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**

| | | |
|---|---|---|
| **1918** | 3 October | Prince Max of Baden is appointed Impe |
| | 28 October | Parliamentary monarchy set up. |
| | 9 November | Germany becomes a republic. Prince M |
| | 10 November | Ebert of the Social Democratic Party (SPD) forms a coalition socialist government. |
| | 11 November | Armistice is signed. |
| **1919** | 19 January | National Assembly elected; SPD wins 143 of 421 seats with 38 per cent of Germany's first democratic vote. |
| | 10 February | Ebert becomes first President of the Republic. |
| | 28 June | Treaty of Versailles is signed. |

*A list of major events in German history, taken from an encyclopaedia.*

**Source B**

By early November 1918 strikes and revolts had swept across Germany and councils of workers and soldiers had taken control of major towns. Because of their support Ebert became head of the new government on 10 November. On the same day Ebert made an agreement with the army leaders to suppress the Berlin workers by force. The new Republic promised to maintain law and order, protect property and set up an Assembly to agree a new democratic constitution. By April the Freikorps had been used to defeat workers' and soldiers' councils, killing hundreds of workers and all the local Communist leaders who had set up a soviet government in Bavaria.

*From a history of Germany, 1918–23, written by the founder of the German Communist Party, published in France in 1939.*

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

What can you tell from this source about how Germany emerged from defeat at the end of the First World War? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that the support of workers was important to the new government of Germany? Explain your answer. [7]

**(iii)** Study both sources.

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

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**(b) (i)** What was the Kiel Mutiny?

**(ii)** Describe the Spartacist Revolt of 1919.

**(iii)** Why was there bitterness in Germany about the Treaty o

**(iv)** How far was economic and political stability achieved i 1929? Explain your answer.

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## DEPTH STUDY B: RUSSIA, 1905–194

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

**Source A**

The quantity of bread in all Soviet camps is governed by the amo
person unaccustomed to physical labour quickly falls into a viciou
full quota of work, he does not receive the full bread ration; his un
less bread and, in the end, is so weakened that only beating ca
the camp to the mine.

*A Russian woman, writing in 1951. She spent eleven years in one of Stalin's gulags.*

**Source B**

We have overtaken the main capitalist countries in terms of production, technology and the rate of industrial development. That is very good. But that is not enough. We also have to overtake them in economic terms (i.e. in the production of goods the population wants). We can do it! We must do it! We shall have an abundance of goods and be in a position to move from the first phase of Communism to the second phase. To do this there must be the strongest possible desire to go forward and a readiness to make sacrifices.

*Stalin speaking to the Eighteenth Party Congress, 10 March 1939.*

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

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

**(ii)** Study Source B.

How far does this source show that the Five-Year Plans had succeeded? Explain your answer. [7]

**(iii)** Study both sources.

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

**(b) (i)** What was meant by 'Socialism in one country'? [2]

**(ii)** Describe how Stalin's Cult of Personality was encouraged. [4]

**(iii)** Why was Stalin more successful at modernising industry than agriculture? [6]

**(iv)** 'In Stalin's Russia, change was brought about by the use of terror.' 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**

Andrew Mellon, the second richest man in America, was the Secr until 1932. He believed in high tariffs, low taxation, low governmen to get and spend wealth. He had no time for labour unions, no int for consumers. He regarded any attempt to try and control booms as a waste of effort; they were natural and the economy would rig not seeing the Depression coming – no one else did either.

*From a British historian, 1985.*

**Source B**

In the past few years over-speculation diverted finance and energy from constructive enterprise. These problems generally readjusted themselves many months ago. Our recovery from the Depression has been held back by the unnecessary worry and fear created by problems that lie outside the United States. Worldwide overproduction has led to considerable price falls. This has produced financial crises in many countries and diminished their buying power for our products. Magnificent voluntary cooperation in our country during the past twelve months has kept actual suffering to a minimum. The best contribution of government lies in encouraging this voluntary cooperation in communities and businesses.

*From President Hoover's State of the Union report to Congress in December 1930.*

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

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

**(ii)** Study Source B.

How far does this source show that foreign factors were responsible for America's economic problems? Explain your answer. [7]

**(iii)** Study both sources.

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

**(b) (i)** What was 'buying on the margin'? [2]

**(ii)** Describe events on the stock market between 21 and 29 October 1929. [4]

**(iii)** Why did F.D. Roosevelt promise a New Deal in 1932? [6]

**(iv)** 'Hoover's policies lessened the impact of the Depression between 1929 and 1933.' 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**

China has a hatred of foreigners, especially Europeans and Ame
when foreigners ruled large parts of China under the emperors.
treaties' was not forgotten. The Chinese Communists felt that the
the Japanese as well as their own ruling class in their revolutio
colonial countries wishing to be independent.

*From a British history textbook, published in 1984.*

**Source B**

If China could not get weapons from the Soviet Union, it would buy them. China would do its own fighting and not involve the Soviet Union. Mao also accused Stalin of trying to divide China further by supporting the setting up of another, rival Communist Party in Manchuria. Mao's assertions astonished me. The Soviet Union was regarded as China's big brother, the model of our socialist development. China and the Soviet Union were the closest of allies. But the relationship in reality, Mao said, was more like that of an emperor and subject. History had taught him to befriend distant states and be wary of those that are near, and he continued to distrust Soviet expansionism.

*In 1994, Mao's personal doctor recalls Mao's thoughts on Sino-Soviet relations.*

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

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

**(ii)** Study Source B.

How far does this source show that China and the Soviet Union were not friends? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence about China's foreign relations? Explain your answer. [7]

**(b) (i)** Name **two** areas where China interfered militarily between 1949 and 1976. [2]

**(ii)** Describe the support given by the Soviet Union to China's industrial development in the period 1953–60. [4]

**(iii)** Why were relations between China and the Soviet Union often strained between 1949 and 1976? [6]

**(iv)** How far, by 1990, had China's relations with the rest of the world changed as a result of economic liberation after the death of Mao? 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**

A black man in the Orange 'Free' State can obtain exemption from
and daughters, even if they have had a better education, must car
policeman demands or they could go to prison. A new pass has t
every month for each female. This is not the law in other areas of
this is a penalty for the colour of their skins or for being women.

*From a speech in 1913 by Sol Plaatje, one of the founders of the ANC.*

**Source B**

In 1913, in all major towns of the Orange Free State, groups of African women, numbering from 600 to 1000, marched peacefully, singing hymns, to the municipal offices and politely stated that they would not buy any more passes. Many were arrested and fined but refused to pay so they were sentenced to hard labour in prison for up to three months. The protest spread and women burned their passes in town centres and some fought with the police. The women had started a long tradition of passive resistance throughout South Africa, although this was one of few victories. In 1914 the pass laws for women were relaxed, but when they were to be reintroduced in 1919 the Bantu Women's League was set up and led further opposition.

*From a book by a South African historian, 1994.*

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

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

**(ii)** Study Source B.

How far does this source show that the protests of African women were successful? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence about the impact of white rule on Africans in the early twentieth century? Explain your answer. [7]

**(b) (i)** What were the main terms of the 1913 Natives Land Act? [2]

**(ii)** Describe the government policies which aided white farmers in the 1930s. [4]

**(iii)** Why was the Industrial and Commercial Workers Union (ICU) not successful? [6]

**(iv)** 'South Africans benefited from the economic growth of the 1930s.' 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**

Sadat's agreement at Camp David in September 1978 was regar
betrayal of the Arabs. Nationalist anger in Beirut unified the Syri
Muslims. They believed that Sadat had committed an act of treas
Sadat's decision to go to Jerusalem led to his assassination by o
years later. The Palestinian guerillas in Beirut celebrated his deat
up the night sky.

*A British journalist, writing in 1990.*

**Source B**

Agree with me a peace agreement in Geneva so we can announce to a world thirsting for peace, a peace agreement based on the following points: ending the occupation of the Arab territories occupied in 1967; achievement of the fundamental rights of the Palestinian people and their right to self-determination, including their right to establish their own state; the right of all states, including Israel, in the area to live in peace; commitment in the region to administer the relations between states in accordance with the objectives and principles of the UN Charter, particularly the principles concerning the non-use of force and a solution of differences among them by peaceful means.

*Part of the speech made by President Sadat to the Knesset, 20 November 1977.*

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

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

**(ii)** Study Source B.

How far does this source show that Sadat was offering a peace that Israel could support? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence about the search for peace in the Middle East? Explain your answer. [7]

**(b) (i)** Who chaired the talks at Camp David in September 1978, and who signed the Agreement on behalf of Israel? [2]

**(ii)** Describe how world oil supplies became an issue during the Yom Kippur War, 1973. [4]

**(iii)** Why did the Egyptians believe that they had made gains from the Yom Kippur War? [6]

**(iv)** How far did the Camp David Agreement (1978) and the Washington Peace Treaty (1979) between Israel and Egypt change the nature of the Arab-Israeli conflict? 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 population employed in the cotton factories rises at five o'cl
o'clock and returns home for half an hour for breakfast. The op
twelve o'clock when an hour is allowed for dinner. At the end
employed in the mills, where they continue until seven o'clock or a
by the operatives are, in general, sufficient to provide them with
the wages of certain classes are exceedingly meagre. More than half the inhabitants require the assistance of a public charity.

*From a book titled 'Social Conditions and Education of the People in England and Europe', published in 1850.*

**Source B**

The new conditions of work imposed further psychological strains. There were many men whose skill, once an important element in community life and a source of personal pride, was now wanted by no-one. Much of the new employment involved long repetitive hours doing jobs that were meaningless in themselves, a mere portion of a process that ended in a product the worker would not consume. Many tasks now involved the worker in keeping himself to a machine powered by a great engine, the whole controlled by managers. These managers would probably also be of the working class but distinguished in their ability to manipulate the new system. Divisions of interest thus came within the family as some rose and others did not. But despite all this, the worker was not crushed and showed an extraordinary adaptability to this new life.

*From a book about the rise of industrial society, published in 1964.*

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

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

**(ii)** Study Source B.

How far does this source show that industrialisation affected workers badly? Explain your answer. [7]

**(iii)** Study both sources.

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

**(b) (i)** Name **two** textile inventions which helped bring about the Factory Age. [2]

**(ii)** What part did steam power play in the industrial revolution? [4]

**(iii)** Why were large numbers of women and children employed in the new textile mills? [6]

**(iv)** 'Transport improvements were the most important factor in the creation of a new industrial society.' How far do you agree with this statement? 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 African knows no peace. One day you may see peace and ple playing in the sun. On the next you may find corpses of the men, in the flames which consumed the village, while the women are c British rule, which will stop this lawless raiding and this constant in blessing that Africa has ever known.

*Lord Lugard wrote this whilst employed by the British Imperial East Africa Company in the early 1890s.*

**Source B**

To Sir Charles Gordon,

My Dear Friend,

I wish you good day. It is I, M'tesa, King of Uganda, who sends you this letter. I wish to be a friend of the white man. Therefore hear my words which I say:

I want a priest who will show the way of God;
I want gold, silver, iron and bronze;
I want clothing for my people and myself to wear;
I want excellent guns and good cannons;
I want good houses for my country;
I want my people to know God.

*From a letter from the King of Uganda to General Gordon in March 1876.*

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

What can you tell from this source about the British view of Africa in the late nineteenth century? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that Africans welcomed imperialism because it brought Christianity in the nineteenth century? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence about the benefits imperialism was claimed to bring to Africa? Explain your answer. [7]

**(b) (i)** What was indirect rule? [2]

**(ii)** Describe the work of missionaries. [4]

**(iii)** Why was the Berlin Conference of 1884–5 held? [6]

**(iv)** How far was European imperialism harmful to Africans? Explain your answer. [8]

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