UNIVERSITY OF CAMBRIDGE INTERNATIONAL EX
International General Certificate of Secondary Educati

HISTORY

Paper 4 Alternative to Coursework

Additional Materials: Answer Booklet/Paper

2614740404

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 **12** printed pages.

© UCLES 2013

UNIVERSITY of CAMBRIDGE
International Examinations

PA CAMBRIDGE

DEPTH STUDY A: GERMANY, 1918–19

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

Source A

The huge German war memorial at Tannenberg was unveiled tod
In his speech the President said: 'We, the German people, d
responsible for the greatest of all wars. War was a last resort for
entire people, against a host of enemies. With pure hearts we f
He was cheered wildly by the crowd of over 100 000 which incl
members of the government as well as ex-soldiers and generals such as Ludendorff.

From an American newspaper, October 1927.

Source B

Walther Rathenau, a moderate liberal nationalist, was one of the founders of the German Democratic Party (DDP). He opposed socialism and state ownership of industry. In 1921 Rathenau was appointed Minister of Reconstruction, and in 1922 he became Foreign Minister. He insisted that Germany should fulfil its obligations under the Treaty of Versailles. In 1922 Rathenau negotiated the Treaty of Rapallo with the Soviet Union and, secretly, that Germany would be provided with Russian weapons. All the extreme right-wing groups claimed he was part of a 'Jewish-Communist conspiracy' and two months later Rathenau was assassinated by two army officers. He was publicly mourned throughout Germany, particularly among the workers of Berlin and socialist parties who expressed their commitment to the Republic and Ebert.

From a socialist history of Germany, 1963.

(a) (i) Study Source A.

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

(ii) Study Source B.

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

(iii) Study both sources.

Is one source more useful than the other as evidence about Germany in the 1920s? Explain your answer. [7]

(b) (i) What was the armistice of November 1918? [2]

(ii) What were the limits placed on the German armed forces by the Treaty of Versailles? [4]

(iii) Why were the reparations payments of Germany reduced in the 1920s? [6]

(iv) To what extent had the Weimar Republic been successful by 1929? Explain your answer. [8]

© UCLES 2013

PA CAMBRIDGE

DEPTH STUDY B: RUSSIA, 1905–194

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

Source A

We got so dirty and we were such young things, small, slender, f
build the Metro and wanted to do it more than anything else. W
such style. My feet were size four and the boots were size eleven.

From a 1990 interview with an old lady who remem

Source B

The First Five-Year Plan, 1928–32

	1928 production	1932 target	1932 actual production
Coal	35	68	64
Oil	12	19	21
Pig-iron	3	8	6
Steel	4	8	6

Soviet production statistics (all commodities quoted in millions of tons).

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the First Five-Year Plan was a success? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) Describe the incentives used by the Soviet government to encourage high production and efficiency by Soviet workers. [4]

(iii) Why did Stalin believe the modernisation of state-controlled heavy industry was urgent? [6]

(iv) How far did collectivisation improve agriculture by 1939? Explain your answer. [8]

© UCLES 2013

PA CAMBRIDGE

DEPTH STUDY C: THE USA, 1919–194

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

Source A

In a land of vast resources no one should be permitted to starv
main concern. It needs large government spending and will co
We believe that if jobs cannot be found in private businesses th
creating temporary and useful paid employment. We will try and
whose existing surroundings cannot give them opportunities and
to be recovery and reform because much of our trouble has been caused by those in business not understanding the basic principles of justice and fairness. We have all learned the lesson that government cannot afford to wait until it has lost the power to act.

From one of President Roosevelt's Fireside Chats on the radio in 1934.

Source B



From a 1933 American newspaper.

© UCLES 2013

(a) (i) Study Source A.

What does this source tell you about President Roose reference to the source.

(ii) Study Source B.

How far does this source show that people supporte answer.

(iii) Study both sources.

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

(b) (i) For what measures to deal with the Depression did Huey Long campaign? [2]

(ii) Describe the work of the Agricultural Adjustment Administration. [4]

(iii) Why were the 'Hundred Days' important? [6]

(iv) To what extent had Roosevelt's governments been successful in dealing with unemployment by 1941? Explain your answer. [8]

© UCLES 2013

PA CAMBRIDGE

DEPTH STUDY D: CHINA, 1945–c.199

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

Source A

1. Speak politely.
2. Pay fairly for what you buy.
3. Return anything you borrow.
4. Pay for anything you damage.
5. Do not hit or swear at the people.
6. Do not damage crops.
7. Do not take liberties with women.
8. Do not ill-treat captives.

The set of rules Red Army soldiers had to learn and obey between 1928 and 1949.

Source B

In 1946 the KMT's army outnumbered the Communists, and their American equipment was vastly superior. In 1948 another treaty with the United States brought further massive supplies. But instead of winning the war, Jiang Jieshi (Chiang Kai-shek) lost support by military mistakes and gross incompetence at home. Chinese manufacturers were enraged by the flood of goods into China. The Americans were irritated when, as usual, much of their aid was diverted to corrupt KMT officials.

A British historian writing in 1978.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that American aid was useful to the KMT? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give **two** terms of the Land Reform Act, 1950. [2]

(ii) Describe the early Communist reforms which benefited women. [4]

(iii) Why were the Communists able to achieve victory in the Chinese Civil War? [6]

(iv) How far did the Chinese people welcome the Communist victory in the Chinese Civil War? Explain your answer. [8]

© UCLES 2013

PA CAMBRIDGE

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWEN

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

Source A

Every concession made by President Kruger and the Transvaal g
has not received the slightest credit from Britain. South Africa
affairs. Even the Boers might, eventually, join a Parliament of mixe
perfectly secure. Reconciliation ought to be the aim of statesm
empire already the largest in the world, the British are acting li
whose population is less than a single English city!

From a letter of 1899, written by an Englishman who had lived in the Cape for forty years.

Source B

In the Orange Free State there was perfect good feeling and co-operation between the Dutch and British and old disputes over the diamond fields were virtually forgotten. There was political sympathy in the Orange Free State towards Transvaal, based partly on Dutch roots and partly on similar republican institutions. There was also some annoyance as the Transvaal refused government employment to Cape Dutchmen as well as to Englishmen and blocked trade in agricultural products. In 1895 President Kruger closed the crossings on the Vaal River to imports from both Cape Colony and the Orange Free State. The Transvaal government arrogantly refused to allow newcomers, including Dutch and English, to vote.

From a book, published in 1910 by a British politician, who had visited South Africa in the 1890s.

(a) (i) Study Source A.

What can you tell from this source about relations between Britain and the Transvaal? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Orange Free State would support the Transvaal against the British? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** of the Randlords of the gold-mining companies in the 1890s. [2]

(ii) Describe how the Transvaal government grew stronger in the 1890s. [4]

(iii) Why was the issue of the Uitlanders in the Transvaal important? [6]

(iv) How far do you agree that the Jameson Raid in 1895–6 was the main cause of the Anglo-Boer War in 1899? Explain your answer. [8]

© UCLES 2013

PA CAMBRIDGE

DEPTH STUDY F: ISRAELIS AND PALESTINIANS

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

Source A

Population of Palestine and Israel.

	Year	Arabs	Jews
Palestine	1922	590 000	84 000
	1932	770 000	180 000
	1937	850 000	400 000
	1940	950 000	460 000
Israel	1952	250 000	720 000
	1962	170 000	1 950 000
	1967	220 000	2 350 000

Statistics taken from a British textbook, 1987.

Source B

Illegal immigration of Jews into Palestine increased after World War Two. The British forces in Palestine intercepted many Jews who were seeking illegal entry. For example, in 1947 the ship *Exodus* was rammed by a British destroyer as it tried to break the blockade and land 4 500 Jewish refugees from camps in Germany. The British Government ordered all refugees on the *Exodus* to be returned to displaced persons' camps in Germany. But still more tried to reach Palestine.

From a British book, 1977.

(a) (i) Study Source A.

What can you tell from this source about the population of Palestine and Israel? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that illegal Jewish immigrants succeeded in reaching Palestine? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What were Britain's obligations to Palestine under the League of Nations' Mandate, 1922? [2]

(ii) What were the actions of Irgun and the Stern Gang? [4]

(iii) Why did Britain give up its Mandate over Palestine in 1947? [6]

(iv) How far was it disunity among the Arab nations that allowed Israel to win the war of 1948–9? Explain your answer. [8]

© UCLES 2013

PA CAMBRIDGE

DEPTH STUDY G: THE CREATION OF MODERN INDU

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

Source A



Sketch made in 1859 of a Parliamentary train from London to the Midlands.

Source B

By 1870 the railways were now accessible to a large proportion of the population. But, although the railways were accepted and well used, they were not loved or even trusted. Some of their nicknames say it all: the Manchester, Sheffield and Lincolnshire company was the 'Mucky, Slow and Lazy', while the Oxford, Worcester and Wolverhampton was the 'Old, Worse and Worse'. The task facing the railways in winning over the public was a complex one. When they tried to improve the comfort of their passengers their profitability went down. Competition and the parliamentary trains kept the fares down.

From a book about railways published in 2007.

© UCLES 2013

PA CAMBRIDGE

(a) (i) Study Source A.

What can you tell from this source about passenger t
Support your answer with reference to the source.

(ii) Study Source B.

How far does this source show that railway companies
Explain your answer.

(iii) Study both sources.

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

(b) (i) Name **two** important railway builders/engineers of the first half of the nineteenth century. [2]

(ii) What problems did passengers face when using railways in the first half of the nineteenth century? [4]

(iii) Why did railways grow so rapidly in the nineteenth century? [6]

(iv) How far was the growth of industrial Britain in the nineteenth century due to the coming of the railways? Explain your answer. [8]

© UCLES 2013

DEPTH STUDY H: THE IMPACT OF WESTERN IMPERIALISM IN T

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

Source A

Dearest Madam,

We your servants have joined together and thought it's better to wr
will tell you about our wishes. We wish to have your laws in our
your Consul's word. Plenty was here in our country. Plenty mur
We have spoken to the English Consul plenty times about having an English government here. We never have an answer from you, so we wish to write to you ourselves. When we heard about Calabar River, how they have English laws in their towns, and how they put away all superstitions, oh, we shall be very glad to be like Calabar now.

We are etc.

King Acqua, Prince Dido Acqua, Prince Black, Prince Joe Garner etc.

A letter sent by the Kings of the Oil Rivers (Nigeria) to Queen Victoria in 1879.

Source B

How can we doubt that the French will take them? If there is one thing clearer than another, it seems to be that the French have a settled policy in Africa, both on the East and West coast, and that the policy is not in our interests. Railways are being laid in Senegal, and new trading stations recently established on the Ivory Coast and by Brazza in the Congo. The French agent is at work in the Niger delta and the captain of the French ships is trying to induce the natives at the mouths of that river to accept his treaties. If he succeeds in this, British trade will have no chance of existence except at the mercy of French officials. Action seems to be forced on us. Only one course seems possible and that is to take on ourselves the Protectorates of the native states at the mouth of the Oil Rivers and on the adjoining coast.

The Head of the African Department at the British Foreign Office reporting to the government in 1883 about the Oil Rivers.

(a) (i) Study Source A.

What does this source tell you about African attitudes towards British imperialism? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the main British aim in Africa was to outwit the French? Explain your answer. [7]

(iii) Study both sources.

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

© UCLES 2013

PA CAMBRIDGE

(b) (i) Name **two** British colonies in West Africa in the nineteen

(ii) What do you understand by the term 'trade follows the fl

(iii) Why did Germany have fewer colonies in Africa than Brit century?

(iv) How far is the term 'the Scramble for Africa' justified? Ex

Copyright Acknowledgements:

Depth Study A Source A © From an American newspaper; 1927.
Depth Study A Source B © From a socialist history of Germany; 1963.
Depth Study B Source A © Ben Walsh; *Modern World History*; Reproduced by permission of Hodder Education; 1996.
Depth Study B Source B © Christopher Culpin; *Making History*; Published by Collins Educational. Reprinted by permission of HarperCollins Publishers. Collins Educational; 1984.
Depth Study C Source A © From an American newspaper; 1933.
Depth Study C Source B © From one of President Roosevelt's Fireside Chats on the radio; 1934.
Depth Study D Source A © Christopher Culpin; *Making History*; Published by Collins Educational. Reprinted by permission of HarperCollins Publishers. Collins Educational; 1984.
Depth Study D Source B © Harriet Ward; *World Powers of the Twentieth Century*; Heinemann Books Ltd; 1978.
Depth Study E Source A © From a letter of an Englishman who had lived in the Cape for forty years; 1899.
Depth Study E Source B © From a British politician, who had visited South Africa in the 1890's, in a book published in 1910.
Depth Study F Source A © Bryn O'Callaghan; *A History of the Twentieth Century*; Published by Longman. Reprinted by permission of Pearson Education Ltd; 1987.
Depth Study F Source B © Schools Council History Project; *Arab Israeli Conflict*; Holmes McDougall Ltd; 1997.
Depth Study G Source A © Sketch made in 1859 of a Parliamentary Train from London to the Midlands.
Depth Study H Source A © Text of a letter sent by the Kings of the Oil Rivers (Nigeria) to Queen Victoria; 1879.
Depth Study H Source B © The Head of the African Department at the British Foreign Office reporting to the government in 1883 about the Oil Rivers.

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.

© UCLES 2013