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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY **0470/41**

Paper 4 Alternative to Coursework **October/November 2014**

1 hour

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer the questions on **one** of the Depth Studies.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **9** printed pages, **3** blank pages and **1** insert.

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DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

Heydrich, aged 27, joined the Nazi Party in 1931. By July 1932 Himmler and Hitler had promoted him to Colonel in the SS and made him head of its new intelligence service (SD, Sicherheitsdienst). The SD soon controlled a vast network of informers and kept details of anyone who might oppose Hitler. This included not only political opponents but also members of the Nazi Party and stormtroopers. In 1934 Himmler became head of the newly created Gestapo with Heydrich as his second in command and actually running the organisation.

From a German history of the Nazi Party, 1990.

Source B

In 1933 seventy concentration camps were set up for over 45 000 prisoners, most of whom were Communists, Social Democrats and trade unionists. Several hundred had died by 1934 as a result of torture but many were released on the orders of judges and some of the SA and SS guards were put on trial because of the treatment of prisoners. By then Himmler had set up Dachau as the main concentration camp for political prisoners. The new rules for all camps included death by firing squad for any discussion of politics or resistance to the SS guards. Other punishments included beatings and solitary confinement on bread and water. By 1937 there were four main concentration camps in Germany with 21 000 prisoners, almost half of them the 'work shy' and 'degenerate'.

From a British history of the Third Reich, 2005.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that concentration camps changed between 1933 and 1937? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What powers did the Enabling Act give to Hitler? [2]

(ii) Describe how workers' organisations changed in Nazi Germany. [4]

(iii) Why did the 1934 Night of the Long Knives happen? [6]

(iv) 'Anti-semitism was the most important way in which the Nazis won support in Germany.' 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

We thought the revolution would bring peace. But now the counter-revolutionary Provisional Government forbids us even to talk about such things and, at the same time, it does not give us enough food to live on, or enough ammunition to fight with.

A soldier making a public speech, October 1917.

Source B

Already desertion was very common. In very few cases did the men leave the front trenches, but as soon as they were moved they would begin to disappear. Young students commanding thin, extended lines of front could not possibly stop them. The root of the mischief was the revolutionaries in Petrograd. The news that reached us continued to be very sinister and we were not able to really understand what was happening.

An eyewitness account of conditions at the front, April 1917.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Russian soldiers supported the revolutionaries? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Russia in 1917? Explain your answer. [7]

(b) (i) Name the **two** groups of people who voted for members to represent them in the Petrograd Soviet. [2]

(ii) Describe what happened during the July Days of 1917. [4]

(iii) Why was Tsar Nicholas II overthrown in March 1917? [6]

(iv) 'Bolshevik agitation was the main cause of the destruction of the Provisional Government in 1917.' How far do you agree with this statement? 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

President Roosevelt has over-ruled the powers of Congress and forced through unconstitutional laws, attacked the integrity of the Courts and invaded the rights of individual states. He has attempted to substitute state monopoly and regulators for free enterprise. He has created a vast swarm of civil servants to harass the people and breed fear in industry, discouraged new enterprises and so prolonged the depression. He has used relief to corrupt and intimidate the voters and appealed to class prejudice to inflame the workers.

From a Republican Party election publication, 1936.

Source B

In 1935 the nine Supreme Court judges ruled that the National Recovery Administration codes were unconstitutional and, in 1936, did the same for some of the Agricultural Adjustment Administration's policies. Congress, including many Democrats, refused to accept Roosevelt's attempt to solve this by adding up to six new judges if any refused to retire at 70. Although he dropped this 'Packing Plan' the division in the Democratic Party remained until the war in 1941. Roosevelt's criticism of the Supreme Court not responding to people's needs had some effect as the Court, in 1937, accepted that the Social Security Act and the legalizing of trade unions in 1935 did not violate the Constitution.

From a book by an American historian, 1963.

(a) (i) Study Source A.

What can you tell from this source about the Republican Party's attitude towards the New Deal? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Supreme Court was opposed to President Roosevelt? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** main radical critics of the New Deal. [2]

(ii) Describe ways in which the Social Security Act of 1935 helped the American people. [4]

(iii) Why did unemployment persist despite the New Deal? [6]

(iv) 'The Tennessee Valley Authority was the most successful of all the New Deal policies.' 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

At a meeting, Old Chang, one of the peasants, told how landlord Ning's men had beaten his son because he had fallen behind with the rent. A weeping girl took up the story: 'You took our plough, tools, everything, because we could not pay the rent.' The list of Ning's crimes was very long and at last he broke down: 'I am to blame, wholly to blame. You can divide up my houses and land.' A year later, Ning was tried for his crimes and shot.

A British eyewitness, writing about 'speak bitterness' meetings after the Chinese Civil War.

Source B

This is what some people call 'going too far'. Such talk is wrong. The local tyrants, evil gentry and lawless landlords have themselves driven the peasants to do this. For ages they have used their power to tyrannise the peasants and trample them underfoot. The peasants are clear-sighted. Who is bad and who is not, who is the worst, who deserves severe punishment and who deserves to be let off lightly – the peasants keep clear accounts and very seldom has the punishment exceeded the crime.

Mao Zedong, writing in 1963, about peasant justice to their former landlords.

(a) (i) Study Source A.

What can you tell from this source about landlords after the Chinese Civil War? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that peasants dealt with their former landlords severely? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was a collective farm? [2]

(ii) Describe China's first Five-Year Plan for industry, which started in 1953. [4]

(iii) Why did Mao invite 'constructive criticism' of the Chinese Communist Government in 1957? [6]

(iv) 'The difficulties that the Chinese Communist Government faced at the end of the Chinese Civil War had been resolved by 1958.' How far do you agree with this statement? 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

Cape Town's first township, or location, was set up in 1901 and the system spread throughout the country. By the 1920s most accommodation in the townships consisted of hostel compounds where the men would sleep in dormitories. The hostels were always badly overcrowded, cooking facilities were inadequate and toilets and showers were shared. No strangers were allowed to stay more than twenty-four hours and liquor was banned. Women were officially not allowed in the hostels and were discouraged from being in the city at all.

From an online history of South Africa, 2009.

Source B

A Superintendent gave new arrivals in the townships identity cards and places to live. At first Africans resisted this by refusing to pay rent, but they were arrested and forced to leave. In 1927, there had only been one African woman to every six men in Johannesburg. By 1939 the proportion was one to three. This made for a more settled population, more families and the need for more homes. In spite of the building programmes in the new locations, the Rand towns could not keep up. As fast as people were forcibly removed from the slums and other inner-city areas, so did more people move in. Despite the pass system, between 1921 and 1936 the number of urban Africans trebled.

From a British history of South Africa, 1990.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the township system was well organised? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about urbanisation in the 1920s and 1930s? Explain your answer. [7]

(b) (i) What were the Native Reserves? [2]

(ii) Describe the effects of the 1936 Native Trust and Land Act. [4]

(iii) Why did the South African economy develop rapidly in the 1930s and 1940s? [6]

(iv) 'South Africans benefited from the economic development between 1920 and 1948.' 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

We had a house of two storeys. I remember our renting the lower storey to a Jewish-Polish family and I remember the women behaved in the normal European way and for one thing they were scantily dressed. To us, young men, that was unusual, and for the older people that was detested. Of course, Arab women were fully dressed up and some were veiled. If you go to the sea, you can still see European Jewish ladies in swimming dresses.

A Palestinian Arab, speaking on television in 1977, remembering the arrival of Jewish refugees.

Source B

At the armistice talks between Egypt and Israel, which took place under UN supervision in Rhodes in 1949, a senior Egyptian delegate was asked by an Israeli delegate, 'Why cannot Egypt and Israel have a peace right now? We are ready to make peace along cease-fire lines, to be the permanent boundaries between us.' The Egyptian replied, 'No, we cannot accept you. An armistice, that is one thing, but to make peace with you would mean that we accept that you are here to stay. We are not ready. The situation in our country and the Arab world will not permit it. We cannot yet live in peace with you.'

From a book written jointly by an American rabbi and a Palestinian academic in 2001.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that peace between Israel and the Arabs was impossible? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) Describe the difficulties faced by the British authorities in Palestine in the period 1945–47. [4]

(iii) Why was there dissatisfaction with the 1947 United Nations vote to partition Palestine into separate Jewish and Arab states? [6]

(iv) 'The support of the United States of America was the main cause of the establishment of the State of Israel in May 1948.' 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

All around this place you will see the huge palaces of industry. You will hear the noise of furnaces and the whistle of steam. These vast structures keep air and light out of the human habitations which they dominate. They cover them with a perpetual fog. Here is the slave, there the master. There is the wealth of some, here the poverty of most. There the organised efforts of thousands produce the profits of one man. A sort of black smoke covers the city. The sun seen through it is a disc without rays. Under this half-daylight 300 000 human beings are ceaselessly at work.

A contemporary view of Manchester in the 1830s.

Source B

Of all the common prejudices that exist with regard to factory labour, there is none more unfounded than that which sees it as excessively tedious and unpleasant compared to other occupations, owing to its being carried on in conjunction with the 'unceasing motion of the steam engine'. In an establishment for spinning and weaving cotton, all the hard work is done by the steam engine, which leaves for the attendant no hard labour at all, and literally nothing to do in general but at intervals to perform some delicate operation, such as joining threads that break. Of all manufacturing employments, those are by far the most unpleasant and incessant in which steam engines are not used, as in lace making and in stocking weaving. The way to prevent an employment from being incessant is to introduce a steam engine into it.

From a book, 'The Philosophy of Manufactures', written in 1835.

(a) (i) Study Source A.

What can you tell from this source about Manchester in the 1830s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that factory work was easy work? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** industries other than textiles that grew rapidly in the nineteenth century. [2]

(ii) What factors made Manchester a centre for industry? [4]

(iii) Why did working people migrate in large numbers to the new industrial towns? [6]

(iv) How far had Parliament improved the lives of working people 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

Wherever the Empire has extended its borders, misery and oppression, anarchy and destitution, superstition and bigotry have tended to disappear, and have been replaced by peace, justice, prosperity, humanity and freedom of thought, speech and action. But there has also sprung a passion of loyalty and enthusiasm which makes the heart of the remotest British citizen thrill at the thought of the destiny which he shares, and causes him to hold dear the flag that is the symbol of all that is noblest in his own nature and of the best importance for the good of the world.

From a speech made at Birmingham by Lord Curzon in 1907.

Source B

Gentlemen, in Europe as it is today, we see this competition of many rivals rising up around us, some by military or naval improvements, others by the great development caused by a constantly growing population. In a Europe thus constituted a policy of withdrawal or abstention from colonialism is simply the high road to decay. In our time nations are great only through their power and it is by spreading the peaceable light of their institutions that they are great in the present day.

From a speech made by the French Prime Minister in the 1880s.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that it was imperialism that made countries great in the late nineteenth century? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** African territories held by France at the end of the nineteenth century. [2]

(ii) What methods were used by European countries to gain territories in Africa in the late nineteenth century? [4]

(iii) Why had Britain become the major European imperial power in Africa by the end of the nineteenth century? [6]

(iv) 'European imperialism in Africa in the nineteenth century was motivated more by prestige than anything else.' How far do you agree with this statement? Explain your answer. [8]

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