on the peoples of South Africa? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the government was effective in dealing with opposition? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about South Africa in the early 1980s? Explain your answer. [7]

(b) (i) What was a banning order? [2]

(ii) Describe what happened at Soweto in June 1976. [4]

(iii) Why did some whites support apartheid? [6]

(iv) 'President Botha's reforms before 1987 did little to change the apartheid state.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013

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

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

Source A

The problem presently before the Arab countries is not whether the port of Eilat should be blockaded or how to blockade it – but how to exterminate totally the State of Israel for all time.

President Nasser in an address to the Egyptian Parliament, 25 May 1967.

Source B

Despite their overwhelming defeat, after the Six-Day War Arab states were publicly defiant. Arab leaders rejected the idea of peace or negotiations with Israel. Despite this, the Arab governments were convinced that they could not defeat the Israelis through military force. As a result of the Israelis' victories, a further million Palestinians had come under Israeli rule. In addition, a further 350 000 fled from the conquered territories and became refugees, mainly in Jordan. The defeat of 1967 led to a great change in the thinking of the Palestinian people. They had lost all confidence in the Arab governments and decided that the Arab governments would never defeat Israel.

A British historian, writing in 1998.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the main losers from the Six-Day War were the Palestinians? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was the strategic importance of the Golan Heights? [2]

(ii) Describe the activities of Cairo Radio in the period leading to the Six-Day War. [4]

(iii) Why did Israel attack its Arab neighbours on 5 June 1967? [6]

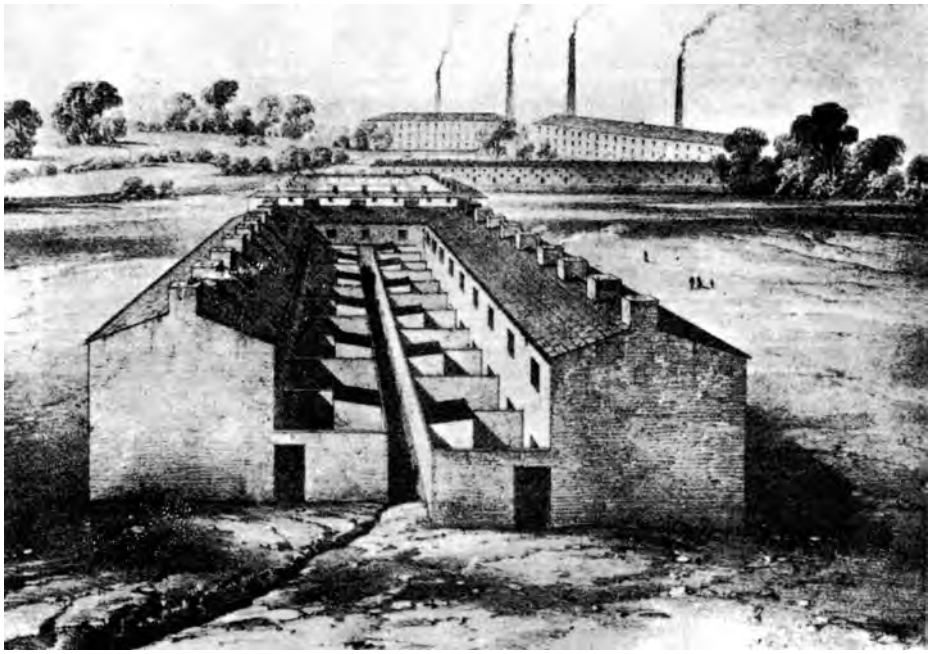
(iv) 'The most important factor in delivering victory to Israel in the Six-Day War was Israeli air power.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

Source A



Drawing of houses in Preston, with an open sewer running between them.

Source B

How fortunate we are that our councils are so enlightened. Towards the end of the sixties a few Birmingham men found that a strong and able Town Council might do almost as much to improve the conditions of life in the town as Parliament itself. They had a growing enthusiasm for what a great and prosperous town like Birmingham might do for its people. They spoke of sweeping away streets in which it was not possible to live a decent and healthy life, of making the town cleaner, sweeter and brighter. They made sure that good water was to be supplied plentifully and at the lowest possible prices.

A clergyman in Birmingham, writing in the 1870s.

(a) (i) Study Source A.

What can you tell from this source about housing in new industrial towns? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that living conditions had been improved by the 1870s? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** Acts passed by Parliament in the nineteenth century designed to improve living conditions. [2]

(ii) Describe the development of Model Towns. [4]

(iii) Why was there such a rapid growth in urban population in the nineteenth century? [6]

(iv) How far was the growth of slums caused by greedy employers and speculators? Explain your answer. [8]

© UCLES 2013

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

Our readers are familiar enough with the original source of mischief – a report whether true or false, that the cartridges served out to the troops had been smeared with pig fat and that each sepoy, in biting or handling the cartridge before putting it in his gun, incurred a pollution involving loss of caste – the most terrible of all calamities to a Hindu. The magnitude of the horror of this misfortune among them cannot be understood by those who are not familiar with the character and traditions of these people.

The Guardian newspaper, 30 June 1857.

Source B

As the century progressed problems began to emerge. By 1857 a thousand officers of the Bengal Army were on detachment elsewhere, weakening the bond between officers and sepoys. Those that remained were often the duller or less enterprising, who had come to India because it was the only place where they might have friends or relatives in high positions. Such men often hated India and its people. A captain in the Madras Army wrote, 'I regret to say that it is too often the case that our own European officers do not treat the Indians as they should be treated. People come out to India thinking that because a man is black he is to be despised and we find new young officers talking about "those horrible black sepoys".' But it was not just the army that was disaffected. Lord Dalhousie had been a reformer keen to bring to the peoples of India the benefits of modern western nations. The British attempted to bring order and justice but reform brought resentment. Both native civilians and sepoys wanted their old India, and their old army, left as it was.

From a book about the Indian Mutiny published in 2007.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far can you tell from this source that it was problems in the army that caused the Mutiny? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** towns besieged during the Mutiny. [2]

(ii) Describe Lord Dalhousie's policies. [4]

(iii) Why did so many British people go to India in the nineteenth century? [6]

(iv) 'The Indian Mutiny was unavoidable.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013

BLANK PAGE

Copyright Acknowledgements:

Depth Study A Source A © From the song sung at Nazi parades and meetings, written in 1929 by Horst Wessel.
Depth Study A Source B © From the Nazi election manifesto for the September 1930 election.
Depth Study B Source A © Norman Lowe; *Mastering Modern World History*; Macmillan Press Ltd; Reproduced with permission of Palgrave Macmillan; 1982.
Depth Study B Source B © Clare Baker; *Russia, 1917-1945*; Heinemann Educational; 1990.
Depth Study C Source A © From President Coolidge's Inaugural Address, 1925.
Depth Study C Source B © From a speech in 1939 by a leading figure in the Works' Progress Administration (WPA).
Depth Study D Source A © Harriet Ward; *World Powers in the Twentieth Century*; Heinemann Educational; 1978.
Depth Study D Source B © Jung Chang & Jon Halliday; *Mao, The Unknown Story*; Published by Jonathan Cape. Reprinted by permission of the Random House Group Ltd; 2008.
Depth Study E Source A © From a 1982 radio interview with a South African trade union leader.
Depth Study E Source B © adapted: *The Fifth Annual Lecture in Memory of Dr Aggett at his old school, 2007*; http://www.kingswoodcollege.com/uploads/files/Neil%20Aggett%20Memorial%20Lecture%20by.
Depth Study F Source A © S J Perkins; *Arab-Israeli Conflict*; Macmillan Press Ltd; Reproduced with permission of Palgrave Macmillan; 1987.
Depth Study F Source B © Tony McAleavy; *The Arab-Israeli Conflict*; Cambridge University Press; 1998.
Depth Study G Source A © R Watson; *Edwin Chadwick, Poor Law and Public Health*; Published by Longman; 1969.
Depth Study G Source B © K Dawson & P Wall; *Public Health & Housing*; Oxford University Press; 1970.
Depth Study H Source A © www.guardian.co.uk/theguardian/from-the-archive-blog/2011/May/10/guardian; Guardian News & Media Ltd; 10 May 2011.
Depth Study H Source B © J Spilsbury; *The Indian Mutiny*; Phoenix; 2007.

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.