



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/42

Paper 4 Alternative to Coursework

May/June 2014

1 hour

No Additional Materials are required.

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 **10** printed pages, **2** blank pages and **1** insert.

DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

My Dear Röhm,

The fight of the National Socialist Revolution was made possible for me by the SA's constant support and their defeat of the Communist Terror. It is mainly due to your efforts, Röhm, my dear Chief of Staff, that the SA developed that force which enabled me to win the final struggle for power. I thank you for the loyal and everlasting service you have given to the movement and the German people.

Your grateful,

Adolf Hitler

From a letter sent in January 1934 to Ernst Röhm and published in a Nazi newspaper.

Source B

By 1934 the army had 100 000 men compared to the two and a half million SA members, loyal to Hitler under Röhm's leadership. The arrests and murders between 30 June, the Night of the Long Knives, and 2 July 1934 met no resistance anywhere, not from the SA leaders nor even its armed units. The only shots fired were those of the executioners – mainly the SS. The official number of victims was 77 but it is estimated to have been close to 200. On 3 July a law was passed claiming that Hitler had acted 'to strike down the treasonous attacks' in defence of Germany. By August Hitler had become Führer and the army had sworn loyalty and obedience to him.

From a book written by a German Professor of History, 1969.

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the Night of the Long Knives was necessary for Hitler? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) Name **two** of the political parties banned in 1933. [2]

(ii) Describe Nazi policy towards trade unionists. [4]

(iii) Why was propaganda important to the Nazi regime between 1933 and 1945? [6]

(iv) How far did the Nazis succeed in crushing opposition in Germany after 1934? Explain your answer. [8]

DEPTH STUDY B: RUSSIA, 1905–1941

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

Source A

The army is extremely exhausted by the war; the position of the Germans is so favourable that if they attack they will be able to take Petrograd with their bare hands. Undoubtedly the peace we are obliged to sign now is a foul peace, but, if war starts again, our government will be swept away and peace will be signed by another government. At present we are not only supported by the workers but also the poorest peasants, who will abandon us if the war continues.

Part of Lenin's report to the Bolshevik Central Committee, January 1918.

Source B

The Bolsheviks in Moscow were slow to follow their comrades when Lenin and Trotsky seized power in the capital on 25 October 1917. But they quickly rallied, invited the soldiers of the garrison to place themselves under their command, seized the Kremlin and began to put together an armed force from among the workers. Moscow's City Council remained loyal to the Provisional Government. It had at its disposal about ten thousand students, army officers and cadets, well armed and trained, who rapidly recovered control of the city centre. The Bolsheviks remaining in the Kremlin were ordered to surrender. They obeyed and many were immediately shot down. But the Bolsheviks found rifles and artillery to arm their men, and brought their heavy guns into action. The government troops surrendered.

A British historian in 2005, describing events in Moscow after the Bolshevik Revolution in Petrograd.

- (a) (i) Study Source A.

What can you tell from this source about Lenin's Government in January 1918? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the Bolsheviks in Moscow were unprepared for the October Revolution? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) What were Lenin's April Theses? [2]

(ii) Describe the part played by the Petrograd Soviet in the government of Russia after the March Revolution. [4]

(iii) Why did the Provisional Government fall from power in October 1917? [6]

(iv) 'The Bolsheviks won the Russian Civil War because the Whites lacked support.' How far do you agree with this statement? Explain your answer. [8]

DEPTH STUDY C: THE USA, 1919–1941

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

Source A

In the early 1920s President Harding's head of the justice department, the Attorney General, accepted bribes from bootleggers. Al Capone's Chicago organisation reportedly took in \$60 million in 1927 and had half the city's police on its payroll. By then there were an estimated 30 000 illegal speakeasies in America, twice the number of legal bars before Prohibition. The flapper, dancing the Charleston in a short skirt, was incomplete without a hip flask of alcohol. Finding a doctor to sign a prescription for 'medicinal' whiskey, legally sold at drugstores, was relatively easy.

From an American history website, 2010.

Source B

Except in rural areas where support for Prohibition remained strong, the middle classes and rich turned against Prohibition. They were persuaded by the argument of the 'wets' that the increase in income tax had resulted from the loss of the liquor tax and the claim that enforcement of Prohibition was costing two million dollars a day. The industrialists, who had agreed with the 'dries' that a sober labour force increased productivity, lost their enthusiasm because of the inefficient enforcement of the law. In economic and social terms Prohibition helped the poorer people as their health and wealth improved and drunkenness and crime decreased. It also increased their resentment at losing the beer they had been able to afford in 1919, and now brought with it a risk of death from the worst bootleg liquor.

From a history of Prohibition, published in Britain in 1962.

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that Prohibition was beneficial? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) What happened in Chicago on 14 February 1929? [2]
 (ii) Describe the development of the film industry in the 1920s. [4]
 (iii) Why were there restrictions on immigration in the 1920s? [6]
 (iv) How far did the roles of women change during the 1920s? Explain your answer. [8]

DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

Mao had become convinced that every trace of China's imperial past and the gentry class that had suffocated China had to be violently and irrevocably smashed. Only thus could the revolution escape its tendency to relapse into the temptations of capitalism, stalling the economic and social equality that he genuinely believed was the route to individual prosperity and personal well-being. Thus the state consciously, and with no judicial process, systematically encouraged the mass killing of its citizens.

A British journalist, writing in 2007 about the Cultural Revolution.

Source B

All the things I loved were disappearing. The saddest thing of all to me was the ransacking of the library by the Red Guards. Books were major targets of Mao's orders to destroy. Like everyone else, I was supposed to join in the 'revolutionary actions'. But I, like most pupils, was able to avoid them as no one made sure we took part. I could see that many pupils hated the whole thing, but nobody tried to stop it. 'Denunciation meetings' were becoming a major feature of the Cultural Revolution. They involved a hysterical crowd and were seldom without physical brutality. Peking University had taken the lead under the personal supervision of Mao.

The experiences of a woman who was a teenager during the Cultural Revolution.

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the Cultural Revolution was supported by young Chinese people? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) Name **two** groups targeted by Red Guards during the Cultural Revolution. [2]

- (ii) Describe the experiences of Deng Xiaoping during the Cultural Revolution. [4]

- (iii) Why was the Chinese Army ordered to suppress the activities of the Red Guards in 1968? [6]

- (iv) 'The Chinese Communist Government under Mao brought the Chinese people little benefit between 1949 and 1976.' How far do you agree with this statement? Explain your answer. [8]

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

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

Source A

In growing frustration with apartheid, in 1986 the twelve main European countries banned imports of South African iron, steel and gold coins and no new investments were to be made in South Africa. The ban did not cover coal, diamonds or other forms of gold. Japan passed similar sanctions, although omitting iron ore. The United States restricted lending to South Africa and imposed import bans on iron, steel, coal, uranium, textiles and agricultural goods. Even with trade sanctions the South African economy grew by 2.6 per cent in 1987 and by 3.2 per cent in 1988.

From an American economic history textbook, 2010.

Source B

After the Soweto riots of 1976–77, ten more years of violence, rioting, bannings and detention followed. The whites were more divided, if not divided enough to weaken their political power. The blacks, through trade unions, schools and two million members of the United Democratic Front, were harder to control. The ANC in exile and the African states bordering South Africa could not defeat the army and there were bitter rivalries between the UDF and Inkatha. The Soviet Union became less interested in stirring up black revolution and Britain, the Common Market and the USA, although they imposed trade sanctions, refused to give active support to the ANC.

From a British school textbook, 1996.

- (a) (i) Study Source A.

What can you tell from this source about trade sanctions on South Africa in the 1980s? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that opposition to the South African government was weak between 1976 and 1986? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) Name the President and Deputy President of the ANC in the 1980s. [2]

- (ii) What were the effects of the state of emergency declared in 1985? [4]

- (iii) Why was the ban on the ANC lifted in 1990? [6]

- (iv) How difficult was it to establish majority rule in South Africa between 1990 and 1994? Explain your answer. [8]

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

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

Source A

In 1968 Fatah began in earnest to apply its political and social planning programme by organising the Palestinian masses in their camps. Schools and clinics were set up where nothing, or only meagre facilities, had existed before. Housing schemes were installed, local Palestinian police and popular militia forces were created to defend the camps against regular intimidation and aggression by various local military or paramilitary forces, and taxation was collected from the people.

From a booklet written in support of the Palestine Liberation Organisation (PLO), published in London in 1978.

Source B

Many people have lived in the refugee camps for twenty-five years. It has proved impossible to live any sort of civilised life. Most of the refugees cannot find employment. The vast majority are agricultural workers in direct competition with the under-employed farming population of those countries in which they are now living. The United Nations Organisation, through its agency UNRWA (United Nations Relief and Work Agency), has maintained these camps and provided rations and some welfare services for the refugees. The numbers in the camps have grown because of the continual Arab exodus from Israel and the natural increase in population.

From a British school textbook, published in 1977.

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the needs of the Palestinians were met in the refugee camps? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) Name **two** states where camps for Palestinian refugees were located. [2]

(ii) What were the aims of Fatah as declared in its founding charter? [4]

(iii) Why was the PLO expelled from Jordan in 1970? [6]

(iv) How effective was the PLO in promoting the Palestinian cause between 1964 and 1994? Explain your answer. [8]

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

Source A

That immense place of human misery, the East End of London, is no longer the stagnant pool it was six years ago. It has shaken off its despair, it has returned to life, and has become the home of what is called the 'New Unionism', that is to say, the organisation of the great mass of 'unskilled' workers. This organisation may to a great extent adopt the ways of the old unions of 'skilled' workers, but it is essentially different in character. The old unions preserve the tradition of the time when they were founded, and look upon wages as a once-for-all established final fact, which they can at best modify in the interests of their members. The new unions were founded at a time when faith in the old wages system was severely shaken. Their founders and promoters were Socialists either consciously or by feeling. Their minds were free from the inherited 'respectable' bourgeois prejudices which hampered the better situated 'old' unionists. Thus we see these new unions taking the lead of the working-class movement generally, and more and more taking in tow the rich and proud 'old' unions.

Engels, a prominent Marxist, writing in 1892 in the aftermath of the Dockers' Strike.

Source B

The new unions' successes were soon followed by defeats, and much of the ground they took in the first flush of their progress was lost within a year or two. As early as the winter of 1889–90, the Gasworkers were in conflict with the South Metropolitan Gas Company, and by the following spring there were hardly any union members in its employ. An attempt to organise the postmen failed. At Hull, after temporarily winning control of the port, the unions were soundly defeated by a well organised counter-attack by the employers. The agricultural labourers' unions were in constant difficulty and appear to have broken up altogether in the 1890s. Nevertheless, the 'new unionism' survived. It did so because many of the so-called unskilled labourers in fact had a degree of skill which gave them scarcity value and so bargaining strength.

From a history of trade unionism, published in 1963.

- (a) (i) Study Source A.

What can you tell from this source about the working class in Britain at the time? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the strikes of the 1880s and 1890s were ineffective? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about trade unions by the end of the nineteenth century? Explain your answer. [7]

- (b) (i) What was the TUC? [2]

- (ii) Describe the Match Girls' Strike of 1888. [4]

- (iii) Why were the strikes of the Match Girls (1888) and the London Dockers (1889) successful? [6]

- (iv) How successful were working men and women in getting better pay and conditions of work in the last quarter of the nineteenth century? Explain your answer. [8]

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TURN OVER FOR QUESTION 8.

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 FIRST DUTY.

CIVILISATION (*to China*) – That dragon must be killed before our troubles can be adjusted. If you don't do it I shall have to.

An American cartoon of 1900.

Source B

The Western powers saw China as primitive and ripe for exploitation. At no point did the Western powers see China as an equal, despite the fact that Chinese civilisation pre-dated their own. When, in June 1900, the Empress released an edict explaining that secret societies were part of Chinese culture, the powers were furious as this gave almost official support to the Boxer movement. The Boxer movement started to spiral out of control and massacres of Chinese Christians began along with anti-Western riots and destruction of foreign property. Therefore, the Western powers gave the Chinese twenty-four hours to put down the Boxers or they would use their own troops to deal with the rising.

From a recent article on the history of war.

(a) (i) Study Source A.

What can you tell from this source about Western attitudes towards China in 1900? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that it was the massacre of the Christians which caused the Western powers to intervene? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the Western powers' relationship with China at the end of the nineteenth century? Explain your answer. [7]

(b) (i) Name **two** Chinese cities in which there was a significant European presence by the end of the nineteenth century. [2]

(ii) Describe the siege of Beijing (Peking) in 1900. [4]

(iii) Why were the Japanese able to defeat China in 1894–95? [6]

(iv) 'The decline of China in the nineteenth century was caused by Britain.' How far do you agree with this statement? Explain your answer. [8]

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