

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel  
International GCSE**

Centre Number

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Candidate Number

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**Thursday 4 June 2020**

Afternoon (Time: 1 hour 30 minutes)

Paper Reference **4HI1/02R**

**History**

**Level 1/2**

**Paper 2: Investigation and Breadth Studies**

**You must have:**

Questions, Sources and Extracts Booklet

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** from Section A and **ONE** from Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 60.
- 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.
- Check your answers if you have time at the end.

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(Total for Question = 30 marks)

TOTAL FOR SECTION A = 30 MARKS









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**Pearson Edexcel International GCSE**

**Thursday 4 June 2020**

Afternoon (Time: 1 hour 30 minutes)

Paper Reference **4HI1/02R**

**History**

**Level 1/2**

**Paper 2: Investigation and Breadth Studies  
Questions, Sources and Extracts Booklet**

**You must have:**  
Answer Booklet

*Turn over* ►

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## CONTENTS

### Investigation and Breadth Studies

Answer **TWO** questions, **ONE** from Section A and **ONE** from Section B.

Answer the questions in the Answer Booklet.

#### **SECTION A: Historical Investigation**

A1 The origins and course of the First World War, 1905–18

A2 Russia and the Soviet Union, 1905–24

A3 The USA, 1918–41

A4 The Vietnam Conflict 1945–75

A5 East Germany, 1958–90

#### **SECTION B: Breadth study in change**

B1 America from new nation to divided union, 1783–1877

B2 Changes in medicine, c1848–c1948

B3 Japan in transformation, 1853–1945

B4 China: conflict, crisis and change, 1900–89

B5 The changing role of international organisations: the League and the UN 1919–c2011

B6 The changing nature of warfare and international conflict, 1919–2011

B7 The Middle East: conflict, crisis and change, 1917–2012

## SECTION A: Historical Investigation

Answer **ONE** question.

You should spend about 45 minutes on this section.

### A1 The origins and course of the First World War, 1905–18

- (a) Describe **TWO** features of **EITHER** the trench system **OR** the U-boat threat to Britain.

(6)

- (b) Study Sources A and B, then answer the question that follows.

**Source A:** From a report written by a British official based in Serbia in 1909.

Serbian nationalists firmly believe that Serbia should consist of all those people who share their culture and language. This is not confined to just those living within its current borders. Many Serbians demand the creation of a Greater Serbia which will unite together all those Serbians now living under Austrian, Hungarian and Turkish rule. All Serbian nationalists strongly believe that Bosnia must be part of this Greater Serbia.

**Source B:** From a statement issued by a Serbian nationalist group in 1911.

The annexation of Bosnia by Austria was only one attack which our enemies have made against Serbia. Many more will follow. Therefore, we must prepare thoroughly for war. Any future attack on us, like the take-over of Bosnia, must be resisted. In our new Serbian nation, everyone should be a soldier.

We believe that Austria is our greatest enemy. In the future, it will be necessary for Serbia to fight Austria.

How far does Source A support the evidence of Source B about the opinions of Serbian nationalists in the years 1909–14?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

**Extract C:** From an article on the outbreak of the First World War, published in 2014.

Austria's actions were the main reason for the outbreak of the First World War. The Austrian government was determined to declare war on Serbia. It thought Serbia was behind the assassination of Franz Ferdinand. After securing Germany's backing, Austria presented an ultimatum to Serbia which was made deliberately unacceptable. Both Austria and Germany knew that if Austria attacked Serbia, Russia would be likely to support Serbia. This could easily turn a local war in the Balkans into a European one. But Austria and Germany were willing to take this risk.

Extract C suggests that Austria's actions were the main reason for the outbreak of the First World War.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

**(Total for Question A1 = 30 marks)**

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## A2 Russia and the Soviet Union, 1905–24

- (a) Describe **TWO** features of **EITHER** the Petrograd Soviet **OR** the Kronstadt Naval Mutiny.

(6)

- (b) Study Sources A and B, then answer the question that follows.

**Source A:** From a letter written by Tsar Nicholas II to his mother in November 1905. Here he is writing about the events of the 1905 Revolution.

I could have crushed all these strikes, riots and mutinies by sheer force, but this would have meant enormous bloodshed. The other way was to give the people their civil rights and to have all laws agreed by a *duma*. Count Witte, the Prime Minister, backed this option very strongly and drew up the October Manifesto. We discussed it for two days and, in the end, I signed. This was a terrible decision but a necessary one.

**Source B:** From the memoirs of a Russian aristocrat, published in 1953.

The Tsar was forced to compromise by establishing the *duma*. There were strikes almost everywhere and there were several attempts to kill members of the royal family and government officials. The Tsarina strongly opposed a *duma* but she did not understand how serious the situation really was.

The first *duma* opened in April 1906. If all *duma* members had been patriotic Russians, it might have helped the government greatly. Instead, it was dominated by revolutionaries.

How far does Source A support the evidence of Source B about the decision to call the first *duma*?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

**Extract C:** From *Russia 1848–1917*, published in 2002.

After 1906, Nicholas II was still reluctant to work constructively with the *duma*. Also, Russia's deep social divisions and inequalities meant that revolutionary disorder was always possible at any time. As a result, the policies that had been introduced by the Tsar, in the years 1905–06, included stern measures of repression. However, Nicholas' political reforms proved to be successful. Tsarist government was far more stable in 1914 than it had been in 1905, and opposition to the Tsar was much less dangerous.

Extract C suggests that the political reforms made by Nicholas II, in the years 1905–06, were successful.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

**(Total for Question A2 = 30 marks)**

### A3 The USA, 1918–41

- (a) Describe **TWO** features of **EITHER** Father Coughlin's Social Justice campaign **OR** the Banking Act of 1935.

(6)

- (b) Study Sources A and B, then answer the question that follows.

**Source A:** From a survey of family life carried out in Muncie, Indiana in 1924. Muncie was chosen for the survey as a typical town in middle America.

The mother worked ten-hour shifts. She said, 'My man had an operation and I wanted to help pay for it and the children needed clothes.' Although the mother did what she could at home, the oldest daughter had to leave school to look after the children.

The mother said, 'I made a big mistake. The youngest ran away. I should have been at home to look after her.' The mother later stopped work because her health gave out.

**Source B:** From an account in 1924 by a woman also from Muncie.

My husband objected to me working at first, but now he doesn't mind. I work so my boys have things he can't give them. We also have lots of modern household goods. I have felt better since I worked than ever before in my life. I don't even ask my husband for money.

I get up at five-thirty. My husband takes his lunch to work and the boys buy theirs in town. I cook supper when I get home.

How far does Source A support the evidence of Source B about working women in the USA in the 1920s?

Explain your answer.

(8)



(c) Study Extract C and then answer the question that follows.

**Extract C:** From a modern world history book, published in 1999.

Women had a better life in the 1920s than they had ever had before. Now many of them had jobs that gave them some financial independence. As they were less dependent on men, they could make their own decisions about how to live. Women looked different too. Flappers cut their hair short, wore make up, went out unaccompanied and smoked in public. But most women were not flappers and changes were slower in the countryside, where attitudes were more traditional.

Extract C suggests that women had a better life in the 1920s.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

**(Total for Question A3 = 30 marks)**

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#### A4 The Vietnam Conflict, 1945–75

- (a) Describe **TWO** features of **EITHER** the tactics of General Giap **OR** the Phoenix Programme.

(6)

- (b) Study Sources A and B, then answer the question that follows.

**Source A:** From an interview with an American soldier about his experiences in the Vietnam War, recorded in 1998.

I experienced 23 Vietcong rocket attacks on my base in South Vietnam. You couldn't tell where the rockets were coming from, so you couldn't tell where they were going to hit. All you could do was run for cover and hope they would miss.

Once, a helicopter full of my friends was destroyed. Another friend was killed by a rocket which exploded only yards from me. These incidents were the most painful and upsetting.

**Source B:** From the memoirs of a US army sergeant, published in 1973. Here he is recalling the events of a Search and Destroy mission.

Once, a Vietcong booby trap killed two popular soldiers in my platoon. The men took violent revenge on the people of the village we were searching. One officer hammered his pistol against a prisoner's skull.

Jet fighters were called in to destroy the village. Napalm was used. Screams came from under the rubble. There had been babies and children in the village, but our friends' remains were in body bags and it was hard to feel pity.

How far does Source A support the evidence of Source B about the experiences of US soldiers in Vietnam?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

**Extract C:** From *Vietnam 1950–75*, published in 2010.

Low morale was the biggest problem facing the US army in Vietnam. Few soldiers believed they were defending democracy or even cared about it. Their main aim was to avoid ambushes and complete their tour of duty alive. Even so, over 60 000 US soldiers were killed. After 1967, most soldiers had been drafted. Their average age was 19. They were difficult to discipline and drug abuse was high. The morale of the troops fighting in Vietnam was also damaged by growing opposition to the war at home.

Extract C suggests that low morale was the biggest problem facing the US army in Vietnam.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

**(Total for Question A4 = 30 marks)**

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### A5 East Germany, 1958–90

- (a) Describe **TWO** features of **EITHER** the impact of the Wall on East Berliners in the years 1961–63 **OR** the agreements of 1970–72.

(6)

- (b) Study Sources A and B, then answer the question that follows.

**Source A:** From a report on the shortages of consumer goods in the GDR, written by a West German journalist in 1980.

GDR leaders are taking the shortages of consumer goods very seriously. They know that the standard of living is very important to the people of the GDR. Last week, the SED strongly encouraged factories to produce more goods for the shops. But, as one woman out shopping said, 'The queues are getting longer. Whatever you want to buy is either unavailable or far too expensive. If the shop workers don't know you, you won't get anything at all.'

**Source B:** From the memoirs of a GDR citizen, published in 2009. Here he is referring to conditions in the 1980s.

Having the right connections was essential in the GDR – knowing the right people was vital. In East Germany you could get nearly everything you wanted. But you had to be able to bribe people or repay them with other products they wanted that were difficult to find in the shops. Otherwise you had to rely on family members or friends being in charge of selling scarce goods or services.

How far does Source A support the evidence of Source B about the availability of consumer goods in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

**Extract C:** From *Communist States in the Twentieth Century*, published in 2015.

The GDR failed to deal effectively with the economic problems it faced in the 1980s. The Five-Year Plan of 1986–90 attempted to boost the economy by producing new technologies, such as microchips. In addition, consumer goods produced in the GDR were sold abroad to increase exports. But this created even greater shortages at home and caused increasing discontent among the people.

Also, government spending was still too high. Although welfare spending was reduced, the huge expenditure on the armed forces was not cut back. Therefore, more loans from the FRG were necessary.

Extract C suggests that the GDR failed to deal effectively with the economic problems it faced in the 1980s.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

**(Total for Question A5 = 30 marks)**

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**TOTAL FOR SECTION A = 30 MARKS**

**SECTION B: Breadth Studies in Change**

**Answer ONE question.**

**You should spend about 45 minutes on this section.**

**B1 America: from new nation to divided union, 1783–1877**

- (a) Explain **TWO** ways in which States' Rights in 1783 were different from States' Rights in 1800. (6)
- (b) Explain **TWO** causes of the Union's success in the Civil War. (8)

**EITHER**

- (c) (i) How far did the reasons for Westward expansion change in the years 1803–49?

You may use the following in your answer:

- the Louisiana Purchase (1803)
- Manifest Destiny.

You **must** also use information of your own.

(16)

**OR**

- (ii) How far did the work of the Freedmen's Bureau have the most significant impact in changing the position of Black Americans in the years 1850–77?

You may use the following in your answer:

- the compromise of 1850
- the Freedmen's Bureau.

You **must** also use information of your own.

(16)

**(Total for Question B1 = 30 marks)**

## B2 Changes in medicine, c1848–c1948

- (a) Explain **TWO** ways in which the Public Health Act of 1848 was different from the Public Health Act of 1875. (6)
- (b) Explain **TWO** causes of improvements in care in hospitals in the years 1848–75. (8)

### EITHER

- (c) (i) How far did the understanding of the cause of disease change in the years 1848–1905?

You may use the following in your answer:

- the bad air theory
- the germ theory.

You **must** also use information of your own.

(16)

### OR

- (ii) How significant was the First World War for developments in surgery in the years 1914–48?

You may use the following in your answer:

- transfusions
- plastic surgery.

You **must** also use information of your own.

(16)

**(Total for Question B2 = 30 marks)**

### B3 Japan in transformation, 1853–1945

- (a) Explain **TWO** ways in which the way Japan was governed in 1925 was similar to the way Japan was governed after 1931. (6)
- (b) Explain **TWO** causes of the advance of Japanese influence in China in the years 1895–1918. (8)

#### EITHER

- (c) (i) How far did Japan's economy change in the years 1853–1912?

You may use the following in your answer:

- the Perry Mission (1853)
- the Meiji reforms.

You **must** also use information of your own.

(16)

#### OR

- (ii) How far did the Treaty of Versailles have the most significant impact on Japan's changing relations with the West in the years 1919–1941?

You may use the following in your answer:

- the Treaty of Versailles (1919)
- Manchukuo (1931).

You **must** also use information of your own.

(16)

**(Total for Question B3 = 30 marks)**



#### **B4 China: conflict, crisis and change, 1900–89**

(a) Explain **TWO** ways in which the way China was governed before 1911 was different from the way China was governed after 1911 (6)

(b) Explain **TWO** causes of the attack on landlords after Mao became leader of China in 1949. (8)

#### **EITHER**

(c) (i) How far did opposition to the Chinese government change in the period 1919 to the beginning of the People's Republic of China in October 1949?

You may use the following in your answer:

- the May the Fourth Movement (1919)
- the Civil War (1946–49).

You **must** also use information of your own.

(16)

#### **OR**

(ii) How far did China's economy change in the years 1953–89?

You may use the following in your answer:

- the Great Leap Forward (1958)
- privatisation under Deng.

You **must** also use information of your own.

(16)

**(Total for Question B4 = 30 marks)**

**B5 The changing role of international organisations: the League and the UN, 1919–c2011**

(a) Explain **TWO** ways in which the League's role in Abyssinia (1935–36) was different from the UN's role in the Korean War (1950–53).

(6)

(b) Explain **TWO** causes of the UN involvement in Palestine in the years 1947–49.

(8)

**EITHER**

(c) (i) How far did the organisation and decision making of the League of Nations and the UN change in the years 1919–64?

You may use the following in your answer:

- the Assembly of the League
- the Security Council of the UN.

You **must** also use information of your own.

(16)

**OR**

(ii) How far did the UN's role in Africa change in the years 1960–2011?

You may use the following in your answer:

- Congo (1960–64)
- Sudan (2005–11).

You **must** also use information of your own.

(16)

**(Total for Question B5 = 30 marks)**

## **B6 The changing nature of warfare and international conflict, 1919–2011**

- (a) Explain **TWO** ways in which sea warfare in the Atlantic in the Second World War was different from sea warfare in the Falklands War. (6)
- (b) Explain **TWO** causes of the end of the nuclear arms race. (8)

### **EITHER**

- (c) (i) How far did guerrilla warfare change in the years 1965–2011?

You may use the following in your answer:

- the Vietnam War
- 9/11.

You **must** also use information of your own.

(16)

### **OR**

- (ii) How far did land warfare change in the years 1967–2011?

You may use the following in your answer:

- Arab-Israeli conflicts
- the first Gulf War.

You **must** also use information of your own.

(16)

**(Total for Question B6 = 30 marks)**

**B7 The Middle East: conflict, crisis and change, 1917–2012**

- (a) Explain **TWO** ways in which the Oslo Peace Accords (1993) were similar to the Roadmap for Peace (2003). (6)
- (b) Explain **TWO** causes of Israeli success in the Six-Day War (1967). (8)

**EITHER**

- (c) (i) How far was terrorism responsible for change in the Middle East in the years 1917–56?

You may use the following in your answer:

- the Balfour Declaration (1917)
- the King David Hotel (1946).

You **must** also use information of your own.

(16)

**OR**

- (ii) How far was war responsible for changing relations between Israel and its neighbours in the years 1948–78?

You may use the following in your answer:

- the first Arab-Israeli War (1948–49)
- Shuttle Diplomacy (1973–75).

You **must** also use information of your own.

(16)

**(Total for Question B7 = 30 marks)**

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**TOTAL FOR SECTION B = 30 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**