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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/41**

Paper 4 Alternative to Coursework **October/November 2012**

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 **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

The Freikorps were banned after the 1920 Kapp Putsch but many joined a new organisation called Operation Consul. In 1921 they shot dead Matthias Erzberger, who had signed the 1918 Armistice for Germany and was finance minister until 1920. The assassins were smuggled out of the country. In 1922 Walter Rathenau, a Jew who was the country's skilled foreign minister, was murdered in public. Right-wing newspapers praised Operation Consul for this, claiming that the majority of patriotic Germans supported their actions.

From a British textbook for students, 1990.

Source B

November 1918	A socialist republic was set up in Bavaria by Kurt Eisner.
January 1919	Communist Spartacist revolt in Berlin put down by the socialist (SPD) Ebert's coalition government using the army and Freikorps.
February 1919	Eisner murdered by a right-wing extremist.
March 1919	Communist Party (KPD) organised a general strike in Berlin. Crushed by the Freikorps, killing 1500 and injuring 10 000.
April 1919	Bavaria became a communist republic. Overturned in May 1919 by 35 000 Freikorps, killing 600 people.
1920	Communists attempted agitation in the Ruhr.
1920 election	Percentage of votes cast: KPD 2 SPD 21.
1923	Communist risings in Saxony and Hamburg.
1924 election	Percentage of votes cast: KPD 12 SPD 21.

From a communist history of Germany, 1978.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Communists were a threat to the Weimar Republic between 1918 and 1924? Explain your answer. [7]

(iii) Study both sources.

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

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(b) (i) What happened to the Kaiser at the end of the First World War? [2]

(ii) What authority did the Weimar Constitution give to the President? [4]

(iii) Why did Germany experience hyperinflation in 1923? [6]

(iv) To what extent was there social and political change in Germany in the 1920s? 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

In October 1921, it became clear to Lenin, as he acquainted himself with the activities of his Politburo colleagues, that they were acting like a ruling clique and intended to oust him from power. This was confirmed when Lenin discovered that as soon as he withdrew from the Politburo meetings, which he often had to leave early because of exhaustion, they would pass vital resolutions which he would only learn about next day. Soon, Lenin ordered that Politburo meetings were not to go on for more than three hours.

A British historian, writing in 1996.

Source B

Stalin and Trotsky argued particularly over issues like industrialisation strategy and policy towards the peasants. But Stalin and Trotsky were not deeply divided on these issues. They were both industrialisers without any special tenderness towards the peasants, though Stalin's public stance in the mid-1920s was more moderate than Trotsky's. A few years later Stalin was accused of stealing Trotsky's policies in the First Five-Year Plan drive for rapid industrialisation. For rank-and-file party members, these disagreements on issues seemed much less important than their differences in personality.

A professor of history at an American university, writing in 1994.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Stalin and Trotsky had the same ideas? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) Describe the Kronstadt Rebellion, March 1921. [4]

(iii) Why did Trotsky lose the struggle for the leadership of the USSR? [6]

(iv) How secure was Stalin as leader of the USSR by 1934? 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

The owners and investors in big business, with their share in company profits and dividends, build their new homes with six large bedrooms and three-car garages. Many of them have been given more money than they know what to do with in this decade. The middle class has progressed in earnings but it seems that its spending has progressed even faster, leaving a smaller margin of true security and satisfaction. Skilled workers' wages have risen whilst unskilled labour has found life a little less intolerable.

From an American economist's analysis, written in 1929.

Source B

The best aspect of our present prosperity is that wages are high while business profits have been moderate. The result is that prosperity is going more and more into the homes of the ordinary people. From a recent fear of being exploited by a wealthier and wealthier few, the people of America are learning to make the great businesses their most faithful servants. Here and there abuses occur, but business is gradually being taught that the only method of permanent success lies in honesty and conscientious service to the public. The Federal Government is steadily reducing our national debt and has released hundreds of thousands of people from unproductive government employment to the productive field of business life. Taxation has been reduced so far that it is a light burden and allows more money to flow into trade and investment.

From a speech by President Coolidge, 1926.

(a) (i) Study Source A.

What can you tell from this source about the 1920s economic boom? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that prosperity was a result of government policies? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** traditional industries that declined in the 1920s. [2]

(ii) Describe the problems in agriculture in the 1920s. [4]

(iii) Why did the automobile industry develop rapidly? [6]

(iv) How far did economic developments in the 1920s benefit the workers? 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

The Red Army were all armed with Japanese rifles or automatic weapons of American make. In every group of half a dozen or so there would be one with a scrap of paper in his hand. These, we discovered, had the addresses of the private houses in which the soldiers would be staying. Several times I saw a soldier approaching a group of onlookers and, with a polite and a wide smile, ask directions to the houses.

A German, living in China in 1948.

Source B

At the time of the Japanese surrender, both Communists and Kuomintang had tried to occupy as much territory as they could, but the Kuomintang had a much larger and better equipped army. Both were manoeuvring for position in preparation for renewing the civil war which had been partly suspended for the previous eight years to fight the Japanese. In fact, fighting between Communists and Kuomintang had already broken out. Manchuria was the crucial battleground because of its economic assets. Because they were nearby, the Communists had got their forces into Manchuria first, with virtually no assistance from the Russians. But the Americans were helping Chiang Kai-shek in the area by transporting tens of thousands of troops to north China.

A Chinese historian, writing in 1991.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Kuomintang was in a good position to secure Manchuria in 1945? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What did Chiang Kai-shek do after the Kuomintang defeat in the Civil War? [2]

(ii) Describe the working of People's Courts in the areas liberated by the Red Army in the Chinese Civil War. [4]

(iii) Why did Chiang Kai-shek receive support from the Americans during the Chinese Civil War? [6]

(iv) How far was the victory of the Chinese Communist forces in the Civil War a result of Kuomintang weaknesses? 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

I think the methods of propaganda and action among our Natives and our Europeans are a danger but I do not see any way of avoiding them unless parliament is prepared to act soon. We all realise there must be some separation but if this is the only ideal put before a multi-racial country, what kind of appeal does it have? South Africa's motto is 'Union is Strength' – separation would make that 'Disunion'. With goodwill we must fit our multi-racial society into a framework where diversity is strength. We have to learn to work together, it is our only hope. Separation is of no use and I hope a very large number of voters will agree with me.

From a 1948 speech in the Senate of South Africa by a white representative of the Natives of Natal and Zululand. He was their representative from 1937 to 1952.

Source B

In the 1948 election Dr Malan's National Party campaigned against 'the black peril' and for apartheid – the principle of complete separation between blacks, coloured and whites in all aspects of life – and for their separate development. To the surprise of many people, and the horror of some, the National Party won an overall majority of five, defeating General Smuts' United Party. Afrikaners, who made up only twelve per cent of the population, had won control of the country and Dr Malan saw this as 'a miracle of God'. No South Africans of British descent were made members of his new government. What was new was that Malan's government intended to put apartheid into practice more thoroughly and ruthlessly than ever before.

From a British school textbook, 1997.

(a) (i) Study Source A.

What can you tell from this source about South Africa in 1948? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the National Party had support for its policy of apartheid? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** groups in South Africa which opposed support for Great Britain in the Second World War (1939–45). [2]

(ii) Describe the changes made in the African National Congress between 1940 and 1948. [4]

(iii) Why did the South African economy develop rapidly during the Second World War? [6]

(iv) How far did the apartheid system change life in South Africa between 1948 and 1959? 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 Suez Canal belonged to British and French investors. The British Prime Minister in 1956, Anthony Eden, had been one of the few to oppose appeasement in the 1930s. He decided to treat Nasser as he thought Hitler should have been treated. In agreement with the French and the Israelis, British troops invaded Port Said, at the mouth of the Canal, in November 1956. There was much opposition to this in Britain, in the Commonwealth and among Britain's allies in various parts of the world.

From a British history book, written in 1984.

Source B

Many people in the Prime Minister's audience may have said to themselves we must not appease a dictator. But the comparison with Hitler is misleading. By 1938 Hitler had broken international treaties, not once but four times. Colonel Nasser has not yet broken any treaty, although he has dishonoured commercial agreements. Internally too there is no comparison. Hitler had destroyed democratic government in a country where its roots went back to 1848. Colonel Nasser's government is arbitrary and military, but it does not rule by terror. It has substituted a measure of efficiency for corruption and incompetence, and has undertaken land reform. Until he turns against his neighbours or closes the Canal there is no ground for military action against him.

From a British newspaper's reply to a speech in 1956 by the British Prime Minister, who had compared Nasser to Hitler.

(a) (i) Study Source A.

What can you tell from this source about Britain's decision to invade the Canal Zone? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that President Nasser was a danger to British interests? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What happened at Sèvres, 22–24 October 1956? [2]

(ii) Describe the roles of the USA and the USSR in the Suez Crisis. [4]

(iii) Why did President Nasser want to nationalise the Suez Canal Company? [6]

(iv) How far was the Suez War of 1956 a triumph for President Nasser? 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



Diagram showing the growth in British steel production, 1870–1913.

Source B

My Converter promised to be a great advance. In a few minutes huge masses of the finest iron could be ready for the hammer and anvil. However, the ordinary pig-iron used for bar-iron was found to contain so much phosphorus as to render it wholly unfit for making iron by my process. This was an unexpected shock. The transition from what appeared to be one of crowning success to one of utter failure almost paralysed all my energies. Day by day fresh reports of failure arrived. The press denounced my whole scheme as the dream of a wild enthusiast.

Sir Henry Bessemer, writing in his autobiography in 1905.

(a) (i) Study Source A.

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

(ii) Study Source B.

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

(iii) Study both sources.

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

(b) (i) Name (i) an English city associated with steel making in the nineteenth century and (ii) an important English coal mining area in the nineteenth century. [2]

(ii) What problems faced the coal industry at the beginning of the nineteenth century? [4]

(iii) Why was there increased demand for iron and steel in the nineteenth century? [6]

(iv) In the nineteenth century, were the developments in the iron and steel industry more important than those in the coal industry? 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

Anyone who looks at the globe and notes the steadily increasing colonial possessions of Britain will see how she extracts strength from them and the skill with which she governs them. It would be wise for us Germans to learn about colonial skills from our Anglo-Saxon cousins and to begin a friendly competition with them.

A German, writing in 1879.

Source B

There is the justice and prudence which the British display in trying to make these people less unhappy than they have been previously; the interest they show in increasing their material comfort and, above all, the unwavering respect which they constantly show for the customs and religious beliefs of the country. Lastly, there is the protection which they give to the weak as well as the strong. All these things have contributed more to the consolidation of their power than the conquests and victories.

A Frenchman, writing in 1823 about the British in India.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that British imperial power depended on force? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about how others regarded British imperialism? Explain your answer. [7]

(b) (i) Name **two** countries in Africa colonised by Germany after 1870. [2]

(ii) What were the economic motives for imperialism? [4]

(iii) Why did Germany embark on a policy of imperialism in the last quarter of the nineteenth century? [6]

(iv) 'Only the Europeans gained from imperialism.' How far do you agree with this statement? Explain your answer. [8]

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