

Pearson Edexcel International GCSE

Time 1 hour 30 minutes

Paper
reference

4HI1/2B

History

Level 1/2

Paper 2: Investigation and Breadth Studies

Questions, Sources and Extracts Booklet

Do not return this Booklet with the Answer Booklet.

Turn over ►

P69370RA

©2021 Pearson Education Ltd.

1/1/1



P 6 9 3 7 0 R A



Pearson

BLANK PAGE

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 Studies 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** Anglo-German naval rivalry **OR** the battle of Passchendaele.

(6)

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

Source A: From a report by the commander of Allied forces at Gallipoli in May 1915. Here he is describing the first landings of troops at Gallipoli on 25 April 1915.

The coast is mostly steep and there are not many good landing places. Most of these landing places had been heavily fortified by the Turks with trenches and barbed wire. The enemy's machine-guns were well placed.

Throughout the afternoon and night, the Turks made assault after assault on our men. Our counter-attacks always beat them back but new Turkish troops took the place of those we drove back. By the morning, we had suffered heavy losses.

Source B: From a report made from Gallipoli by a British general in May 1915.

Since landing, we have not had a moment's rest. Day and night we have been attacked.

The whole of the slope on which we are living is covered thickly with bushes, about four feet high. The Turks are all around, hidden in this stuff. At first, we wasted a huge amount of ammunition firing at them because our soldiers are mostly young and inexperienced. Now they are commanded to hold fire until they can actually see their attackers.

How far does Source A support the evidence of Source B about the difficulties faced by the Allied army at Gallipoli in 1915?

Explain your answer.

(8)

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

Extract C: From *Conflict and Tension: First World War 1894–1918*, published in 2018.

The Gallipoli campaign failed because of the strengths of the Turkish defenders. Turkey had received information before the Allied landings and knew that an attack was coming. 84 000 Turkish soldiers were quickly moved to Gallipoli to prepare for an invasion. Also, conditions for Allied soldiers were terrible. In the heat of a Turkish summer, water was scarce and often polluted. As a result, eighty per cent of ANZAC troops at Gallipoli suffered serious illness. The Allied generals were heavily criticised for their poor leadership.

Extract C suggests that the Gallipoli campaign failed because of the strengths of the Turks.

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)

A2 Russia and the Soviet Union, 1905–24

- (a) Describe **TWO** features of **EITHER** Stolypin's policy of repression **OR** the closure of the Constituent Assembly.

(6)

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

Source A: From a book written by a British woman living in Russia during the First World War. Here she is describing the situation in Petrograd in the summer of 1916.

The complaints of the Russian people came from all sides. They were exhausted by the war and angered by the mistakes of their leaders. Food was growing more scarce. The queues outside bread shops stretched down the streets.

Rasputin's power seemed to increase every day. Many believed that simply repeating his name brought bad luck. Some said that Tsarina Alexandra was a traitor who was plotting with Germany and negotiating a secret peace treaty. The Tsar was no longer viewed with respect.

Source B: From a report written by the secret police for the Russian government in October 1916. Here the report is describing the conditions in Petrograd.

The people are increasingly unsettled. There is now greater opposition to the government than was present during 1905–06. Despite an increase in wages, the condition of the people is worse than terrible. Many food products and other necessities are impossible to find. The workers are being pushed towards very serious unrest. They are angered by the time wasted standing in queues and by the increase in disease caused by hunger and dirty living conditions.

How far does Source A support the evidence of Source B about the situation in Russia in 1916?

Explain your answer.

(8)

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

Extract C: From an online article on Nicholas II, published in 2014.

The main cause of Nicholas II's abdication was his own mistakes. In 1915, he made the disastrous decision to take direct command of the Russian army. From then on, every military failure was blamed on him. With Nicholas away at the front, his German-born wife Alexandra took a more active role in government. She soon became a reason for discontent. In February 1917, widespread demonstrations began in Petrograd. Nicholas lost the support of the army and was forced to abdicate.

Extract C suggests that the main cause of Nicholas II's abdication was his own mistakes.

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** advertising in the USA in the 1920s **OR** Hoover's reaction to the Great Depression.

(6)

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

Source A: From an account by a journalist in 1921. Here he is describing the day when the Ku Klux Klan came to his town.

A Ku Klux Klan recruiter was in town the other day, trying to add to his organisation's growing numbers. But we told him that this town has no interest in his Anti-foreigners, Anti-Catholics, Anti-Blacks message. There is good and bad in all groups in society, but to criticise people because of their birthplace, religion, or race is shamefully un-American and cowardly. The Klan's views are based upon extreme foolishness.

Source B: From an article by the leader of the Ku Klux Klan, written in 1926.

We have won support for the idea that America is first and chiefly for the children of the early settlers who made this country. We want to restrict immigration and stop the Catholics trying to take over the Democratic Party. It is true that some members have left the Klan, but we have educated millions of our other members about the need to stop lawlessness and increase good government. Also, there are many millions who have never joined our organisation but agree with our views.

How far does Source A support the evidence of Source B about the beliefs of the Ku Klux Klan 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.

Klan leaders said they believed in the preservation of true American values. Their views had a great deal of support. The Klan was very popular with white Americans who felt threatened or left behind by the changes of the 1920s. By 1925, it had 5 million members, including people in important positions in society. The amount of racist violence the Klan used actually declined during the 1920s. But many Americans regarded Klan members simply as violent racists who posed a threat to good government.

Extract C suggests that the Ku Klux Klan had great support 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)

A4 The Vietnam Conflict, 1945–75

- (a) Describe **TWO** features of **EITHER** the Geneva Conference (1954) **OR** university protests in the USA against the Vietnam War.

(6)

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

Source A: From a report by a British war correspondent in North Vietnam in December 1965. Here he is describing the effects of Operation Rolling Thunder.

The Ham Rong bridge, a vital link between regions of North Vietnam, has been attacked more than 100 times and by at least 1000 US aircraft. It is scarred and twisted, and the area around it is a terrible mess, but the bridge is still open. It lies between two steep hills and must be difficult to hit accurately. For the bridge to be destroyed completely, US planes would need to fly through very dangerous conditions.

Source B: From an official report to the US government on Operation Rolling Thunder in 1966.

Massive US bombing attacks have caused great damage to buildings and communications in North Vietnam. Also, agriculture has been disrupted and there is some evidence of food shortages in the cities.

However, the bombing has not greatly disrupted the economy, nor has it had much impact on the morale of the people. But it has probably caused enough civilian casualties to help the North Vietnamese government maintain anti-American feeling.

How far does Source A support the evidence of Source B about Operation Rolling Thunder?

Explain your answer.

(8)

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

Extract C: From *The Vietnam War*, published in 2017.

During Operation Rolling Thunder, 128 000 tonnes of bombs were dropped on North Vietnam in 1966 alone. Half of the citizens of Hanoi fled into the countryside. Millions had to work night and day to fix the damage that American bombs did to the transportation system.

However, the bombing did little to help the USA win the war. Not much of the damage proved permanent. Factories were simply rebuilt elsewhere. One 14-year-old girl from Hanoi, whose home and school were destroyed, recalled: 'I wasn't scared by the bombs. I was just angry.'

Extract C suggests that Operation Rolling Thunder did little to help the USA win the 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 A4 = 30 marks)

A5 East Germany, 1958–90

- (a) Describe **TWO** features of **EITHER** propaganda and censorship in the GDR **OR** state visits (1969–87).

(6)

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

Source A: From the memories of an East German citizen written in 2014.

Sport in the GDR was very, very important. At school, sports lessons were two hours long, three times a week. There were also sports clubs outside school, run by volunteers. Great emphasis was put on competitions and there was a continual search for talent. As a result, the GDR had top athletes competing in all sports for European and World Championships and the Olympic Games. This created a spirit of unity and pride in the country.

Source B: From a speech by Walter Ulbricht to GDR athletes returning from the Olympic Games in 1968.

Dear friends and comrades! In the name of the SED Central Committee and the people of the GDR, I wish to congratulate you heartily on your success at the Olympic Games. You have greatly pleased all our citizens and set an outstanding example for the youth of our Republic! You have strengthened the reputation of the GDR all over the world! I wish all of you good health, and new successes for the glory of the GDR!

How far does Source A support the evidence of Source B about the importance of sport 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.

Sport was important in the GDR because it improved the health of the population and, as a result, the performance of the economy. It also developed togetherness and pride in the state. However, sport was encouraged in East Germany mainly to improve the reputation of the GDR abroad. Sporting success was supposed to demonstrate the superiority of communism over western nations. It helped gain East Germany international recognition. By the 1972 Olympics, the GDR had its own team, flag and national anthem. At the 1976 Olympics, the GDR was second in the medal table.

Extract C suggests that sport was encouraged in East Germany mainly to improve the reputation of the GDR abroad.

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)

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 the position of black Americans in 1857 was different from the position of black Americans in 1877. (6)
- (b) Explain **TWO** causes of tensions between large and small states in the 1780s. (8)

EITHER

- (c) (i) How far was Jefferson's presidency the reason for worsening relations between the Northern and Southern States in the years 1800–70?

You may use the following in your answer:

- Jefferson's presidency
- the Kansas-Nebraska Act (1854).

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

(16)

OR

- (ii) How far was the Missouri Compromise the key turning point in dealing with the problems caused by Westward expansion in the years 1803–49?

You may use the following in your answer:

- the Missouri Compromise (1820)
- Manifest Destiny.

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 ideas about the causes of disease in 1848 were different from ideas about the causes of disease in 1875. (6)

(b) Explain **TWO** causes of the improvements in medical treatment in the years 1920–48. (8)

EITHER

(c) (i) How far did surgery change in the years 1875–1920?

You may use the following in your answer:

- aseptic surgery
- X-rays.

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

(16)

OR

(ii) How far did war change the role of women in medicine in the years 1914–45?

You may use the following in your answer:

- nursing
- the Second World War.

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 Japan's society in 1867 was similar to Japan's society in 1919. (6)
- (b) Explain **TWO** causes of the surrender of the Showa Emperor in 1945. (8)

EITHER

- (c) (i) How far did the economy of Japan decline in the years 1912–41?

You may use the following in your answer:

- the Great Kanto Earthquake (1923)
- the Greater East Asia Co-Prosperity Sphere.

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

(16)

OR

- (ii) How far was world Depression from 1929 the key turning point in Japanese expansion in East Asia in the years 1895–1937?

You may use the following in your answer:

- the Russo-Japanese War (1904–05)
- world Depression.

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 Mao dealt with political opposition was similar to the way Deng dealt with political opposition. (6)

(b) Explain **TWO** causes of the unpopularity of the 'Gang of Four' in China. (8)

EITHER

(c) (i) How significant was the Chinese Communist Party in weakening the Guomindang in the years 1912–49?

You may use the following in your answer:

- the Chinese Communist Party
- the Warlords.

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

(16)

OR

(ii) How far did the position of women in China change in the years 1949–89?

You may use the following in your answer:

- the 1950 Marriage Law
- birth control.

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 involvement in the Aaland Islands (1920) was different from the League's involvement in Manchuria (1931–33). (6)
- (b) Explain **TWO** causes of the UN's failure to prevent a second Gulf War (2003). (8)

EITHER

- (c) (i) How far did the work of the specialised agencies improve the lives of children in the years 1919–90?

You may use the following in your answer:

- Child Welfare Committee
- UNICEF.

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

(16)

OR

- (ii) How far did the UN's approach to peacekeeping change in the years 1947–89?

You may use the following in your answer:

- Palestine (1947–49)
- Namibia (1989).

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 fighting in the First Gulf War was similar to fighting in the Second Gulf War.

(6)

(b) Explain **TWO** causes of the success of guerrilla warfare in Afghanistan.

(8)

EITHER

(c) (i) How significant was technology in changing warfare in the years 1919–45?

You may use the following in your answer:

- fighter and bomber planes
- nuclear warfare.

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

(16)

OR

(ii) How significant were submarines in the development of sea warfare in the years 1939–82?

You may use the following in your answer:

- U-boat warfare in the Atlantic
- the Falklands War (1982).

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 role of Arafat in the 1970s was different from his role in the 1990s. (6)
- (b) Explain **TWO** causes of the Gaza War (2008–09). (8)

EITHER

- (c) (i) How significant was the Balfour Declaration in bringing about change in the Middle East in the years 1917–56?

You may use the following in your answer:

- the Balfour Declaration (1917)
- the Suez Crisis (1956).

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

(16)

OR

- (ii) How far did international involvement in the Middle East change in the years 1945–73?

You may use the following in your answer:

- the Suez Crisis (1956)
- the Yom Kippur War (1973).

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

(16)

(Total for Question B7 = 30 marks)

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

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
International GCSE**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Time 1 hour 30 minutes

**Paper
reference**

4HI1/2B

History

Level 1/2

**Paper 2: Investigation and Breadth Studies
Answer Booklet**

You must have:

Questions, Sources and Extracts 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** 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.
- Good luck with your examination.

Turn over ►

P69370RA

©2021 Pearson Education Ltd.

1/1/1



Pearson

((b) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(a) continued

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((b) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

