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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/42**

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.

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DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

Motto of the Day: They did not fall in vain!

Camp leader to speak on: German youth honours the holy sacrifice made by the two million who died for Germany between 1914 and 1918. We too have become fighters and have a heroic attitude. One does not beg for a right, one fights for it! He who fights has right on his side! What is good? To be brave is good!

Community Hour: Germans in the world – Versailles is a burden on us.

The plan for one day of a two-week Hitler Youth camp from the official Reich Youth Leadership Handbook of 1937 – each day had a similar structure.

Source B

Because I had an influential position without being a Nazi, it was not necessary to go to any of their meetings or send my sons to the Hitler Youth. In November 1938 my wife and eldest son made a five-minute visit to a Jewish shop and a policeman took their names. Two days later the main newspaper printed a page-long criticism of my family's 'crime' and held me responsible. I was then suspended from my job, my son was expelled from his university and my wife was condemned by the secret Nazi court. We quietly left Germany in March 1939. It was only in May that the Gestapo found out that I had disappeared.

A professor who taught at a German university in the 1930s and then at Oxford University from 1939.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Nazis were successful in controlling German people? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about what it was like to live in Nazi Germany in the 1930s? Explain your answer. [7]

(b) (i) What was the 'New Plan' for the economy? [2]

(ii) Describe the projects introduced to reduce unemployment by 1935. [4]

(iii) Why was there increased government spending on the economy from 1936? [6]

(iv) To what extent did life change in Nazi Germany after the outbreak of war in 1939? 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

Train after train, abandoned by the Whites, stood idle, stopped by the defeat of Kolchak, by running out of fuel, by snowdrifts. Some of them served as fortresses for armed bands of robbers or hideouts for escaping criminals. But most of them were communal mortuaries, mass graves of victims of the cold and typhus. In the abandoned fields, the unharvested grain spilled and trickled on the ground.

From a Russian novel about the Civil War, published in 1957.

Source B

I declare the following so that in future no one may plead ignorance of the revolutionary laws of Soviet power.

1 Anyone who joins the army of the enemies of the people commits a serious crime.
2 All those forced to join the ranks of the hostile armies must defect to the side of the Soviet troops where they will be guaranteed a full pardon.
3 Those peasants and workers who have sold themselves to the Whites and do not lay down their arms will be shot. All their property will be handed over to Red Army men and the families of fallen soldiers.
4 The word of the Soviet power is firm. Its punishment is severe. Give everything to the defence of Soviet power!

Proclamation by Trotsky during the Russian Civil War.

(a) (i) Study Source A.

What can you tell from this source about conditions during the Russian Civil War? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Bolsheviks were unforgiving? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was the Red Terror? [2]

(ii) What were the main features of War Communism? [4]

(iii) Why was Trotsky important for the Bolshevik victory in the Russian Civil War? [6]

(iv) How far was Lenin's New Economic Policy (NEP) a failure? 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

It is unlawful for any place serving food to allow white and colored people to eat in the same room, unless they are separated by a solid partition at least seven feet high from the floor. A separate entrance from the street must be provided for each area. *(Alabama)*

Books are not allowed to be shared between white and colored schools, but shall be used by the first race using them. *(North Carolina)*

All marriages between white persons and negroes or white persons and Asians are prohibited. No person having one-eighth part or more negro blood shall be permitted to marry any white person. *(Missouri)*

Examples of laws in American states enforced throughout the period 1919–41.

Source B

Marcus Garvey set up the Universal Negro Improvement Association (UNIA) in 1914 to urge all people of African ancestry, like himself, to be proud of their race and to establish a country and government of their own. By the 1920s UNIA had over a million members and was helping black people to set up their own businesses. It also began to run a shipping line to encourage emigration to Africa. In 1922 Garvey went to Atlanta, Georgia, for a conference with Ku Klux Klan leaders. Garvey said, 'I regard the Klan, and White American societies, as better friends of negroes than all other groups of hypocritical whites put together. I like honesty and fair play. You may call me a Klansman if you will, but potentially, every white man is a Klansman, as far as the negro is concerned.' After this a number of African American leaders asked the government to have Garvey sent to prison.

A black American history professor, writing in 2009.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Marcus Garvey worked effectively to protect black people? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) What restrictions were put on immigration in the 1920s? [4]

(iii) Why was there discrimination against black Americans in the 1920s? [6]

(iv) 'Opportunities and freedom increased for white Americans in the 1920s.' 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

In the nineteenth century foreigners had treated the Chinese as little more than animals – a reversal of what the Chinese believed the relationship should be. When Mao said that the Great Leap Forward would lead to China overtaking Britain within 15 years, he was not talking about his own deluded, personal ambitions. He was speaking for a collective desire to restore China and the Chinese to their rightful place in the world.

A British historian, writing in 2007.

Source B

There were also fantastic economic goals in 1958. Mao claimed that China's industrial output could overtake the United States and Britain within 15 years. For the Chinese, these countries represented the capitalist world. Overtaking them would be seen as a triumph over their enemies. This appealed to the people's pride and boosted their enthusiasm enormously. They had felt humiliated by the refusal of the United States and most major Western countries to grant China diplomatic recognition, and were keen to show the world that they could make it on their own, that they wanted to believe in miracles. Mao provided the inspiration. Their hopes overcame caution as enthusiasm triumphed over reason.

By a Chinese author who was a young child at the time of the Great Leap Forward.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Mao's industrial goals were achievable? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What were 'backyard furnaces'? [2]

(ii) Describe the changes in the status of women in China in the period 1949–60. [4]

(iii) Why did the Great Leap Forward fail? [6]

(iv) By 1958, how far had the Chinese Communist Government solved the problems it faced in 1949? 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 must stress to you, and all British statesmen, that Britain's main aim of restoring agreement between the Dutch and the English cannot be achieved if you pursue your second aim of protecting the black Natives against wrong. I agree that in the Pretoria Convention of 1881 we specifically promised the Natives to intervene in the Transvaal if nothing was done to improve their lives. Unless we use extreme caution on this we will find the whole of Dutch opinion swinging round against us and many, though not all, of the English here will go with them.

From a letter sent in 1897 by Sir Alfred Milner, the British High Commissioner in South Africa and Governor of Cape Colony, to the leader of a main British political party.

Source B

In the Cape men of all races were entitled to vote if they had a certain level of income and property. In Natal white objections meant that by 1900 there were only two thousand blacks who could vote. President Reitz of the Orange Free State wrote in 1891, 'The Kaffir, as a member of a tribe, ruled over by an arrogant chieftain, can never be a man. He is divided by an impassable barrier from the laws and customs of civilised humanity, and there is no room for him in our European system of politics.' In the Transvaal only white men who had lived in the Republic for at least five years could vote. In 1890 Kruger's government raised this to fourteen years despite the protests from the Uitlanders who had poured in to work in the gold and diamond mines.

From a British history of South Africa, 2003.

(a) (i) Study Source A.

What can you tell from this source about South Africa at the end of the nineteenth century? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that voting systems in South Africa were fair? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about white attitudes towards African people? Explain your answer. [7]

(b) (i) Name **two** of the main areas from which non-whites came to work in the mining industry by 1900. [2]

(ii) Describe the treatment of black workers by the mining companies by the end of the nineteenth century. [4]

(iii) Why did war break out between the Boers and the British in 1899? [6]

(iv) To what extent had the Anglo-Boer War changed South Africa by 1910? 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

Even after basic order had been imposed on the camps, the conditions remained barbaric and degrading. Over the months, and into the years, the tents began to rot. They were discarded in favour of huts whose barrack rooms were often occupied by six or more families – sixty men, women and children crowded together with only hanging blankets to offer privacy. They cooked, ate, washed and slept in public. Parents with many children could find no space to rest their exhausted bodies.

A British writer describing a Palestinian refugee camp in an Arab country, 1979.

Source B

Israel claimed that most of the destruction of Arab property in Palestine occurred either as a result of the war of 1948–9 or because of urban rebuilding schemes. Israel claimed that it was ready to consider the question of compensation for Palestinian losses. However, Israeli leaders have always made it clear that any sum arrived at for compensation must take into account the effect of the Palestinian boycott of Israeli goods and Israel's heavy military expenditure which they claim is forced on her by Palestinian hostility.

A British historian, writing in 1977.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Israelis wanted to come to an agreement with the Palestinians? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What happened at Deir Yassin, April 1948? [2]

(ii) Describe the events that led to the Munich Massacre, 1972. [4]

(iii) Why did many Palestinians become refugees? [6]

(iv) In which of the following areas had the UNO been more helpful to Palestinians by 1994: humanitarian aid or political action? Explain your answer. [8]

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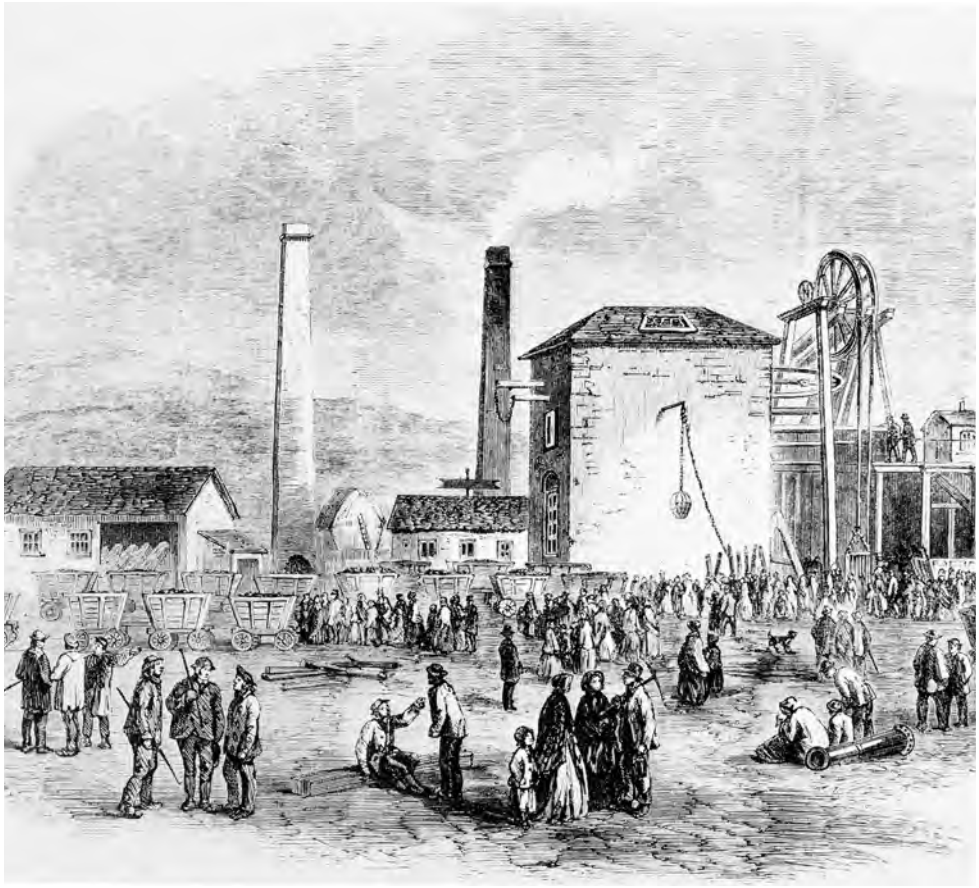
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DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

Source A



Picture of a village pit-head after a mining disaster in 1863.

Source B

The insanitary conditions of many of the colliery villages have long been a matter for complaint. In the majority of villages the houses were built long before the question of proper housing of the working class had assumed the importance it now holds. Built with little regard to the necessities of the people who had to occupy them, the dominant idea seems to have been to economise as much as possible on space, labour and materials. The houses may be divided into three classes: the best possess two rooms on the ground floor with a kind of loft above; the next have only one room on the ground floor with a loft above, whilst the third possess only a single room. It is, however, pleasing to note that the colliery owners of the present day are doing their best to make up for the shortcomings of their predecessors.

From a history of Durham, published 1894.

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(a) (i) Study Source A.

What can you tell from this source about coal mining in the nineteenth century? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that coal miners were well housed? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Describe **one** invention that improved safety for miners. [2]

(ii) Describe the various types of work provided at a coal mine in the nineteenth century. [4]

(iii) Why did the coal industry expand rapidly in the nineteenth century? [6]

(iv) How far did the industrial revolution improve life for those working in 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

The true imperialist offers hope and achievement. Then, the greedy trader, the unreasonable missionary, the ambitious soldier and the lying speculator change the minds of the conquerors, and bring greed and exploitation to the conquered.

A British journalist who worked in Africa at the end of the nineteenth century.

Source B

British imperialism was an extraordinary compound of heroism, exploitation, religious zeal and dedication. Promoted sometimes by a sense of racial superiority, at others by a desire to get rich at others' expense, the imperial motive also sprang from a profound sense of the need to serve the oppressed and the hungry.

From a recent book on the British Empire by an English historian.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that imperialism was a worthy cause? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** countries, other than Britain, which pursued imperial policies in the nineteenth century. [2]

(ii) What were the main aims of missionaries? [4]

(iii) Why was Britain able to expand its Empire so much in the nineteenth century? [6]

(iv) 'They wanted to do good.' How far do you agree with this view of European imperialists in the nineteenth century? Explain your answer. [8]

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