UNIVERSITY OF CAMBRIDGE INTERNATIONAL EX
International General Certificate of Secondary Educati

HISTORY

Paper 4 Alternative to Coursework

Additional Materials: Answer Booklet/Paper

5047195843

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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UNIVERSITY of CAMBRIDGE
International Examinations

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DEPTH STUDY A: GERMANY, 1918–19

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

Source A

When I joined the German Workers' Party (DAP) in September 19
I was invited to become the seventh member of the committee w
scruffy Munich bar. Our funds were around five marks and all our
were in a small box. Early in 1920 I was put in charge of propaga
over two thousand people at our first mass meeting when I anno
the National Socialist Workers' Party, and our new Twenty-Five Point Programme. By the end of 1920 we had our swastika flag and our own newspaper.

Hitler writing in a 1929 newspaper.

Source B

The first of the Twenty-Five Points was the demand for unification of all German people, the second the cancellation of the Versailles settlement, the third demanded colonies. The next stated that only those of German blood could be citizens so 'no Jew can be a member of the race'. The Programme came out strongly against big industrialists and big landowners. All unearned income was to be abolished, war profits confiscated and the workers were to share in the profits of large industries. Freedom of religion, better old age pensions, health care and education reforms were insisted upon. To achieve all these targets the twenty-fifth point was: 'The Party demands the setting up of the unlimited authority of a central parliament.'

The summary of a British historian, 1952.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Nazi ideas were socialist? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give **two** features of the SA. [2]

(ii) What was the Munich Putsch, 1923? [4]

(iii) Why did Nazi Party membership increase between 1925 and 1929? [6]

(iv) 'The Nazi share of the vote in Reichstag elections increased from 3 per cent in 1928 to 37 per cent in July 1932 because of Hitler.' How far do you agree with this statement? Explain your answer. [8]

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DEPTH STUDY B: RUSSIA, 1905–194

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

Source A

Boris Bazhanov, Stalin's personal secretary, recalls Stalin's habit
Kremlin office, puffing on his pipe, and then issuing the curt co
Secretary and send another to replace him. There were few part
the Politburo, whom Stalin did not have under surveillance by the

From a British historian, writing in 1996.

Source B

Lenin probably favoured Trotsky, although he did have doubts about Trotsky's political judgement. He was also worried about Trotsky's enthusiasm for the idea of revolution throughout the world. Trotsky's power base was the Red Army. He did not have much support among the Old Bolsheviks, who had been suspicious of him. Some Politburo members were not pleased when Lenin appeared to favour Trotsky as a successor. They disliked both his policies and his manners. Lenin was not convinced that Stalin was the right man to lead the party. Lenin and Stalin did not get on well personally, even though Stalin looked after Lenin during his last illness.

From a British textbook, written in 1990.

(a) (i) Study Source A.

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

(ii) Study Source B.

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

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the struggle for the leadership in the Soviet Union after the death of Lenin? Explain your answer. [7]

(b) (i) Name **two** members of the triumvirate, other than Stalin. [2]

(ii) Describe the main features of Lenin's New Economic Policy (NEP). [4]

(iii) Why was Trotsky sent into exile by Stalin? [6]

(iv) 'From the October Revolution to the end of the Civil War in 1921, the Soviet peoples saw no benefit from Bolshevik rule.' How far do you agree with this statement? Explain your answer. [8]

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DEPTH STUDY C: THE USA, 1919–194

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

Source A

Respectable women who took up smoking often hid the fact fr
among women had been associated with prostitutes and even i
as a vice of wild young things and chorus girls. Many a mother t
might otherwise propose would certainly not if they thought a gir
also probably spoke out against the new swimming suits which ex
time.

From 'An American History of Women', 1984.

Source B

The Nineteenth Amendment finally secured the vote for women throughout the country in 1920, after nearly fifty years of women campaigning. It doubled the number of voters and now each party has a woman on its national committee. Before elections they will be told to organise the women voters and asked to help in raising funds. When it comes to discussion of party policies, they are rarely invited in. Still less are they considered as possible candidates. 'Oh, you know she wouldn't like the people she'd have to work with – that's not a job for a nice, refined woman,' is typical of the comments reported to me. When no women are present at meetings, the leaders are more outspoken: 'Those fool women are always making trouble, anyway.'

From a magazine article by Eleanor Roosevelt, 1928.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that women gained political influence by the end of the 1920s? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) Describe how the government tried to enforce Prohibition. [4]

(iii) Why were the 1920s described as 'Roaring'? [6]

(iv) 'It was entertainment that gave Americans greater opportunities 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.199

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

Source A

The protest movement was an uneasy alliance. It included par
wing who wanted the pace of reform to be matched by a com
included those who wanted to accelerate privatisation as well as t
democracy and were agitating for regime change. The only com
corruption.

A description of Beijing student protesters in April 1989 by a British author, writing in 2007.

Source B

Factory workers were rewarded. If they produced more they were given extra money called 'responsibility payments'. The more peasants and workers earned, the more they had to spend. Not just on food either, but on television sets, refrigerators and stylish clothes that began to appear in the shops. A few Chinese feared that China was travelling a road that would lead back to capitalism, to the rich ill-treating the poor and to evils such as unemployment and inflation.

From a British book, written in 1987.

(a) (i) Study Source A.

What can you tell from this source about the protesters in Beijing in April 1989? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that economic reforms were welcomed by the Chinese people? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What **two** posts were allocated to Chou En-lai (Zhou Enlai) when the Communist government was established in 1949? [2]

(ii) What happened to the leadership of the Chinese Communist Party, following the death of Mao? [4]

(iii) Why did the Chinese Communist government crush the Tiananmen Square protests in June 1989? [6]

(iv) How far did the death of Mao lead to improvements in the lives of Chinese people by 1990? Explain your answer. [8]

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DEPTH STUDY E: SOUTHERN AFRICA IN THE TWEN

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

Source A

Before 1963 South Africa depended heavily on importing weap
set up a voluntary arms ban on South Africa. In 1964 the South
Armaments Production board and imports of 'dual use' equip
access to technology were made, especially with West Germa
Foreign weapons' specialists were recruited, often secretly. In 1
compulsory but by then South Africa's arms industry was one of the largest in the world's developing countries. By the late 1980s armaments were the leading manufactured export.

From an American history of the weapons industry, 1994.

Source B

In 1961 we held a 48-hour silent protest outside the Commonwealth Office in London, copying the discipline of the Black Sash Movement in South Africa. We had support from bishops, many Members of Parliament and ordinary people shocked by the Sharpeville and Langa massacres. There were strong economic interests in Britain not wishing to upset South Africa. Macmillan, the Prime Minister, didn't support the boycott of South African goods or expelling South Africa from the Commonwealth. The Canadian Prime Minister, we hope influenced by our action, proposed to the Conference that every Commonwealth country should agree to have a Bill of Rights for its citizens. The next day South Africa left the Conference and withdrew from the Commonwealth altogether at the end of May 1961.

A British Member of Parliament and President of the British Anti-Apartheid movement, set up in 1961.

(a) (i) Study Source A.

What can you tell from this source about South Africa in the 1960s and 1970s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that there was opposition to South Africa's policy of apartheid? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about international attitudes towards South Africa in the 1960s and 1970s? Explain your answer. [7]

(b) (i) What was Umkhonto we Sizwe? [2]

(ii) Describe what happened at the Rivonia Trial in 1963–4. [4]

(iii) Why was Steve Biko important? [6]

(iv) 'Opposition to apartheid both inside and outside South Africa was ineffective in the 1960s and 1970s.' How far do you agree with this statement? Explain your answer. [8]

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DEPTH STUDY F: ISRAELIS AND PALESTINIANS

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

Source A

The British cheated us. They promised us freedom and instead
you know what the policy of the Mandate was? It said that we, th
mature enough to rule ourselves. And worse than that even, th
made us homeless. You, the British, brought foreigners to Palestin

An old Palestinian living in a refugee camp in Lebanon, interviewed in 1979.

Source B

Two large refugee problems were created as a result of the 1948–49 conflict, each consisting of about 800 000 people: a Palestine Arab refugee problem and a Jewish refugee problem, the latter created upon the establishment of the State of Israel when the Jewish populations in Arab countries were exiled from their countries. The Jewish people and the State of Israel solved the Jewish refugee problem quickly and established Jewish refugees in Israel. But the Arab governments chose to perpetuate the Arab refugee problem, to use Arab refugees as political pawns over the years, and to allow generations to be born in miserable refugee camps in the Middle East, supported by international charity.

From a former President of Israel, writing in 1982.

(a) (i) Study Source A.

What can you tell from this source about Palestinian views of British rule in Palestine? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the refugee problem after the 1948–9 war was solved? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** Middle East countries from which the Palestine Liberation Organisation has been expelled. [2]

(ii) Describe what happened at Karemeh, Jordan in March 1968. [4]

(iii) Why did Israel think it was necessary to invade Lebanon in the summer of 1982? [6]

(iv) Which proved the more effective way of advancing the Palestinian cause: the actions of the Palestine Liberation Organisation or resolutions of the United Nations Organisation? Explain your answer. [8]

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DEPTH STUDY G: THE CREATION OF MODERN INDU

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

Source A

The most important of these changes is the springing up of new to the opportunities given to humbler classes for recreation. Short tr opportunity of seeing that which they would never have been abl coach, wagon era. A railway train takes masses of people of al into contact and converse with the poor. The greater the numb improvement.

From an article, 'The Social Effects of Railways', in a magazine of 1844.

Source B

Already by the 1840s, the advantages of a rail connection were widely understood and the arrival of the railway was generally seen as beneficial to local people. On the opening of the North Midland Railway in 1840 the Sheffield and Rotherham Independent newspaper commented, 'The completion of this undertaking has at last made Yorkshire a sharer in the great advantage of railway communication. It opens to a million and a half Yorkshire men a mode of communication with the Midland counties and London, unthought of twenty years ago.' Yet many people and businesses did lose out, such as the village of Hounslow, twelve miles from the centre of London and a major staging post where two thousand horses used to be kept in the various inns. By 1842 the local newspaper reported that in the 'formerly flourishing village of Hounslow there is a great depreciation of property because of the transfer of traffic to the railway'. In Stockport and other nearby towns shopkeepers complained that their customers were going by rail into Manchester to shop.

From a book on railways, published in 2007.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that railways were beneficial to the people? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Britain in the 1840s? Explain your answer. [7]

(b) (i) Name **two** commercial railways built by 1830. [2]

(ii) Describe the work of I. K. Brunel. [4]

(iii) Why were railways opposed by some people? [6]

(iv) How far did railways reduce the importance of canals? Explain your answer. [8]

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DEPTH STUDY H: THE IMPACT OF WESTERN IMPERIALISM IN T

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

Source A

As yet the Congo Basin is a blank, a fruitless waste, a desolate an
our purpose to fill this blank with life, to redeem the waste, to pl
men to harvest and revive wild lands so long forgotten by Europe.

Th

Source B

The London newspapers offered their congratulations for British statesmanship. One welcomed the vast market for British goods that would be shortly opened in the Congo – 'cotton goods, blankets, crockery, muskets, gunpowder, hardware of all kinds, and cheap finery of every description'. The *Leeds Mercury* newspaper toasted good King Leopold as that 'noble-minded sovereign who had the wisdom and courage to begin the enterprise of the Congo which would be the bright centre of freedom and peace'.

From a book about the Scramble for Africa published in 1991.

Source C

I have just returned from a journey inland to a village in the Congo. The total misery and utter abandon is indescribable. I was so moved, Your Excellency, by the people's stories that I took the liberty of promising them that in future you would only kill them for the crimes they commit.

A letter from John Harris, a missionary, to King Leopold's chief agent in the Congo in the 1890s.

(a) (i) Study Source A.

What can you tell from this source about the Congo before 1880? Support your answer with reference to the source. [6]

(ii) Study Sources B and C.

How far do these sources show that colonisation was successful? Explain your answer. [7]

(iii) Study all the sources.

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

(b) (i) Name **two** explorers of Africa in the nineteenth century other than H. M. Stanley. [2]

(ii) What was the Berlin Colonial Conference, 1884–5? [4]

(iii) Why did European countries seek to become overseas imperial powers in the nineteenth century? [6]

(iv) 'European rule in the nineteenth century exploited Africans.' How far do you agree with this statement? Explain your answer. [8]

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