



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**HISTORY**

**0470/43**

Paper 4 Alternative to Coursework

**October/November 2010**

**1 hour**

Additional Materials: Answer Booklet/Paper



**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 **11** printed pages and **1** blank page.



**DEPTH STUDY A: GERMANY, 1918–1945**

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

**Source A**

*One of the Freikorps Brigades in Berlin, March 1920.*

**Source B**

The strength of the extreme right lay not only in political parties and paramilitary groups but also in the key positions its sympathisers held. There was strong anti-Republican feeling in the law courts, the police, the civil service, universities and schools. Although the army did not actively attempt to overthrow the Republic neither did it do much to support the government. The Freikorps had to be used to overthrow the Spartacists and the Bavarian revolutionaries in 1919. Faced with the Kapp Putsch in 1920, the Weimar government moved from Berlin to Stuttgart and called on Germany's workers to save democracy by a general strike. The response was massive working-class support which paralysed the country and forced the collapse of the putsch.

*A German historian, writing in 1997.*

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Weimar government was weak? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name the **two** main leaders of the Spartacists. [2]

(ii) Describe the weaknesses of the Weimar Constitution. [4]

(iii) Why was there resentment in the army of the Weimar Government? [6]

(iv) 'Hyperinflation was a disaster for Germany and its people.' How far do you agree with this statement? Explain your answer. [8]

**DEPTH STUDY B: RUSSIA, 1905–1941**

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

**Source A**

**Source B**

Most of the people on the streets were not ‘revolutionaries’ at all but simply spectators or in-between types who wavered between acting and spectating. They would cheer the mutinous soldiers, or when police snipers were thrown from the rooftops. They would gather round the dead bodies and horses. They would wear red ribbons, wave red flags and declare their sympathy for the ‘revolution’. But they rarely took part in the fighting themselves, and would usually scatter when the fighting began.

*A British historian writing in the 1990s about the days leading to the March 1917 Revolution.*

- (a) (i)** Study Source A.

What can you tell from this source about Kerensky in March 1917? Support your answer with reference to the source. [6]

- (ii)** Study Source B.

How far does this source show that the March Revolution was supported by the Russian public? Explain your answer. [7]

- (iii)** Study both sources.

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

- (b) (i)** Name **two** political parties which were represented in the Duma in March 1917. [2]

- (ii)** What was the Kornilov Affair of August 1917? [4]

- (iii)** Why was there a second revolution in Russia in 1917? [6]

- (iv)** How far was it the First World War that caused the fall of Tsar Nicholas II in 1917? Explain your answer. [8]

### DEPTH STUDY C: THE USA, 1919–1941

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

#### Source A

The city's annual Beauty Pageant has attracted seventy-four lovely contestants from every part of the United States. 'Marriage Versus the Movies' was discussed last night, as the beauties, tired with the strain of showing how lovely they could look in evening clothes, relaxed backstage at the theatre. All seventy-four long to be in the movies and are eager to leave 'the normal things of life'. Several of them have already signed contracts with studios, and the others only crave the same opportunity. Hollywood's population will soon be increased!

*From an American east coast newspaper, 1923.*

#### Source B

As moving pictures became available to mass audiences in the 1920s, several states set up censorship boards to control the amount of nudity, sexuality, drunkenness, crime and violence portrayed in films. These controls varied between states and were often on a voluntary basis. Worried that it might be shut down, the film industry set up the Motion Pictures Producers and Distributors of America in 1922 to make some efforts to censor its own productions. The studios accepted a blacklist of 'Don'ts' and 'Be Carefuls' in 1927. The eleven 'Don'ts' included swearing, use of illegal drugs and ridicule of the clergy. The twenty-six 'Be Carefuls' applied to the depiction of criminality, brutality, murder and sex. In practice, studios knew that film-going audiences wanted to see the kind of things that were being blacklisted and some of these behaviours could be exhibited – as long as they were later punished in the film.

*From a history of the cinema, 2007.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

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

- (iii) Study both sources.

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

- (b) (i) What was the title of the first talking movie and the name of its main star? [2]

- (ii) What was the St. Valentine's Day Massacre? [4]

- (iii) Why did organised crime increase in the 1920s? [6]

- (iv) How far do you agree that the 1920s were only 'Roaring' for the young? Explain your answer. [8]

## DEPTH STUDY D: CHINA, 1945–c.1990

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

**Source A**

*Red Guards read the teachings of Mao during the Cultural Revolution, beneath a poster of the Chinese leader.*

**Source B**

In the destruction of culture Madame Mao played a key role as her husband's police chief. And she made sure that there was no resurrection of culture for the rest of Mao's life. Partly thanks to her, for a decade, until Mao's death in 1976, old books remained banned, and among the new books of general interest that were published, all of them sported Mao's quotations, in bold, one on every other page. There were a few paintings and some songs around, but they all served a propaganda purpose. Virtually the only performing arts allowed were eight revolutionary shows and a few films that Madame Mao had a hand in producing. China became a cultural desert.

*From a book by a Chinese woman and her British husband, published in 2005. The woman came to Britain in 1978.*

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the creative arts had disappeared in China during the Cultural Revolution? 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** aspects of Mao's 'Little Red Book'. [2]

(ii) Describe the campaigns undertaken by the Red Guards. [4]

(iii) Why was the Cultural Revolution important to Mao? [6]

(iv) How far had the Chinese people benefited from Communist rule in the period 1949 to Mao's death in 1976? 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

By Monday 21 March 1960 Sharpeville PAC members had visited almost every house and the men's hostel to gain support for the protest. On that Monday not a single bus moved out of the township to take passengers to work. By dawn PAC task force members had lined up some 10 000 men, women and children in street after street. On the Party leadership's instruction they all then marched to the local police station chanting 'Down with passes' and PAC slogans such as 'Our land' and 'Forward to Independence'.

*A South African writing in 1963.*

### Source B

By mid-day the station's usual twelve policemen had been increased to nearly 300 armed police with five armoured vehicles. Claims that squads of police went out into the crowd to arrest PAC officials are incorrect and no direct action was taken by the police until 1.15 in the afternoon. The PAC had responded to the police request that the crowds should move away from the police compound's fence and only some 300 protesters were still nearby when the shooting started. The police claim this was in response to stone throwing by the crowd. It does seem that the first shots were fired by inexperienced officers aware that nine policemen had been killed by a mob in a Durban township only a few weeks before. The crowd was not ordered to disperse before the firing began. Sixty-nine people were killed and more than three hundred injured, many shot in the back.

*From the decisions of the Truth and Reconciliation Commission, 1998.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the police in Sharpeville were cautious in their actions? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) What was meant by 'separate amenities' in the Act of 1953? [2]

- (ii) Describe the system of banning orders. [4]

- (iii) Why did the separation of races become more strict after 1948? [6]

- (iv) 'Of all the apartheid measures, the Pass Laws had the greatest impact on the peoples of South Africa.' How far do you agree with this statement? 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**

We dug the canal with our own lives, our skills, and our blood. 120 000 (Egyptian) workers died in forced labour on the canal. Today, Citizens, with the annual income amounting to \$100 million a year, we shall not look to the \$70 million of American aid. Now, while I am talking to you, brothers of yours, sons of Egypt, are rising up to direct the canal company and undertake its operation. They are taking over the Egyptian Canal Company, not the foreign Canal Company!

*From a radio broadcast by President Nasser to the Egyptian nation, 26 July 1956.*

**Source B**

Israel agreed to withdraw her forces from the Gaza Strip and Sharm-el-Sheik in 1957. But though they made no territorial gains from the war, the Israelis had destroyed Egyptian military supremacy. Much of the equipment acquired in the Czech arms deal had been captured and destroyed in the Sinai campaign. The Israelis had gained the knowledge that they could defeat the Arabs on the battlefield. The Egyptians had suffered a defeat but President Nasser was able to say that the Israelis had succeeded because of the combined attack of Britain and France.

*From a British history book, published in 1977.*

- (a) (i)** Study Source A.

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

- (ii)** Study Source B.

How far does this source show that the Suez Campaign was a success for Israel? Explain your answer. [7]

- (iii)** Study both sources.

Is one source more useful than the other as evidence about the Suez War? Explain your answer. [7]

- (b) (i)** What were the Sèvres Accords? [2]

- (ii)** Describe American and Soviet reaction to the Suez Crisis. [4]

- (iii)** Why did Israel accept a ceasefire in the Suez War? [6]

- (iv)** How far did the Suez War change relations between Israel and Arab countries? 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**

We are sorry to say that a labourer, who was working in the excavation of the railroad at Edgehill, where the tunnel is expected to come out and join the surface of the ground, was killed on Monday last. The poor fellow was in the act of mining under a heavy mass of clay when it fell upon him and crushed his body.

*From a Liverpool newspaper, 10 August 1827.*

**Source B**

The railway contractors, being exposed to fierce competition, are tempted to adopt the cheapest method of working, without any close reference to the dangers to which men will be exposed. Life is now recklessly sacrificed and innocent women and children made widows and orphans. Such evil must not be allowed to continue, even though it may be profitable.

*From the Manchester Guardian newspaper, 7 March 1846.*

**Source C**

Rude, rugged and uncultured, and possessed of great strength, these navvies are collected in large numbers. Living and working together they are a class by themselves. Unable to read and unwilling to be taught; these impulsive and brutelike men have increased from thousands to hundreds of thousands.

*From a book, 'History of the English Railway', published in 1851.*

- (a) (i)** Study Source A.

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

- (ii)** Study Source B.

How far does this source show that people did not care about the dangers of building railways? Explain your answer. [7]

- (iii)** Study all the sources.

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

- (b) (i)** What was a 'cutting' in railway building? [2]

- (ii)** Describe how railway builders overcame engineering problems along the routes of railways. [4]

- (iii)** Why did navvies have a bad reputation? [6]

- (iv)** How far was 'railway mania' beneficial to Britain? Explain your answer. [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

I contend that we are the first race of the world and that the more of the world we inhabit the better it is for the human race. I contend that bringing the greater part of the world under our rule means the end to all wars. Thus, the growth of the British Empire could bring the whole of the uncivilised world under British rule. What a dream! But it is possible.

*From a speech made by Cecil Rhodes in the late nineteenth century.*

### Source B

Dear Mr Gladstone,

We, both your servants, have met this afternoon to write you these few lines. As we heard you are the chief man in the House of Commons, so we write to tell you that we want to be under Her Majesty's control. We want our country to be ruled by the British government. We are tired of governing this country ourselves, every dispute leads to war, and often great loss of lives, so we think it best to give up the country to you British men who will, no doubt, bring peace, civilisation and Christianity to the country. We heard that you are a good man, so we hope that you will do all you can to see that our request is granted. We are willing to abolish all heathen customs. Please send us an answer as quick as you can.

*King Bell and King Acqua of the Cameroons River, writing to the British Prime Minister,  
6 November 1881.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the main reason African leaders accepted European rule was to prevent war? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) Name **two** countries in Africa under Portuguese control in the nineteenth century. [2]

- (ii) What were the aims of the Berlin Conference of 1884/5? [4]

- (iii) Why was there a 'Scramble for Africa'? [6]

- (iv) How far was the European colonisation of Africa in the nineteenth century successful? Explain your answer. [8]

## BLANK PAGE

---

**Copyright Acknowledgements:**

- Depth Study A Source A © [www.bild.bundesarchiv.de/cross-search/search/1241268488/?search\[view\]=detail&search\[focus\]=14](http://www.bild.bundesarchiv.de/cross-search/search/1241268488/?search[view]=detail&search[focus]=14).
- Depth Study B Source A © *A People's Tragedy* by Orlando Figes, published by Jonathan Cape. Reprinted by permission of The Random House Group Ltd.
- Depth Study B Source B © Philip Ingram, *Russia and the USSR 1905–1991*; Cambridge University Press, 1997.
- Depth Study D Source A © Tony McAleavy, *IGCSE History, International Relations since 1919*; Cambridge University Press, 1996.
- Depth Study D Source B © *Mao, The Unknown Story*, by Jung Chang and John Halliday, published by Jonathan Cape. Reprinted by permission of The Random House Group Ltd.
- Depth Study F Source B © S J. Perkins, *The Arab-Israeli Conflict*; Macmillan Education; 1987.
- Depth Study F Source B © *Schools Council History 13-16 Project*, Homes McDougall; 1977.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.