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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/43**

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

1 hour

Additional Materials: Answer Booklet/Paper

8202311600

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.

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DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

We demand the right of work and a decent living for every working German. We demand homes for German soldiers and workers. If there is not enough money to build them, drive out the foreigners so that Germans can live on German soil! These days anyone has the right to speak in Germany – everyone but the German worker. He has to shut up and work. Every four years he elects a new set of torturers, and everything remains the same. We should tolerate it no longer. We demand the end of exploitation! Germany for the Germans!

From a leaflet written by Joseph Goebbels in 1927.

Source B

In 1929 the Nazi Party still had financial problems but was beginning to profit from increasing middle-class membership and major business leaders' support. Regional organizations, trained speakers and carefully targeted propaganda efforts began to win support in rural areas in 1929–30. Winning support from town-based industrial workers proved to be far more difficult. The early anti-capitalism of the Party had not persuaded most of the working-class to give up their support for the Social Democrats or the Communist Party (KPD). Between them these two parties gained 220 Reichstag seats in the 1930 election, just over double the Nazi number. Hitler's attempted solution was to promise everything to everybody.

From a British history of Germany, 2002.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Nazis were successful by 1930? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was proportional representation? [2]

(ii) What was the Nazi view of cultural developments in Weimar Germany? [4]

(iii) Why was there support for Nazi views on race in Germany? [6]

(iv) 'Fear of Communism was the main reason for the increase in support for the Nazis between 1930 and 1933.' How far do you agree? 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

Wages are being reduced. Rent allowances and bonuses are being taken away. Hours of work are being extended. Workers who make trouble are being blacklisted. The system of fines and beating workers is in common use.

Joseph Stalin, writing in 1901.

Source B

On the side where the nobility stood, the hall rang with orchestrated cheers as the Tsar approached the throne. The Duma deputies remained completely silent. It was a natural expression of our feelings towards the monarch, who in twelve years of his reign had managed to destroy all the prestige of his predecessors. The feeling was mutual: not once did the Tsar glance to the Duma side of the hall. Sitting on the throne he delivered a short speech in which he promised to uphold the principles of autocracy 'with unwavering firmness' and, in a tone of obvious insincerity, greeted the Duma deputies as 'the best people' of his Empire. With that he got up to leave.

From the 1925 memoirs of a Duma deputy, writing about the first meeting of the Duma in April 1906.

(a) (i) Study Source A.

What can you tell from this source about working conditions in Russia at the start of the century? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show evidence that the first meeting of the Duma was held in an atmosphere of respect? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who was Father Gapon? [2]

(ii) Outline the impact of the Russo-Japanese War (1904–5) on the people of Russia. [4]

(iii) Why was Tsar Nicholas II able to bring the 1905 Revolution to an end? [6]

(iv) How far had Tsar Nicholas II restored his power by 1914? 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 bankers have failed through their own stubbornness and incompetence. These unscrupulous money-changers stand accused in the court of public opinion, rejected by the hearts and minds of men. True they have tried, but their efforts have been of no use. Faced by the failure of credit they have proposed only the lending of more money. Without the lure of profit to persuade our people to follow their false leadership, these bankers plead tearfully for restored confidence. They have no vision and without it the people perish.

From F. D. Roosevelt's first speech as President, March 1933.

Source B

The New Deal provided help for the 'little man' and improved job opportunities, working conditions, wages and living standards. Roosevelt restored faith in American government so that people now looked to the President to fix their problems. Little help was given to women and minority groups, so in that sense it was traditional policy! On the national level, federal government took over many matters once reserved for state governments, or set up joint programmes with them. The 1935 Banking Act was intended to give the federal government control of banking, through the Federal Reserve Board. Strong opposition from the bankers led to a compromise but this was a major, long-lasting reform.

From a British history of the USA, 1998.

(a) (i) Study Source A.

What can you tell from this source about banking in the early 1930s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the New Deal brought major change? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was the purpose of FERA? [2]

(ii) Describe the work of the Public Works Administration. [4]

(iii) Why did Roosevelt introduce so many changes in the first 'Hundred Days' of his Presidency? [6]

(iv) How far do you agree that agricultural areas and agricultural workers benefited most from the New Deal? 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 a remarkably short time the Communists had suppressed banditry, restored the battered railroad system to operation, and repaired and extended the badly neglected drainage system. They also replaced the dishonest bureaucratic system of local government with apparently incorruptible Communist cadres, introduced a stable currency and enforced a nationwide tax system.

From a US Congress report, 1967, on progress made by the Chinese Communist Government in its early years in power.

Source B

The first half of 1955 was simply awful with black clouds all over the sky. There were curses against us everywhere. People said we were no good. In the latter half of the year, the curses disappeared. Some happy events emerged. A good harvest and collectivisation were two big happy events, and then there was the purge of counter-revolutionaries, another happy event.

Mao speaking in 1956 to senior government colleagues.

(a) (i) Study Source A.

What can you tell from this source about the early years of the Communist regime in China? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Mao was satisfied with progress in 1955? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) What were collective farms? [4]

(iii) Why were Mao and other Communist Party officials criticised in the Hundred Flowers campaign? [6]

(iv) How successful were changes made in China in education, health and the status of women in the period 1949 to 1958? 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

In 1919 the Industrial and Commercial Workers' Union (ICU) was set up in Cape Town by Clements Kadalie, a dock worker. By 1927 the ICU had over 100 000 members, mainly black and coloureds, throughout every town and rural area in South Africa. Kadalie made speeches to huge meetings about the various problems the non-whites faced and these were reported in all the newspapers. However, Kadalie often disagreed with other ICU leaders, many of whom were Communists, who wanted the union to concentrate on strikes to improve wages and working conditions. In 1926 the Communists were expelled and by 1929 the ICU began to crumble – by 1931 it had broken up**.**

From a socialist history of trade unions, 1985.

Source B

Black protest was frequent but usually local and short-lived as no organisation was able to co-ordinate it continuously. ANC leaders, mainly middle-class, could not work with the ICU nor the Communist Party and remained committed to peaceful protest. One of the many failures of the ICU was that it did not manage to recruit the Rand workers. The twelve day strike in 1920 by 70 000 black Rand mineworkers did lead to improved working conditions, but not to higher wages. In 1920 large groups of women, risking imprisonment, protested against the law requiring them to carry Pass Books – the law was repealed and was not introduced again until 1956. The government dealt mildly with black opposition but between 1927 and 1930 black political meetings were banned and the movement of some of the ICU and Communist leaders, but not of the ANC, was restricted.

From a British school history textbook on South Africa, 1990.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that black organisations were successful in the 1920s? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the Industrial and Commercial Workers' Union? Explain your answer. [7]

(b) (i) Name **two** of the Prime Ministers of South Africa between 1910 and 1939. [2]

(ii) Describe what Afrikaners meant by 'the Covenant'. [4]

(iii) Why did poor white South Africans feel neglected after 1910? [6]

(iv) 'The most important legal limitation on blacks in the period 1910–39 was the restriction on where they could live.' How far do you agree? 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 heavy bombardments, the enormous destruction and high number of casualties among the refugees and the Lebanese population were supposed to make it easier for the Israeli army to occupy the area with a low number of casualties. Thus an immoral act was done: in order to lessen the number of our casualties our government was prepared to cause heavy casualties on the other side, including civilians, even Lebanese, who are not involved in the war between Israel and the Palestinians.

An Israeli professor, writing in an Israeli newspaper, June 1982.

Source B

To Israelis the Shiites represented a new and, in some ways, a more frightening enemy than the Palestinians. Yet when Israel invaded Lebanon in 1982, the Shiites had first welcomed them as liberators and gave them rice and garlands of flowers. For more than a decade the Palestinians had dominated the Shiites in South Lebanon. When the Shiites wanted their villages back, however, the Israelis refused to go home. Soon Shiites were dragged into the Israeli terror. Many of their people died. A resistance militia was formed. Their targets were not only Israelis but also their Christian allies.

From a British textbook, written in 1987.

(a) (i) Study Source A.

What does this source tell you about the Israelis in 1982? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Israeli invasion of Lebanon was welcome? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What is the Knesset? [2]

(ii) Describe President Sadat's visit to Israel in November 1977. [4]

(iii) Why did the Israeli army invade Lebanon in 1982? [6]

(iv) 'Israel's invasion of Lebanon in 1982 was a failure.' How far do you agree with this statement? 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

England asked for profits and received profits. Everything turned to profit. The towns had their profitable slums, their profitable ignorance. The new town was not a home where men could find beauty, happiness, leisure, learning and religion but a bare and desolate place without colour, air or laughter. The new factories and furnaces were evidence of man's enslavement, rather than of his power.

From a book written by two socialists in 1905.

Source B

It is questionable if all the mechanical inventions yet made have lightened the day's toil of any human being. They have enabled a greater proportion of the population to live a life of drudgery and imprisonment, and an increased number of manufacturers and others to make fortunes. They have increased the comforts of the middle classes.

The English philosopher John Stuart Mill, writing in 1848.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Industrial Revolution brought benefits? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** of the processes which improved the manufacture of steel in the nineteenth century. [2]

(ii) What were the benefits of steam power? [4]

(iii) Why did Parliament pass so much legislation concerning work in factories and mines in the nineteenth century? [6]

(iv) How far did workers benefit from the Industrial Revolution? 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

We were promised cotton, sugar and indigo, commodities which savages never produced, and, of course, we got none. We were promised trade and there is no trade. We were promised converts and not one has been made. We were promised that the climate was healthy and some of our best missionaries, with their wives and children, have died in the malarious swamps.

From 'The Times' newspaper in 1863 after the Prime Minister, Palmerston, had said the government was unwilling to take over more colonies.

Source B

Britain was only one of many western nations involved in imperialism. Attainment of this goal of imperialist expansion was a sign of international prestige. After the industrial and scientific revolutions, European focus was on Africa and Asia. Because of the national pride in the achievements of those revolutions and the temptation of acquiring cheap natural resources of other lands, Europeans chose to control these lands and their people. There were some Europeans who found in imperialism the opportunity to do good works for these conquered people. Religiously-motivated Christians wanted to convert the people and humanitarians sought to bring aid in the form of medicine and social reform.

From an American view of nineteenth-century imperialism, 2007.

(a) (i) Study Source A.

What can you tell from this source about British attitudes towards imperialism in the nineteenth century? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that European motives for imperialism were good? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was a missionary? [2]

(ii) What part did trade play in bringing Europeans to Africa? [4]

(iii) Why were African colonies slow to be developed? [6]

(iv) How far did European imperialism achieve its aims in the nineteenth century? Explain your answer. [8]

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