UNIVERSITY OF CAMBRIDGE INTERNATIONAL EX
International General Certificate of Secondary Educati

HISTORY

Paper 4 Alternative to Coursework

Additional Materials: Answer Booklet/Paper

7697054241

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

Week	Subject	Relation to th
25–28	Adolf Hitler. National Socialism.	Foes of the Je
29–32	The Enslavement of Germans by Versailles.	The Jew bene misfortunes.
33–36	National Socialism campaigns against crime.	Jewish murderers. Jewish press.
37–40	Germany's Youth in charge! The Victory of Faith.	The last fight against Jewry!

From the official teachers' instructions for a history course, 1934.

Source B

In 1937 the Reich Education Ministry took over all new appointments of teachers and university lecturers. Teachers did not have to join the Party but all were required to take an oath to 'be loyal and obedient to Adolf Hitler' and to be ready 'at any time to defend the National Socialist State'. Of course, by then, Jewish teachers and university lecturers had been dismissed but relatively few others in education lost their jobs, even by 1945. An incautious word in class could result in teachers being imprisoned and losing their jobs if a pupil reported them to the Gestapo. In 1936 membership of the Hitler Youth organisations was made compulsory for all Aryans aged 10 to 18.

From a British history of life in Germany between 1918 and 1945, written in 2001.

(a) (i) Study Source A.

What can you tell from this source about National Socialist aims in education? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that teachers supported the Nazi regime? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Other than the Jews, identify **two** social groups who were persecuted by the Nazi state. [2]

(ii) Describe the restrictions imposed by the Nuremberg Laws of 1935. [4]

(iii) Why was Heinrich Himmler important? [6]

(iv) 'It was the conversion to a war economy that had the greatest impact on life in Germany between 1938 and 1945.' How far do you agree? 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

An old man carrying a dinner bowl in a red handkerchief tried to
A soldier stopped him. The old man explained that if he could cr
let him have a little food. The soldier refused and turned away. T
him. This annoyed the officer: he ordered the soldier to take the ol
move. The officer rode up to the old man and slashed him furious
The old man dropped his bowl and began to cry. Without a word, the soldier drew his sabre and killed the officer. Chaos broke out. Soldiers killed all their officers. The crowd went mad and tried to rush the bridge.

A contemporary Russian book describing events in Petrograd in March 1917.

Source B

Most supporters of the Provisional Government wanted to change things gradually through constitutional reform. The majority of Russians, though sympathetic to this aim, were concerned with more immediate problems. They wanted to know how the new government was going to respond to their demands for improvements in their living standards, changes in land ownership and an end to the war. Many working people and soldiers who were waiting for these changes grew impatient with the government. The promises made by more radical politicians began to look increasingly attractive.

A British historian, writing in 1990.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Russian people trusted the Provisional Government? 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) Give **two** reasons why Rasputin was not trusted by members of the court of Tsar Nicholas II. [2]

(ii) Describe the role of the Petrograd Soviet during the lifetime of the Provisional Government in 1917. [4]

(iii) Why did Tsar Nicholas II abdicate? [6]

(iv) Which was more important to the overthrow of the Provisional Government: the continuation of the war or the return of Lenin? 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

A leading clothing store executive has said, 'Spending six per ce advertising is not only in competition against other clothing store with the man who sells diamonds for a dollar a week, with the resta the automobile companies and the savings banks. We realize tha competitors who are scheming, striving, crying out for every con for some that are not.'

From 'Your Money's Worth, a Study in Waste', an American book written in 1927.

Source B

The greatest obstacle of all to the free flow of international trade was the Fordney-McCumber Act of 1922 which raised American tariffs so that imported goods would be more expensive than those produced in the USA. As an act of economic nationalism it was as short-sighted and selfish as the American refusal to join the League of Nations or the cutting of immigration after 1919. American industries had a huge, increasingly wealthy and protected domestic market in which to grow. If the USA wouldn't admit imports from foreigners, how could foreign countries earn the money to repay the loans they had from America?

From a European history textbook, 1987.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that America was powerful and secure in the 1920s? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was speculation on the New York stock market? [2]

(ii) What happened to the stock market between 21 and 29 October 1929? [4]

(iii) Why had President Hoover become unpopular by 1932? [6]

(iv) 'The collapse of confidence after 1929 was the main cause of the Depression.' How far do you agree? 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

There should be a change in our policy towards the rich peas of requisitioning the surplus land and property of the rich peas peasant economy, in order to further the early restoration of produ held by some people that it is possible to eliminate capitalism an date is wrong; it is not suited to conditions in our country.

A report by Mao to the Chinese Communist Central Committee, June 1950.

Source B

Few guessed that Mao was setting a trap, and that he was inviting people to speak out so that he could then use what they had said as an excuse to victimise them. Mao's targets were intellectuals and the educated, the people most likely to speak up. After taking power, Mao's policy had been to give them a generally better standard of living than the average. Those who were well-known or 'useful' were given special privileges.

From a Chinese author who lived through the period, commenting on the introduction of the Hundred Flowers Campaign.

(a) (i) Study Source A.

What can you tell from this source about Mao's attitude to the land issue in 1950? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Mao disliked intellectual and educated Chinese? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** reforms by the Communists that by 1958 had improved the position of women. [2]

(ii) Describe reforms in education and health made by the Communists by 1958. [4]

(iii) Why was Mao not satisfied with the economic progress made by China by 1958? [6]

(iv) How far was the Great Leap Forward Mao's most damaging mistake for the Chinese people? 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

The principles of the United Party are of complete equality and eq
and English-speaking peoples in South Africa. I want to stress to
will I ever give my co-operation to people who are not prepared to

The Prime Minister of South Africa from 1924, General Hertzo
was a member of the Afrikaner Purified Nationalist Party and of the secret Broederbond.

Source B

When Britain and Germany went to war in 1939 Hertzog wanted South Africa to be neutral but General Smuts, Hertzog's partner in the United Party, argued strongly for aiding the British. Neutrality was defeated by 80 votes to 67 in Parliament and Hertzog resigned as Prime Minister and, in 1940, from Parliament. General Smuts replaced him and South Africa fought as a member of the British Empire in the war. The Purified National Party, led by Dr. Malan, a member of the Broederbond, opposed the war. The Afrikaner Ox Wagon Society (*Ossewabrandwag*) used sabotage to weaken the war effort and its leading members, such as B. J. Vorster, were imprisoned. In the 1948 election Malan's National Party defeated Smuts and formed the new government.

From a British history of Africa, 1996.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that South Africans supported the British? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about politics in South Africa in the 1930s and 1940s? Explain your answer. [7]

(b) (i) What was the purpose of the Voortrekker Monument built in 1938? [2]

(ii) Describe the effects of the 1936 Representation of Natives Act. [4]

(iii) Why did black opposition have little success in the 1930s? [6]

(iv) 'Economic development rather than political change had the greater effect on South Africans between 1930 and 1948.' How far do you agree? 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 headlines of most Arabic newspapers and radio broadcas
message that Sadat was doomed from the moment he went to Je
announced that he was ready to recognise the existence of the
committed in the third most holy city of Islam, he branded himself
invited the 'execution' that finally came from the guns of his own s

The Sunday Times newspaper, 11 October 1981.

Source B

In 1977 a new government came into power in Israel. Its leader was Menachem Begin, a hard-line former Irgun terrorist who had led the Israeli opposition for nearly thirty years. He seemed ready to make a deal with Egypt over the occupied Sinai desert. Begin was determined never to let go of the West Bank, which he believed should belong for all time to the Jewish people. However, he was ready to be more flexible about the occupied Sinai peninsula, because it was not part of the ancient land of Israel. 1977 was also the year when a new president took charge of the USA. President Jimmy Carter was very anxious to secure a peace settlement in the Middle East.

A British historian, writing in 1998.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the prospects for a Middle East peace settlement in 1977 were good? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about relations between Israel and Egypt? Explain your answer. [7]

(b) (i) Name (i) the Israeli Prime Minister and (ii) the Minister of Defence during the Yom Kippur War. [2]

(ii) Describe the impact of the West Bank settlements on Israel's relations with the Palestinians. [4]

(iii) Why did President Sadat visit Israel in November 1977? [6]

(iv) How far were the Camp David Agreements successful? 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 travelling is cheaper, safer and easier. A great deal of traffic, now by railway and both time and money are saved. Gentlem conveyed on trucks by the railway. By railway, goods, such as win the thieving which existed on canals.

From the Annual Register, 1832.

Source B

Who had specially benefited? Not just the rich, even though their horses and carriages had previously carried them in comfort over the known world. Not just the middle classes to whom stage and mail coaches had been an acceptable form of travel. But also the poor. How few among the last generation ever stirred beyond their own village? How few among the present will die without visiting London? The number who left Manchester by cheap trips in one week of holiday time last year exceeded 202 000 as against 150 000 in 1849 and 116 000 in 1848.

An article on railways in the Economist magazine, 1851.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that, by 1851, railways had benefited only the poor? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who engineered the Great Western Railway and what was the gauge of its track? [2]

(ii) Give the main features of the Railway Passenger's Act of 1844. [4]

(iii) Why did 'railway mania' occur in the 1840s? [6]

(iv) 'The social effects of railways were more important than the economic ones.' How far do you agree? 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

The way to bring lasting relief to our trade is to secure and maintai
and to open up new channels for the sale of our manufactures. Th
countries of Europe, and has naturally become a motive for a poli
of territory. As other countries extend their trade our attention mu
as Central Africa where there will be a constantly increasing dem
manufacturers will be in the best position to meet the competition of the world.

The President of the Manchester Chamber of Commerce, writing in February 1885.

Source B

It can hardly be claimed that the results of active colonisation in Africa in the last quarter of the nineteenth century were impressive. To a considerable extent the imperialists were victims of their own propaganda. The continent was not a treasure box waiting to be opened by the key of colonial rule. Outside West Africa few African societies were able to produce profitable commodities for the world market and, therefore, to provide worthwhile markets for European goods. Where there were considerable resources awaiting development, money had first to be spent on funding and assessing them, and then even greater investment was commonly required in building railways, roads, ports, schools, hospitals and other facilities before these resources could be exploited on a sensible basis.

From a British history of Africa, published in 1995.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that European imperialism was not worth the effort? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who was Lord Lugard? [2]

(ii) Describe how the Congo came to be governed by Belgium. [4]

(iii) Why was there so much colonising activity in Africa in the last quarter of the nineteenth century? [6]

(iv) How far was imperialism in Africa a misguided policy? Explain your answer. [8]

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