

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 Certificate
Pearson Edexcel International GCSE

Centre Number

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Candidate Number

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History

Paper 2

Tuesday 14 June 2016 – Afternoon
Time: 1 hour 30 minutes

Paper Reference
KH10/02
4H10/02

You must have:
Questions and Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **two** questions, **one** question from Section A and **one** question from Section B.
- Ensure you answer questions from the correct specification option.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Remember that clear English and careful presentation of your answers is important.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

You must answer ONE question from this Section.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

A1 A2 A3 A4 A5 A6

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**Pearson Edexcel Level 1/Level 2 Certificate
Pearson Edexcel International GCSE**

History

Paper 2

Tuesday 14 June 2016 – Afternoon
Questions and Sources Booklet

Paper Reference
**KH10/02
4H10/02**

Do not return this booklet with the Answer Booklet.

Turn over ►

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- Answer **two** questions, **one** question from Section A and **one** question from Section B.

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SECTION A

Historical Investigation

Answer ONE question from this Section.
You should spend about 45 minutes on this Section.

A1: The French Revolution, c1780–94

This question is about the flight to Varennes and the execution of Louis XVI. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A cartoon of 1791 showing the French Royal family being brought to Paris after the 'flight to Varennes'. The caption reads 'The family of pigs is brought back to the stable'.



Source B: From an article written in July 1791 about Louis XVI by a British supporter of the French Revolution.

A nation can never feel safe with a man who organises a secret escape and gets a false passport. He then travels to a border area, full of traitors and deserters, and plans to return to France with an army to restore its strict laws. What kind of job must this be as a king where you do not have to have experience or ability? You get the job by chance of birth. The millions it costs to keep a king in luxury gives us a very easy way of reducing taxes.

Source C: From a statement issued by the National Convention at the end of the trial of Louis XVI, December 1792.

Louis, the French people accuse you of having committed a great number of crimes in order to establish your tyranny by destroying all freedom. For a long time you thought about running away. On 21 June 1791, you made your escape with a false passport. You apparently accepted the Constitution and your speeches announced a desire to maintain it, and yet you worked to overthrow it. Your brothers, who are enemies of the state, have prepared armies, borrowed money, and made alliances in your name.

Source D: From a history textbook, published in 2000.

In April 1792, Austrian and Prussian armies invaded France. Louis XVI disagreed with the war with these countries. He was declared a traitor who did not protect his country from invasion. The King and Queen were accused of conspiring with the enemy, especially as Austria was ruled by Leopold, Marie Antoinette's brother. In August 1792, angry crowds attacked the Tuileries Palace in Paris searching for Louis. Over 600 guards were killed. France was declared a Republic and the King was put on trial, found guilty of thirty charges of high treason and executed in January 1793.

Study Source A.

- (a) What can you learn from Source A about the 'flight to Varennes'? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about Louis XVI? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

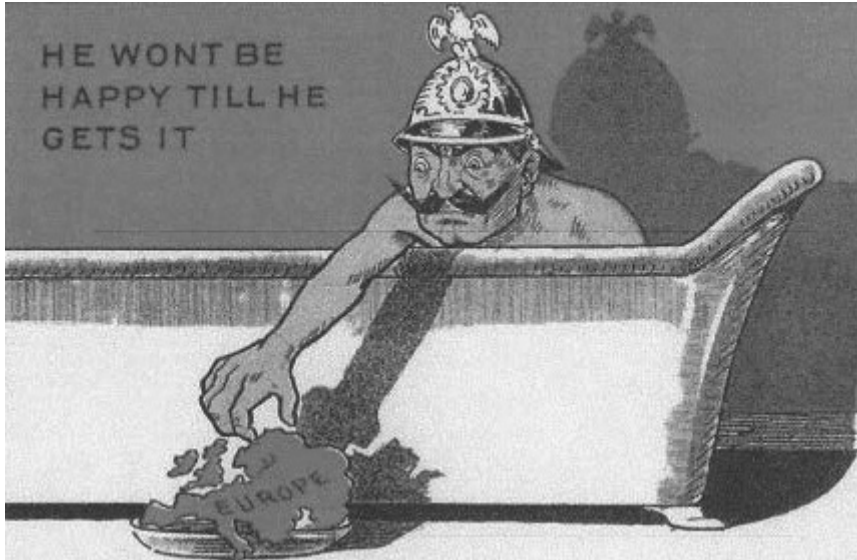
- (c) 'The main cause of the execution of Louis XVI was the 'flight to Varennes'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A1 = 25 marks)

A2: The origins and course of the First World War, 1905–18

This question is about Anglo-German rivalry. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A postcard published in Britain in 1914. The person in the bath is Kaiser Wilhelm II, Emperor of Germany.



Source B: From an interview given by Kaiser Wilhelm II to the British newspaper, the *Daily Telegraph*, in 1908.

Only those powers that have vast navies will be listened to with respect when the future of the Pacific comes to be solved. If for that reason only, Germany must have a powerful fleet. When Germany and Britain speak together on the same side in the great debates of the future, Britain will be glad that Germany has a fleet.

Source C: From a speech given by Sir Edward Grey, the British Foreign Secretary, to the House of Commons in 1909.

The German fleet is growing. There is no comparison between the importance of the German navy to Germany, and the importance of our navy to us. Our navy is as important to us as Germany's army is to them. To have a strong navy would increase Germany's prestige and influence. However, a navy is not a matter of life and death to them as it is to us in Britain.

Source D: From a history textbook, published in 2009.

Britain was concerned about the growth of German industrial power and Kaiser Wilhelm II's ambitions to build an empire like those of Britain and France. The naval arms race, which developed after the launching of the *Dreadnought* in 1906, worsened relations between Britain and Germany. Moreover, the Kaiser was angered by British support for the French during the Moroccan Crisis of 1905–6 and the Agadir Crisis of 1911.

Study Source A.

- (a) What can you learn from Source A about Kaiser Wilhelm II? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the German navy? (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of Anglo-German rivalry in the years 1905–11 was the naval arms race.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A2 = 25 marks)

A3: Russia in Revolution, 1914–24

This question is about the Provisional Government and the Bolshevik seizure of power. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A painting showing Lenin speaking to a crowd after his arrival at Finland Station, Petrograd, April 1917.



Source B: From a description by an American journalist of what conditions were like in Petrograd in September 1917.

Week by week food became scarcer. The daily allowance of bread fell from 675 grams to less than 125 grams. There was a week without bread at all. You had to stand in queues for long hours in the freezing rain for milk, bread, sugar and tobacco. The queues would begin before dawn, mostly of women, some with babies in their arms. These food shortages spread to the armed forces where there were more and more desertions.

Source C: An extract from an army intelligence report about the Russian armed forces, September 1917.

War-weariness, shortages of food and mistrust of officers has led to defeatist agitation and a refusal to carry out orders in the armed forces. Everywhere, there are calls for immediate peace because, they say, no one will stay in the trenches in the winter. The influence of Bolshevik ideas is spreading rapidly due to the absence of strong power and a lack of food supplies and equipment.

Source D: From a history of Russia, published in 2009.

The Provisional Government decided to continue the war. By June 1917, the Russian army had suffered heavy casualties in a new offensive against the Germans. Soldiers deserted from the army in their thousands. There was no land reform and peasants seized control of the countryside. The Provisional Government had also allowed Lenin to return from exile in April 1917. Lenin made it clear, in his April Theses, that he would not support the Provisional Government. In addition he chose Trotsky to plan and organise the Bolshevik takeover.

Study Source A.

- (a) What can you learn from Source A about Lenin's return to Russia in April 1917? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the situation in Russia in September 1917? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the Bolshevik seizure of power in October 1917 was the mistakes of the Provisional Government'.

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A3 = 25 marks)

A4: The USA, 1917–29

This question is about the position of black Americans. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of a drinking fountain in a southern state of the USA in the 1920s.



Source B: From the memoirs of a black American who lived in a southern state of the USA in the 1920s.

The lesson of the lynching by the Ku Klux Klan was very clear to us – that you, as a black person, have a certain position and you'd better stay in that position, because if you get out of it, this will be the punishment. We knew that the sheriff and some of his policemen were also members of the Ku Klux Klan and the Klan was supported by many other white people. We knew that it was a total waste of time to go to the law to get protection against lynching and the other activities of the Ku Klux Klan.

Source C: From the memoirs of Robert Coughlin, published in 1949. Coughlin grew up in the town of Kokomo during the 1920s.

Literally half the town of Kokomo belonged to the Ku Klux Klan when I was a boy. At its peak, from 1923 through to 1925, the Klan had five thousand members out of an adult population of ten thousand. With this strength, the Klan was able to dominate local politics. It packed the police and fire departments with its own people. On parade nights, the traffic patrolmen disappeared to be replaced by figures dressed in white robes. The size and shape of these figures resembled those of the vanished patrolmen.

Source D: From a history of the USA between the wars, published in 2009.

The majority of black Americans were treated as second-class citizens, especially in the South, where blacks were segregated due to the Jim Crow laws. Black people suffered from discrimination and found it hard to get fair treatment. They could not vote and were denied access to good jobs and a reasonable education. Many suffered from terrible intimidation and violence carried out by the Ku Klux Klan which, by 1925, had more than five million members.

Study Source A.

- (a) What can you learn from Source A about the USA in the 1920s? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the Ku Klux Klan? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of problems faced by black Americans in the 1920s was the Jim Crow Laws.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A4 = 25 marks)

A5: Colonial rule and the nationalist challenge in India, 1919–47

This question is about key developments in British rule in India during the years 1919–30 and Gandhi and Congress. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing Gandhi during the Salt March of 1930.



Source B: From the memoirs of an Indian supporter of Gandhi, published in 1977.

Gandhi was a firm believer in non-violence and used his great knowledge of the Indian villages to develop his programme of the spinning wheel and village industry. Through spinning he hoped to create in us something of his own pride in manual labour. He wanted us all to do some physical labour, so that we could identify with the workers who earned their living by hard manual work. This won him much support.

Source C: From a speech by Gandhi to the Congress Party in 1930.

My personal faith is absolutely clear. I cannot intentionally hurt anything that lives, more especially fellow human beings, even though they do the greatest wrongs to me and my country. Whilst I hold British rule to be a curse, I do not intend to harm any single British person. I know that using non-violence might seem a mad risk. However, victories have never been achieved without risks.

Source D: From a history textbook, published in 1996.

There was growing opposition to British rule in India in the years after the First World War. This was due to the Government of India Act, which introduced the Dyarchy, the Rowlatt Acts and the Amritsar Massacre. More and more Indians supported the Congress Party and especially the methods used by Gandhi. His peaceful, non-violent protest was based on *satyagraha* and included sit-downs, strikes and boycotts.

Study Source A.

- (a) What can you learn from Source A about Gandhi? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the methods used by Gandhi? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) The main cause of growing opposition to British rule in India in the years 1919–30 was the methods used by Gandhi.

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A5 = 25 marks)

A6: The fall of communism in Europe, 1979–91

This question is about economic problems in the Soviet Union. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A cartoon published in a British newspaper in 1980 about the Soviet invasion of Afghanistan.



Source B: From a report by the Central Intelligence Agency (CIA), an American secret service organisation, in 1982 on the economic problems of the Soviet Union.

Soviet agriculture remains a major problem for the economy with four poor harvests in a row. According to Soviet data, since the late 1970s agricultural failures have led to shortages of milk, vegetables, fruit and meat. These problems have worsened with the cost of the Soviet invasion of Afghanistan. Moreover, heavy drinking causes significant disruptions in work, it also reduces industrial output and leads to industrial and traffic accidents.

Source C: From a letter sent by the Central Committee of the Communist Party of the Soviet Union to its members in 1988.

By the beginning of May 1988, 13,310 soldiers had been killed in Afghanistan and 35,478 officers and soldiers had been wounded. We should not disregard the economic cost of the war either. The enemy in Afghanistan has received huge amounts of weapons and ammunition from the USA. However, we have had to bear the cost of the war ourselves. It has cost us 5 billion rubles a year since 1980.

Source D: From a history of Russia, published in 2006.

The Soviet Union was trying to be a superpower with an economy that could not keep up that position. To pay for its foreign policy, the Soviet Union needed to make money, but it had few goods that it could sell abroad. Economic growth fell from 7 per cent in the 1950s to 2 per cent in the 1980s. The space race and nuclear arms race placed too great a strain on the Soviet economy. Moreover, the invasion of Afghanistan and the struggle to keep control was a further drain on Soviet finances.

Study Source A.

- (a) What can you learn from Source A about the Soviet invasion of Afghanistan? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about problems in the Soviet Union in the 1980s? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of economic problems in the Soviet Union in the 1980s was the Soviet invasion of Afghanistan.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A6 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B

Breadth Study in Change

Answer **ONE** question from this Section.
You should spend about 45 minutes on this Section.

B1: Changing nature of warfare, 1803–1908

Source: From a history of warfare, published in 2000.

In March 1905, Japanese armed forces narrowly defeated the Russians at the Battle of Mukden. This ended the fighting on land but, in May of the same year, the Russians suffered a major disaster at sea, in the battle of Tsushima. The Russian Baltic fleet sailed half way round the world only to be annihilated by the Japanese fleet. All eight Russian battleships and seven of the eight cruisers were sunk during the two-day battle.

- (a) What does this Source tell us about the Russo-Japanese War (1904–5)? (3)
- (b) Explain the key features of **either** the development of the submarine **or** the Second Boer War (1899–1902). (7)
- (c) How far did land warfare change in the years 1803–71?

You may use the following information to help you with your answer and any other information of your own.

- Battles of Ulm and Austerlitz
- The Crimean War, 1854–56

(15)

(Total for Question B1 = 25 marks)

B2: Changes in medicine, c1845–c1945

Source: From a history of medicine, published in 1996.

In 1895, Wilhelm Röntgen, a German scientist, was experimenting with cathode rays when he developed the first X-rays. Within six months, hospitals had begun to make use of X-ray machines. However, it was the First World War which really confirmed the importance of X-rays in surgery. More machines were quickly manufactured and installed in major hospitals all along the Western Front. X-rays immediately improved the success rate of surgeons.

- (a) What does this Source tell us about the development of X-rays? (3)
- (b) Explain the key features of the work of **either** Elizabeth Garrett **or** James Simpson in medicine. (7)
- (c) How far did the understanding of the treatment of disease change in the years c1860–1945?

You may use the following information to help you with your answer and any other information of your own.

- The work of Pasteur
- The work of Fleming

(15)

(Total for Question B2 = 25 marks)

B3: The changing role of international organisations: The League and the UN, 1919–2000

Source: From a world history, published in 2005.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has encouraged world literacy as well as international co-operation between scientists, scholars and artists. UNESCO has helped to finance research into the problem of world water resources. After the 1968 floods in Florence, UNESCO played an important part in repairing and restoring damaged art treasures and historic buildings.

- (a) What does this Source tell us about the work of UNESCO? (3)
- (b) Explain the key features of **either** the General Assembly of the League of Nations **or** the role of the UN Secretary-General. (7)
- (c) How far did international crises change the peacekeeping role of international organisations in the years 1920–70?

You may use the following information to help you with your answer and any other information of your own.

- The League of Nations and the Corfu Incident, 1923
- The United Nations and the Korean War, 1950–53

(15)

(Total for Question B3 = 25 marks)

B4: Conflict, crisis and change: The Middle East, c1919–c1995

Source: From a history textbook, published in 1997.

Egypt and Syria had made a secret plan to invade on one of Israel's most sacred days, the religious festival of Yom Kippur. On 6 October 1973, Egyptian forces crossed the Suez Canal and captured territory in the Sinai Desert. At the same time, the Syrians attacked Israel in the Golan Heights. The Israelis decided to concentrate on pushing back the Syrians and by 12 October, the Golan Heights had been retaken.

(a) What does this Source tell us about the Yom Kippur War of 1973? (3)

(b) Explain the key features of **either** the Camp David Agreements of 1979 **or** the Oslo Peace Accords of 1993. (7)

(c) How far did British policy in the Middle East change in the years 1919–56?

You may use the following information to help you with your answer and any other information of your own.

- The impact of the Balfour Declaration
- The Suez Crisis, 1956

(15)

(Total for Question B4 = 25 marks)

B5: Conflict, crisis and change: China, c1911–c1989

Source: From a world history, published in 1984.

During the Chinese Civil War of 1946–49, Chiang Kai-shek had half-hearted support from the USA. The Kuomintang also suffered from internal quarrels and its armies were poorly paid and were allowed to loot the countryside. The peasants were strongly pro-communist and, from 1947, the Chinese Communist Party (CCP) received support from the USSR. In 1948, the Kuomintang suffered a major defeat in Manchuria and, at the beginning of 1949, Peking fell to the CCP.

- (a) What does this Source tell us about the Chinese Civil War of 1946–49? (3)
- (b) Explain the key features of **either** China under the Warlords **or** the Shanghai Massacres (1927). (7)
- (c) How far did the organisation of industry change in China in the years 1949–89?

You may use the following information to help you with your answer and any other information of your own.

- The first Five-Year Plan, 1953–57
- Changes under Deng

(15)

(Total for Question B5 = 25 marks)

B6: Change in Africa from colonialism to independence, 1939–2000

Source: From a history of the twentieth century, published in 2005.

There was complete separation of blacks and whites in South Africa as far as possible at all levels. In country areas, blacks had to live in special reserves. In town and city areas, they had separate townships built at suitable distances from the white residential areas. There were separate transport and leisure facilities. Black children went to separate schools and were given an inferior education.

- (a) What does this Source tell us about the features of apartheid in South Africa? (3)
- (b) Explain the key features of the achievements of **either** Mobutu in the Congo (Zaire) **or** Nkrumah in Ghana. (7)
- (c) How far did independence bring about change to North and East Africa in the period c1950–c.1980?

You may use the following information to help you with your answer and any other information of your own.

- The role of Ben Bella in Algeria
- The role of Kenyatta in Kenya

(15)

(Total for Question B6 = 25 marks)

B7: The changing nature of warfare, c1936–c2003

Source: From a history of the Second World War, published in 2007.

Goering, the commander of the *Luftwaffe*, had little understanding of tactics and underestimated the strength of the RAF. The Germans also made the mistake, on 7 September 1940, of switching their attacks from bombing RAF fighter bases to bombing London. The British had a very experienced commander in Air Chief Marshall Dowding who made effective use of radar. This made it possible to track German planes and so to concentrate the defence to where it was needed.

- (a) What does this Source tell us about the reasons for the RAF success in the Battle of Britain, 1940? (3)
- (b) Explain the key features of **either** the allied bombing of Germany during the Second World War **or** the development of nuclear submarines. (7)
- (c) How far did methods of land warfare change in the years 1939–91?

You may use the following information to help you with your answer and any other information of your own.

- *Blitzkrieg* during the Second World War
- Guerrilla warfare

(15)

(Total for Question B7 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

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