Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Second

HISTORY

Paper 4 Alternative to Coursework

No Additional Materials are required.

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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.

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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

Spiritual aims:

Warfare against anti-nationalists; warfare against Jewry, Social internal unrest in order to attain the overthrow of the Weimar military ability and military education of youth.

Only determined men who obey unconditionally will be accepted as members.

From the statement of aims of the secret Organisation Consul set up in 1921 by Captain Ehrhardt. It was responsible for 350 assassinations by 1922.

Source B

Ebert's government had used the Freikorps of General von Lüttwitz and naval Captain Ehrhardt to defeat the Spartacists in Berlin and Communists in Bavaria. In 1920 the Freikorps learned of Ebert's plan to disband them so they conspired with Wolfgang Kapp to overthrow the government. Field Marshal von Hindenburg, although a monarchist, refused to announce his support for the revolt – but he sent his best wishes to the leaders. General von Seeckt, head of the Army, refused to allow his troops to take actions against the Freikorps. The rebels only controlled Berlin for four days as workers went on strike in support of Ebert and paralysed the city.

From a German historian, 1982.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Weimar government depended on military groups? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about right-wing attitudes towards the Weimar Republic? Explain your answer. [7]

(b) (i) What were reparations? [2]

(ii) Describe what happened in the Ruhr in 1923. [4]

(iii) Why did hyperinflation bring some benefits? [6]

(iv) How far did the Weimar Republic recover from domestic difficulties between 1923 and 1929? 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

A third of Russia lives under emergency legislation. The numbe
police are continually growing. The prisons are overcrowded with
At no time have religious persecutions of the Jews been as cruel a
industrial centres soldiers are employed and equipped with live a
the people. Autocracy is an outdated form of government that
African tribe but not those of the Russian people, who are increasingly aware of the culture of the rest of the world.

From a letter by the famous writer Leo Tolstoy to the Tsar, early in the twentieth century. This letter was also published in newspapers.

Source B

In the big house, the two women hardly manage to wash up all the dishes for the gentlefolk who have just had a meal; the two peasants in dress coats are running up or down stairs serving tea, coffee, wine and water. Upstairs the table is laid; they have just finished one meal and will soon start another that will go on till at least midnight. There are some fifteen healthy men and women here and yet they need some thirty able-bodied men and women servants working for them.

A description of a landlord's household by a Russian writer in the early twentieth century.

(a) (i) Study Source A.

What can you tell from this source about Tsarist rule in the early twentieth century? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Russians lived in comfort? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was 'Stolypin's necktie'? [2]

(ii) Describe Stolypin's agricultural reforms. [4]

(iii) Why was there a revolution in Russia in 1905? [6]

(iv) How secure was Tsarist rule on the outbreak of the First World War in 1914? 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

By the 1920s cities and most towns had paved and lighted street systems and the majority of urban homes had running water and urban homes on a large scale in the 1920s, at first for lights but b washing and sewing machines, irons, electric fans, vacuums and of every income level considered the radio and automobile as nec in America rose from 9 million to 26 million in the decade.

From a British history of the USA, 1990.

Source B

During the 1920s in the majority of rural areas there was no electricity, indoor plumbing or other modern inventions. They would have to wait another decade or two for such luxuries. The flapper fashions and the Jazz Age glamour were far away from the sunrise to sunset labour on farms, although many did see these lifestyles in the movies and the more wealthy farmers increasingly bought automobiles. Few could afford the gasoline-powered tractors in the early 1920s, but by 1930 most farmers had traded their horses for tractors. By using tractors, farmers could plough, plant and harvest more with fewer workers.

From a website on the history of American agriculture, 2009.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that agricultural areas did not share in the prosperity of the 1920s? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was the Model T? [2]

(ii) Describe Republican attitudes to the economy. [4]

(iii) Why did share prices rise rapidly in the 1920s? [6]

(iv) 'The greatest weakness in the American economy in the 1920s was that five per cent of the people owned a third of the wealth.' 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 female engineering students all heatedly asserted that they d
There was a tendency to give them light work, but they did their
carrying work, the same risks; they wanted complete equality in
who was the first volunteer to carry a cable across the Yellow Riv
start of the big dam there? A woman engineer!

An American who visited China often between the 1930s and the 1960s describes the Great Leap Forward.

Source B

Now it is admitted that loudly boasted production figures were exaggerated, that inexperienced cadres had made mistakes and that there was a serious food shortage in China. But production did increase. The combined output of many small, makeshift workshops was far greater than that of large modern factories that took longer to build. In agriculture, millions of trees were planted and millions of acres of land irrigated between 1958 and 1960. This began the transformation of the Chinese countryside, which greatly increased yields in later years.

From a British textbook, published in 1978.

(a) (i) Study Source A.

What can you tell from this source about Chinese women during the Great Leap Forward? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Great Leap Forward was successful? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was a 'backyard furnace'? [2]

(ii) Describe the changes made to healthcare in China in the period 1949 to 1960. [4]

(iii) Why did the USSR withdraw its support from China in 1960? [6]

(iv) How far had Chinese people benefited from Communist rule by the mid-1960s? 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 Suppression of Communism Act of 1950 not only banned th
Justice absolute power to decide whether someone was a com
Believing in social, political or economic change is enough to be '
the Liquidator who can end a person's employment, forbid him to
Penalties range from fines of £200 up to five years in prison. A l
nobody, as far as I know, has been 'unnamed', that is, cleared by the court.

An American journalist writing from South Africa in 1957.

Source B

In 1956, 156 people were arrested, including almost all the leaders of the ANC and Indian Congress, and charged with high treason. The government lawyers tried to prove that the Freedom Charter was communist and that the leaders were plotting violent revolution. Sixty of those arrested were released in 1958, another sixty in 1959. The last group, including Nelson Mandela, Walter Sisulu, Lillian Ngoyi and Helen Joseph, were finally found not guilty of treason and freed in 1961. The government had kept the best-known resistance leaders on trial for five years and so greatly weakened the opposition.

A British school textbook, 1996.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Treason Trials were a success for the government? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about opposition to the government in the 1950s? Explain your answer. [7]

(b) (i) What was the Defiance Campaign of 1952? [2]

(ii) Describe events at Sophiatown in 1955. [4]

(iii) Why was the Pan-Africanist Congress formed in 1959? [6]

(iv) How far had the National Party government been successful in gaining support for apartheid by 1961? 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 rise of Nasser to power was welcomed at first by Israel. Indee initial contacts with Nasser's regime inspired hope for the future. B and extreme Arab nationalism, coupled with an ambition to achie in the world of Islam and in the so-called 'non-aligned' nations, gr bitter, blind hatred of Israel. It was to lead Egypt to tragedy.

A former Israeli President, writing in 1982.

Source B

For Britain the climb-down had been embarrassing. Prime Minister Eden never recovered and, after a period of ill health, he resigned from office. The Suez Affair saw the sun sink on Britain's role in the Middle East. The affair also brought an Arab backlash. Arab states denounced the West and looked to Russia for support. Despite military defeat, Nasser emerged stronger and more popular than ever. Finally, Israel had put a stop to the fedayeen raids, although this problem would flare up again.

From a British book, published in 1987.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Suez War was disastrous for the participants? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Israeli/Egyptian relations in the mid-1950s? Explain your answer. [7]

(b) (i) Who was David Ben-Gurion? [2]

(ii) Describe the part played by the United Nations Organisation in events surrounding the Suez War. [4]

(iii) Why was the Suez Canal Zone attacked by Britain, France and Israel in 1956? [6]

(iv) How far did the outcome of the Suez War weaken the state of Israel? 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

Our object is to elevate the social position of farm labourers of t
increase their wages; to lessen the number of ordinary working h
to provide them with gardens or allotments and to assist dese
migrate and emigrate. Labourers' work shall cease by four o'clo
cases as the Union may direct.

From the rules of the Warwickshire Agricultural Labourers' Union formed in 1872.

Source B

Says the master to me, 'Is it true? I am told
Your name on the books of the Union enrolled;
I never can allow that a workman of mine,
With wicked disturbers of peace should combine.

I give you fair warning, mind what you're about,
I shall put my foot on it and trample it out;
On which side your bread's buttered, now sure you can see,
So decide now at once for the Union or me.'

Says I to the master, 'It's perfectly true
That I am in the Union and I'll stick to it too;
And if between Union and you I must choose
I have plenty to win, and little to lose.
For twenty years mostly my bread has been dry,
And to butter it now I shall certainly try;
And though I respect you, remember I'm free.
No master in England shall trample on me.'

Agricultural Labourers' Union song, circa 1875.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that agricultural unions were successful? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about agricultural labourers in the nineteenth century? Explain your answer. [7]

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(b) (i) Who founded the Agricultural Labourers' Union, and in w

(ii) What problems faced organisers of agricultural unions?

(iii) Why were so many workers not in trade unions before th

(iv) 'The growth of socialism was the main force behind the
do you agree with this statement? Explain your answer.

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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 present situation is becoming daily more difficult. The vari
hustling each other to be first to seize our innermost territories. Sh
aggressive and press us to consent to things we can never acce
rely upon the justice of our cause. If hundreds of millions of people
emperor and love their country, what is there to fear from any inva

From an Imperial Decree to all China's provinces.

Source B

The Boxers posed no threat to the dynasty. Reform was not on their agenda – their aim was, 'Support the Emperor, destroy the foreigner', and they made their entry into Beijing singing:

> Burn, burn, burn, kill, kill, kill.
> Surely government supporters are many,
> Certainly foreign soldiers are a horde,
> But if each of our people spits once
> They will drown the supporters and invaders together.

These rebels went unopposed and their assaults on foreigners went unpunished by the Emperor.

From a British book about China published in 2008.

(a) (i) Study Source A.

What can you tell from this source about Chinese attitudes towards other countries? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Boxers had the support of the government? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Which wars were ended by (a) the Treaty of Nanking and (b) the Treaty of Shimonoseki? [2]

(ii) What were the Opium Wars? [4]

(iii) Why were foreign powers eager to establish influence in China in the nineteenth century? [6]

(iv) How far was the Boxer Rebellion a revolt against Christians? Explain your answer. [8]

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