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 **9** printed pages, **3** blank pages and **1** insert.

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DEPTH STUDY A: GERMANY, 1918–19

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

Source A

The Hitler Youth brought boys and girls of all social classes toge
girl to spend time outdoors, to learn new skills, to share tasks an
young of the Third Reich were growing up to have strong and hea
their country and in themselves and a sense of fellowship that o
social barriers.

From an historian who lived and worked in Germany in the 1930s, writing in 1955.

Source B

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(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Hitler Youth was a successful organisation? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What opportunities did 'Strength through Joy' provide for workers? [2]

(ii) Describe Nazi policies on the employment of women between 1933 and 1945. [4]

(iii) Why was there limited opposition to Nazi rule? [6]

(iv) 'Extermination of the Jews was the main aim of the Nazi government in the years from 1933 to 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

We were forced to resort to War Communism by war and ruin. It poverty and ruin are so great that we cannot hope to restore la production at one stroke. Hence it is necessary to help to restore the revival of capitalism on the basis of a certain amount of free tr

Lenin, writing in 1921.

Source B

By early 1921 discontent with War Communism was at its height. In the countryside the Red Army had to put down a number of full-scale rebellions by the peasants that cost the army almost a quarter of a million lives in the space of a year. Both Trotsky and Lenin saw the dangers of War Communism. They tried to have the policy changed, but they were defeated by other leading Communists who believed that, whatever problems it caused, they would not win the civil war without War Communism.

A British historian writing in 1997.

(a) (i) Study Source A.

What can you tell from this source about Russia in 1921? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that War Communism was a necessary policy? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What did Lenin's Political Will (Testament) say about Stalin? [2]

(ii) Describe the differing views of Stalin and Trotsky about the spread of socialism. [4]

(iii) Why was the New Economic Policy (NEP) abandoned by Stalin? [6]

(iv) 'Trotsky's brilliance worked against him.' How far do you agree with this statement as the reason for Trotsky's loss of the leadership struggle against Stalin? 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

Up to September this year profits in industry and foreign trade
1928 and we are now in the eighth year of prosperity. For the la
to vague rumours and hints of fabulous future earnings, were co
certainty and so forced share prices on Wall Street up to ridiculo
and the reputations of nearly all the leading financial prophets, ar
things are going anymore.

An American journalist writing in December 1929.

Source B

Remembering similar stock market falls in the past has created unnecessary pessimism so that businesses throughout the country have hesitated in their plans for development. This hesitation might intensify into a depression with widespread unemployment and suffering. I have, therefore, begun voluntary measures of cooperation with businesses and States to make certain that essential businesses shall continue as usual so that wages, and therefore consuming power, shall not be reduced. A special effort has been made by government to expand construction work in order to assist in this. I am convinced that by these measures we have re-established confidence. Wages can remain stable and industrial unemployment has been prevented. Rising agricultural prices have reflected the returning confidence.

From President Hoover's State of the Union Report to Congress in December 1929.

(a) (i) Study Source A.

What can you tell from this source about investors at the end of the 1920s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that President Hoover was fearful of the consequences of the Wall Street Crash? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Identify **two** construction projects started by Hoover's government. [2]

(ii) What happened to the Bonus Marchers in Washington in 1932? [4]

(iii) Why did President Hoover's policies have limited effect on the economy by 1932? [6]

(iv) 'Despair was the greatest consequence of the Wall Street Crash between 1929 and 1932.' 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

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Source B

A few Chinese feared that China was travelling down a road that would lead back to capitalism, to the rich ill-treating the poor, and to the evils of unemployment and inflation. But most ordinary Chinese probably agreed with Deng when he said: 'Whatever system induces the peasants to produce more should be adopted, be it collective or individual. It does not matter whether the cat is black or white, so long as it catches mice.'

From a British history book, written in 1987, quoting Deng Xiaoping.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Chinese people supported Deng Xiaoping's reforms? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Deng Xiaoping's economic policies? Explain your answer. [7]

(b) (i) Name **two** of Deng Xiaoping's 'Four Modernisations'. [2]

(ii) Describe how Deng Xiaoping encouraged Chinese workers to produce more. [4]

(iii) Why did protestors in the summer of 1989 believe their demands would be met by the Chinese government? [6]

(iv) By 1990 how far had the Chinese people benefited from Deng Xiaoping's rule? 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

Kruger hates the sight of an Englishman and won't speak our la
done for him for I tell you there would have been no Kruger an
hadn't been for Britain. The Boers call him 'Uncle Paul' and say tha
dressed in black worn-out clothes yet wears an expensive top hat
fat, ugly hands. He's one of the wealthiest Boers and makes sur
family.

From an Englishman's letter written in 1890.

Source B

It is well known that Cecil Rhodes wants Britain to rule a United South Africa but I am sure Kruger and his people are secretly scheming to trample the British flag underfoot and create a Boer Republic. We outnumber the Boers but they are all armed whilst we are forbidden to possess a weapon here in the Transvaal. Throughout South Africa the Boers distrust the British. When they openly oppose us, we shall face an enemy nearly every one of whom is a weather-hardened fighter, full of determination, and with cunning in warfare which will mean great difficulty for our troops, far more than is believed in Britain.

An Uitlander writing to a British government official in 1895.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Boers were stronger than the British? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Anglo-Boer tensions by 1895? Explain your answer. [7]

(b) (i) What was agreed in the Pretoria Convention of 1881? [2]

(ii) Describe the Jameson Raid, 1895–96. [4]

(iii) Why was South Africa important to Britain by the end of the nineteenth century? [6]

(iv) How far do you agree that the war of 1899 to 1902 was a failure for the Boers? 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

I am sorry, gentlemen, but I have to answer to hundreds of tho
success of Zionism; I do not have hundreds of thousands of Arab

US President Truman speaking in 1945, quoted by a pr

Source B

Since the 1973 Yom Kippur War, the USA and the USSR have assisted in trying to bring peace to the Middle East. They do not want to be dragged into war over the area. The Western powers are also worried about the effect on oil prices of continual wars. The US Secretary of State, Dr. Henry Kissinger, worked hard to bring about a peace between Israel and Egypt in 1974. With American help, relations between Egypt and Israel have continued to improve. In 1977 President Sadat of Egypt visited Israel, which no Egyptian ruler had ever done before. In 1978 the USA arranged a meeting at Camp David between Israeli and Egyptian leaders. This led to the gradual Israeli withdrawal from Sinai.

From a British school textbook, 1984.

(a) (i) Study Source A.

What can you tell from this source about President Truman's views on Palestine? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that outside powers were working in the interests of Middle Eastern countries? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** radical Palestinian groups which opposed Arafat after 1982. [2]

(ii) Describe the ways that the Palestine Liberation Organisation attempted to draw the world's attention to the Palestinian cause. [4]

(iii) Why did Arab states not always support the Palestinians? [6]

(iv) How far, to 1994, is it true to say that there had been little progress in improving the lives of Palestinians? 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 supervision of machinery, the joining of broken threads, i
operative's thinking powers, yet it is of a sort which prevents hi
things. We have seen that this work provides the muscles w
activity. Thus it is, properly speaking, not work but tedium, the m
conceivable. The operative is condemned to let his physical and
monotony, it is his mission to be bored every day and all day long from his eighth year. Moreover, he must not take a moment's rest; the engines move unceasingly; the wheels, the straps, the spindles hum and rattle in his ears without a pause.

Frederick Engels, a social reformer from a Manchester factory-owning family, writing in the mid-1840s.

Source B

Despite the hard and repetitive nature of the work, so long as the hours do not include overtime, the work is as healthful to body and mind as well as it could be. Sitting by the operatives at work, watching the invigorating quickness of the machinery, the pleasant fellowship of men, women and children, the presence of general well-being and well-paid work, one was tempted to think that here, indeed, was happiness, unknown to the strained brain-worker, the idle and overfed rich, or the severely pressed very poor.

From a book written in the 1870s.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that factory working was beneficial? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who was Robert Owen? [2]

(ii) What were the main terms of the Factory Act of 1833? [4]

(iii) Why were there conflicting views about the effects of working in factories? [6]

(iv) 'Industrialisation benefited the working class.' How far do you agree? Explain your answer. [8]

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DEPTH STUDY H: THE IMPACT OF WESTERN IMPERIALISM IN TH

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

Source A

The Queen does not want to take your country or your market anxious that no other nations should take them. She undertakes t protection, which will leave your country still under your governm your rule.

The reply given to the ruler of the Niger Delta when he asked for British protection in 1885.

Source B

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(a) (i) Study Source A.

What can you tell from this source about British attitudes towards African territories in the 1880s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that imperialism in Africa was carried out by force? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was a Maxim gun? [2]

(ii) Describe how the system of indirect rule worked. [4]

(iii) Why did the 'Scramble for Africa' not occur until the second half of the nineteenth century? [6]

(iv) To what extent did European countries benefit from imperialism in Africa? Explain your answer. [8]

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