

Edexcel International GCSE

History

4HI0

Monday 28 May 2012 – Afternoon

Time: 2 hours 30 minutes

Paper Reference

4HI0/01

Questions and Sources Booklet.

Do not return this booklet with the Answer Booklet.

Turn over ►

P40140A

©2012 Pearson Education Ltd.

1/1/1/1



PEARSON

BLANK PAGE

Contents

Section A

A1 Development of a nation: Unification of Italy, 1852–70	Page 4
A2 Development of a nation: Unification of Germany, 1848–71	Page 5
A3 Development of dictatorship: Germany, 1918–45	Page 6
A4 Development of dictatorship: Italy, 1918–43	Page 7
A5 Russia: Autocracy and revolt, 1881–1914	Page 8
A6 Russia: Dictatorship and conflict, 1924–53	Page 9
A7 A divided union: Depression and recovery in the USA, 1929–45	Page 10
A8 A divided union: Civil Rights in the USA, 1945–74	Page 11
A9 A world divided: International relations between the wars, 1919–39	Page 12
A10 A world divided: Superpower relations, 1945–62	Page 13

Section B

B1 The French Revolution, 1789–94	Page 14
B2 The First World War, 1914–18	Page 16
B3 Russia in Revolution, 1914–24	Page 18
B4 The USA, 1917–29	Page 20
B5 Colonial rule and the nationalist challenge in India, 1919–47	Page 22
B6 The fall of Communism in Europe, 1979–91	Page 24

Section C

C1 Revolution and change in Europe, 1789–1848	Page 26
C2 The changing nature of warfare, 1803–1905	Page 27
C3 Changes in medicine, c.1845–c.1945	Page 28
C4 The changing role of international organisations: The League and the UN, 1919–2000	Page 29
C5 Conflict, crisis and change: The Middle East, c.1919–c.1973	Page 30
C6 Conflict, crisis and change: China, c.1934–c.1989	Page 31
C7 Change in Africa from colonialism to independence, 1945–2000	Page 32
C8 The changing nature of warfare, c.1936–c.2003	Page 33

Section A

Themes

**Answer TWO questions from this Section.
You should spend about 1 hour on this Section.**

A1: Development of a nation: Unification of Italy, 1852–70

- (a) Study the events which occurred in Italy in the years 1852–62.

The 'Thousand'	Cavour becomes Prime Minister of Piedmont	Garibaldi's first failed attempt to capture Rome	The Treaty of Villafranca	The Battle of Magenta
----------------	---	--	---------------------------	-----------------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either** **or**

Describe **one** effect on the movement for Italian Unification of the event you have chosen.

(4)

- (c) Why did Venetia and Rome become part of the Kingdom of Italy in the years 1866–70? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: From a modern textbook

Cavour transformed Piedmont into a modern state. He stimulated economic growth through a series of free trade treaties and by expanding the railway network. Further modernisation resulted from reforms of the army, the administration, the Civil Code and the Church.

Use the source, and your own knowledge, to explain the ways in which Cavour changed Piedmont in the years 1852–58.

(10)

(Total for Question A1 = 25 marks)

A2: Development of a nation: Unification of Germany, 1848–71

(a) Study the events which occurred in Germany in the years 1848–71.

The Battle of Sedan	The Treaty of Frankfurt	The Prussian budget crisis	The Frankfurt Assembly	The Ems Telegram
---------------------	-------------------------	----------------------------	------------------------	------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The Treaty of Frankfurt

or

The Ems Telegram

Describe **one** effect on the movement for German Unification of the event you have chosen.

(4)

(c) Why did economic developments encourage the unification of Germany in the years 1848–70? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The war against Denmark of 1864 was fought by Prussia and Austria in order to support German claims to the province of Holstein. Within two years, Bismarck had provoked Austria into declaring war on Prussia. The defeat of Austria was followed by the setting up of the North German Confederation.

Use the source, and your own knowledge, to explain the part played by the wars against Denmark and Austria in the unification of Germany in the years 1864–67.

(10)

(Total for Question A2 = 25 marks)

A3: Development of dictatorship: Germany, 1918–45

(a) Study the events which occurred in Germany in the years 1919–34.

The Reichstag Fire	The Spartacist uprising	The Night of the Long Knives	Von Papen becomes Chancellor	The Enabling Act
--------------------	-------------------------	------------------------------	------------------------------	------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on Germany of the event you have chosen.

(4)

(c) Why were the Nazis able to reduce unemployment in the years 1933–39?
Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The introduction of the *Rentenmark* stabilised the German currency. The Dawes Plan of 1924 and US loans encouraged economic recovery. As Foreign Secretary, Stresemann signed the Locarno Treaties and negotiated Germany's entry to the League of Nations.

Use the source, and your own knowledge, to explain why Germany experienced a period of recovery in the years 1924–29.

(10)

(Total for Question A3 = 25 marks)

A4: Development of dictatorship: Italy, 1918–43

(a) Study the events which occurred in Italy in the years 1919–43.

Italian entry into the Second World War	Mussolini appointed Prime Minister	The German occupation of Italy	The beginning of the Battle of the Lira	The setting up of the Fascist Party
---	------------------------------------	--------------------------------	---	-------------------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

Italian entry into the Second World War

or

The Battle of the Lira

Describe **one** effect on Italy of the event you have chosen.

(4)

(c) Why was Mussolini able to create a fascist dictatorship in Italy in the 1920s? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

Many Italians were disappointed with the Versailles peace settlement. Moreover, Italy faced serious post-war economic problems including a massive national debt, high prices and rising unemployment. Many turned to extremist groups such as the Communists and Fascists.

Use the source, and your own knowledge, to explain why there was growing discontent in Italy in the years 1918–21.

(10)

(Total for Question A4 = 25 marks)

A5: Russia: Autocracy and revolt, 1881–1914

(a) Study the events which occurred in Russia in the years 1881–1905.

The formation of the Social Democratic Party	The resignation of Witte	Nicholas II becomes Tsar	The outbreak of the Russo-Japanese War	The assassination of Alexander II
--	--------------------------	--------------------------	--	-----------------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The formation of the Social Democratic Party

or

The assassination of Alexander II

Describe **one** effect on Russia of the event you have chosen.

(4)

(c) Why did opposition to Nicholas II grow in the years 1906–14? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The army remained loyal to the Tsar throughout the events of 1905. Also Nicholas II accepted advice and introduced the October Manifesto which offered the people a *duma*. The middle-class liberals were delighted.

Use the source, and your own knowledge, to explain why Nicholas II was able to survive the revolution of 1905.

(10)

(Total for Question A5 = 25 marks)

A6: Russia: Dictatorship and conflict, 1924–53

(a) Study the events which occurred in Russia in the years 1925–38.

The beginning of the Show Trials	The beginning of collectivisation	Trotsky resigns as commander of the Red Army	The beginning of the third Five-Year Plan	The murder of Kirov
----------------------------------	-----------------------------------	--	---	---------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on the Soviet Union of the event you have chosen.

(4)

(c) Why did Stalin begin to change industry in 1928? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The purges gave Stalin total control of the Soviet Union. However, the human cost was enormous. By 1937, 18 million people had been transported to labour camps. Stalin seriously weakened the Soviet Union by removing so many able individuals, especially from the armed forces.

Use the source, and your own knowledge, to explain the effects of the purges on the Soviet Union in the years 1934–41.

(10)

(Total for Question A6 = 25 marks)

A7: A divided union: Depression and recovery in the USA, 1929–45

(a) Study the events which occurred in the USA in the years 1929–35.

The Bonus Marchers	The beginning of the Works Progress Administration	The Wall Street Crash	The Hawley-Smoot Tariff Act	The Hundred Days
--------------------	--	-----------------------	-----------------------------	------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on the USA of the event you have chosen.

(4)

(c) Why was there some progress in civil rights for black Americans in the years 1941–45? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

Roosevelt faced opposition from individuals such as Huey Long and Dr Francis Townsend who believed he was doing too little. On the other hand, Republicans and 'big business' complained that he was doing too much and the Supreme Court insisted he was acting against the Constitution.

Use the source, and your own knowledge, to explain why there was opposition to the New Deal.

(10)

(Total for Question A7 = 25 marks)

A8: A divided union: Civil Rights in the USA, 1945–74

(a) Study the events which occurred in the USA in the years 1947–68.

The formation of the National Organization for Women (NOW)	The assassination of Martin Luther King	The Hollywood Ten	Brown v Topeka	The Selma Voting Rights marches
--	---	-------------------	----------------	---------------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** The formation of the National Organization for Women (NOW) **or** The assassination of Martin Luther King

Describe **one** effect on the USA of the event you have chosen.

(4)

(c) Why did McCarthyism lose support in the mid-1950s? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

On 17 June 1972, five members of CREEP were arrested for breaking into the offices of the Democratic Party in the Watergate Building in Washington D.C. President Nixon regularly denied all knowledge of the break-in. However, taped conversations in the White House revealed otherwise.

Use the source, and your own knowledge, to explain why there was a scandal over Watergate.

(10)

(Total for Question A8 = 25 marks)

A9: A world divided: International relations between the wars, 1919–39

(a) Study the events which occurred in the years 1919–36.

The beginning of the Manchurian Crisis	The Treaty of St Germain	The Rome-Berlin Axis	Hitler withdraws from the Disarmament Conference	The beginning of the Washington Naval Conference
--	--------------------------	----------------------	--	--

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on international relations of the event you have chosen.

(4)

(c) Why was there a crisis over Abyssinia in the years 1935–36? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

In June 1919, the German government signed the Treaty of Versailles. Germany had to accept blame for causing the war and agree to pay reparations to the Allies. The Treaty also included extensive losses of territory in Europe and considerable reductions in the size of the army.

Use the source, and your own knowledge, to explain why there was opposition from many Germans to the Treaty of Versailles.

(10)

(Total for Question A9 = 25 marks)

A10: A world divided: Superpower relations, 1945–62

(a) Study the events which occurred in the years 1946–62.

The beginning of peaceful co-existence	The Cuban Missiles Crisis	The setting up of the Federal Republic of Germany	The Marshall Plan	The 'Iron Curtain' speech
--	---------------------------	---	-------------------	---------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on relations between the USA and the Soviet Union of the event you have chosen.

(4)

(c) Why was there a crisis over Berlin in the years 1948–49? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

In 1955, the Soviet Union set up the Warsaw Pact to strengthen its control of Eastern Europe. In the following year, Soviet forces crushed the Hungarian Uprising. The U2 Crisis and the construction of the Berlin Wall worsened relations between the USA and the Soviet Union.

Use the source, and your own knowledge, to explain why relations between the USA and the Soviet Union changed in the years 1955–61.

(10)

(Total for Question A10 = 25 marks)

TOTAL FOR SECTION A = 50 MARKS

Section B

Depth Studies

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

B1: The French Revolution, 1789–94

This question is about the causes of the French Revolution and the events of 1789. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A painting by a French artist showing the storming of the Bastille, 14 July 1789.



Source B: From a speech by the President of the Grenoble *parlement*, 28 June 1789.

There are frequent attacks on the nobility followed by the burning down of their *châteaux*. The peasants meet daily to pass resolutions that they will pay no more rent and tithes. They also demand the lowering of taxes. They want an end to the rights of the nobility and the Church. Everywhere there is a spirit of equality, freedom and independence.

Source C: A description of France in 1787 from *Travels in France*, written by a British traveller and published in 1792.

They are on the eve of some great revolution. Everything points to it. There are great problems with the finances which can only be solved by the Estates-General. No one knows what will be the consequence of the meeting of the Estates-General. There is great discontent amongst all ranks of men, who are eager for change. There is a strong demand for freedom, which has increased every minute since the American Revolution. There is a growing hatred of the nobility and their privileges.

Source D: From a history of the French Revolution, published in 1992.

The fall of the Bastille was important because it was a symbol of royal power and its soldiers offered no resistance to the mob. It sparked off violence all across France. However, it was a financial crisis caused by years of royal over-spending which led to the upheaval of 1789. There was widespread opposition to the monarchy and the first two Estates as a result of the ideas of the Enlightenment.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the storming of the Bastille. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the reasons for discontent in France? Explain your answer. (7)

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

- (c) 'The main reason for the French Revolution was the storming of the Bastille.'
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B1 = 25 marks)

B2: The First World War, 1914–18

This question is about the Schlieffen Plan of 1914. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A painting by a British artist in August 1914 showing the Belgian defence of Liège against the advancing German army.



Source B: From a diary of a German soldier who fought at the Battle of Mons, August 1914.

We had no sooner left the edge of the wood than a hail of bullets from the British whistled past our noses. The 160 German troops that left the wood with me were now reduced to 100. From now on matters went from bad to worse. Wherever I looked there were dead or wounded. We were being driven back, badly beaten by the British – by the British we had laughed at a few hours before.

Source C: From the diary of a British officer in the British Expeditionary Force (BEF) after the Battle of Mons.

The battle showed that well-directed fire could mow the enemy down with very little risk to those who were firing. The Germans must have suffered ten times as many casualties as us. The battle also showed that the enemy had no plan of action and did not try to make use of cover. If they had had a proper plan, they would have pushed us back in a quarter of the time they did.

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

Von Moltke, the German commander, made crucial changes to the original plan. The German armies that invaded Belgium were 100,000 soldiers fewer than Schlieffen's original estimates because von Moltke sent additional men to reinforce the Russian front. In addition, German armies were supposed to encircle Paris. This part of the plan was abandoned in early September, leading to the Battle of the Marne.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the Belgian defence of Liège. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the Battle of Mons? Explain your answer. (7)

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

- (c) 'The main reason for the failure of the Schlieffen Plan was the changes made by von Moltke.'
- Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B2 = 25 marks)

B3: Russia in Revolution, 1914–24

This question is about the Bolshevik seizure of power in 1917. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A painting of the storming of the Winter Palace in Petrograd, October 1917.



Source B: From a letter by Lenin sent to the Central Committee of the Bolshevik Party, on the day before the Bolshevik Revolution.

Comrade Trotsky's plans are in place. The situation is extremely critical. Delaying the uprising now will mean death. Tonight we must, at all costs, arrest the Ministers and disarm the military cadets. We must not wait! We may lose everything! The government is on the edge of collapse. We must deal it the death blow at any cost.

Source C: From an article by Stalin in a Bolshevik newspaper, November 1917.

All the work put into the organisation of the revolution was conducted under the immediate leadership of Trotsky, the Chairman of the Petrograd Soviet. It is possible to state that the success of the Bolshevik takeover, organised by the Military Revolutionary Committee, was due mainly to the planning of Comrade Trotsky.

Source D: From a history of Russia, published in 1996.

The Provisional Government was weak from the very start. It had to share power with the Petrograd Soviet and made the mistake of continuing Russia's involvement in the war. Trotsky planned and organised the revolution. Lenin also played an important role. He encouraged support for the Bolsheviks with his April Theses and he decided the timing of the Bolshevik takeover.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the storming of the Winter Palace. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the Bolshevik seizure of power? Explain your answer. (7)

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

- (c) 'The main reason for the Bolshevik seizure of power in October 1917 was the leadership of Lenin.'

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

(15)

(Total for Question B3 = 25 marks)

B4: The USA, 1917–29

This question is about Henry Ford, mass production and the economic boom of the 1920s. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of a seaside resort near Boston, Massachusetts, 1926.



Source B: Henry Ford, speaking in 1921.

It is better to sell a large number of cars at a small margin of profit than to sell fewer cars at a larger margin of profit. I believed this because it enables a larger number of people to buy and enjoy the use of a car. It also gives a larger number of men employment at good wages.

Source C: From an interview with a retired US businessman in the 1970s.

Within a few years, roughly from 1918 to 1924, everything utterly changed. Suddenly everybody owned a motor car. It seemed as though we were freed by Henry Ford. All we needed was to make more cars and build bigger houses. Then we began to realise that along with Ford cars came dust, dirt, car crashes and the inevitable problems of the assembly line.

Source D: From a history of the USA, written in 2009.

The economic boom of the 1920s was due to a number of long-term factors such as natural resources and the impact of the First World War. More immediate reasons included the policies of the Republican governments, technological change, consumerism and the car industry. The car industry stimulated the growth of other industries such as oil, steel and rubber and promoted road building and travel.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the USA in the 1920s. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about motor cars? Explain your answer. (7)

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

- (c) 'The main reason for the economic boom of the 1920s was the car industry.'
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B4 = 25 marks)

B5: Colonial rule and the nationalist challenge in India, 1919–47

This question is about communal violence and the British decision to withdraw from India. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of police in Calcutta (Kolkata) using tear gas to disperse rioters who were attacking a Hindu temple in 1946.



Source B: From a report written by the Commander-in-Chief of the British army in India, August 1947, describing the situation in the Punjab.

In Amritsar, the trouble was started by Sikhs who had formed armed bands of considerable strength. They were carrying out three or four raids every night on Muslim villages. One gang was reported to have killed 200 Muslims in one village. In Lahore, the violence was committed mainly by Muslims, possibly in retaliation for the massacring of Muslims in Amritsar. The most disturbing feature here, in Lahore, is the desertion of the police, who are mostly Muslim.

Source C: A description by a Muslim policeman of a train journey in the Punjab in September 1947.

Hundreds of armed Sikhs attacked the train. My compartment was attacked by a group who were armed with spears and swords. My son and three-year-old daughter were hacked to death. My other two children and my wife were seriously wounded. I was knocked down to the ground and corpses fell on my body. The whole of the compartment was totally looted. This attack went on for two hours.

Source D: From a modern history textbook, published in 2005.

The Labour Government, facing economic and international pressure, put forward a compromise but it was not accepted by Hindus or Muslims. Fierce rioting broke out in Calcutta in August 1946, which was followed by communal violence throughout the Punjab. Mounbatten was sent as the new Viceroy and he decided that partition was the only solution. He brought forward the planned British withdrawal to August 1947.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the situation in Calcutta in 1946.

(3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the communal violence in India? Explain your answer.

(7)

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

- (c) 'The main reason for the partition of India was the communal violence.'

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

(15)

(Total for Question B5 = 25 marks)

B6: The fall of Communism in Europe, 1979–91

This question is about events in East Germany in 1989 and the pulling down of the Berlin Wall. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of demonstrators in the Alexanderplatz, East Berlin, 4 November 1989. The banner in the centre says ‘free press for free people’



Source B: From an interview with a Berliner in 2009 remembering the pulling down of the Berlin Wall.

I had taken part in some of the opposition demonstrations of 1989. Gorbachev's visit inspired us. We hoped that the spirit of *glasnost* would prevent the killing of protestors. But we were not sure because East Berlin was full of rumours about the mobilisation of the armed forces. I never imagined that the Wall would come down and the borders would be opened.

Source C: From an eyewitness account of the events in Berlin in 1989.

In 1988, I was imprisoned by the Communists for organising a demonstration in Dresden against the government of East Germany. One year later the Berlin Wall was pulled down. On that day, I immediately went to the Brandenburg Gate and stood on top of the Wall. Fortunately the border guards didn't shoot me and even helped me up the Wall again. Over the next few days I went to the Wall and helped to knock down this disgrace – piece by piece.

Source D: From a history of the Cold War, published in 2009.

The protest movement in East Germany was encouraged by Gorbachev's visit in October 1989. However, Honecker, the leader of East Germany, refused to accept Gorbachev's advice to introduce reforms. On 9 November, following events in Poland and Hungary, the government of East Germany opened the border crossings into West Germany. People began to dismantle the Berlin Wall.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about East Berlin in 1989. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about events in East Berlin in November 1989? Explain your answer. (7)

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

- (c) 'The main reason for the pulling down of the Berlin Wall was Gorbachev's visit to East Germany'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B6 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS

Section C

Study in Change

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

C1: Revolution and change in Europe, 1789–1848

Source: From a history of Europe, published in 1992.

The French Revolution and the Napoleonic Wars encouraged the growth of nationalism in various parts of Europe. Italian nationalism was inspired by the French occupation of the Italian states. The creation of the Grand Duchy of Warsaw gave hope for the restoration of the country of Poland. The establishment of the Confederation of the Rhine showed many Germans the benefits of greater unity.

- (a) What does this Source tell us about the impact of the French Revolution on Europe? (3)
- (b) Describe the key features of **either** the Congress of Vienna **or** the Congress System. (7)
- (c) In what ways did the growth of nationalism bring change to Europe in the years 1815–48?

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

- The Greek War of Independence
- The Belgian War of Independence
- Nationalist movements in Italy, Germany and Austria
- The revolutions of 1848

(15)

(Total for Question C1 = 25 marks)

C2: The changing nature of warfare, 1803–1905

Source: From a history of warfare, published in 1982.

The *Dreadnought* made all existing battleships obsolete. It was faster than any other battleship because of its modern turbine engines. Its thicker armour plating gave it more protection. Most important of all, the *Dreadnought* had ten massive guns in revolving turrets. The guns could fire shells which could travel over 11 kilometres – much farther than the smaller guns of the existing battleships.

(a) What does this Source tell us about the *Dreadnought*? (3)

(b) Describe the key features of **either** the Battle of Trafalgar (1805) **or** the Second Boer War (1899–1902). (7)

(c) In what ways did land warfare change in the years 1803–56?

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

- Land warfare at the beginning of the nineteenth century
- The Battles of Ulm and Austerlitz, 1805
- The Peninsular Campaign, 1808–14
- The Crimean War, 1854–56

(15)

(Total for Question C2 = 25 marks)

C3: Changes in medicine, c.1845–c.1945

Source: From a history of medicine, published in 2007.

Koch is associated with scientific laboratory research. He developed a method of separating individual bacteria so that each could be examined. He identified the germ that was responsible for anthrax. Koch was able to prove that germs cause disease in humans. He also identified the microbes responsible for specific diseases such as tuberculosis and cholera.

(a) What does this Source tell us about the work of Koch? (3)

(b) Describe the key features of the work of **either** Ehrlich **or** Fleming. (7)

(c) In what ways did surgery change in the years 1845–1945?

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

- Surgery in the mid-nineteenth century
- The development of anaesthetics and antiseptics
- The impact of the First World War
- The impact of the Second World War

(15)

(Total for Question C3 = 25 marks)

C4: The changing role of international organisations: the League and the UN, 1919–2000

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

The World Health Organization (WHO) has campaigned against communicable diseases such as malaria, tuberculosis, smallpox and cholera. In 1947, it brought a cholera epidemic in Egypt under control. By 1965, over 76% of those who lived in areas affected by malaria had benefited from its malaria eradication programmes. In the 1980s, it more or less eliminated smallpox.

- (a) What does this Source tell us about the work of the World Health Organization? (3)
- (b) Describe the key features of the peacekeeping role of **either** the League of Nations in the Corfu Incident (1923) **or** the United Nations in the Suez Crisis (1956). (7)
- (c) In what ways did the organisation of the League and the UN change in the years 1919–2000?

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

- The General Assemblies
- Membership of the League and the UN
- The Council of the League and the UN Security Council
- The role of the UN Secretary-General

(15)

(Total for Question C4 = 25 marks)

C5: Conflict, crisis and change: The Middle East, c.1919–c.1973

Source: From a history of the Middle East, published in 1988.

After the Six Day War Israel was much safer and stronger than before. The Israelis held on to the Sinai, the Gaza Strip, the West Bank and the Golan Heights. For the Arab Nations, the war was a total disaster. In six days 15,000 men were killed and the Arab Nations had lost 70,000 km² of land. The war also brought more suffering to Palestinian Arabs. A million suddenly found themselves in 'Occupied Territories' under Israeli rule.

(a) What does this Source tell us about the results of the Six Day War of 1967? (3)

(b) Describe the key features of **either** the Arab-Israeli War of 1948–49 **or** the Suez Crisis (1956). (7)

(c) In what ways did British policy in Palestine change in the years 1919–47?

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 Peel Commission, 1937
- The impact of the Second World War
- The impact of Arab and Jewish terrorist activities

(15)

(Total for Question C5 = 25 marks)

C6: Conflict, crisis and change: China, c.1934–c.1989

Source: From an eyewitness account of the Cultural Revolution, written in 1972.

I ran inside the school and saw a row of teachers with black ink poured over their heads and faces. Hanging on their necks were placards with words such as 'class enemy'. Beatings and torture followed. I have never seen such tortures before; they were even made to eat insects. The head teacher was savagely beaten. He had his eyes closed and his mouth was full of ink and blood.

- (a) What does this Source tell us about the treatment of teachers during the Cultural Revolution? (3)
- (b) Describe the key features of **either** the First Five-Year Plan in China **or** the Great Leap Forward. (7)
- (c) In what ways did threats to the Chinese Communist Party change in the years 1934–89?

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

- The Long March, 1934–35
- The Hundred Flowers Campaign, 1956–57
- The Gang of Four
- The Democracy Movement

(15)

(Total for Question C6 = 25 marks)

C7: Change in Africa from colonialism to independence, 1945–2000

Source: From a world history, published in 2005.

When Nkrumah was President of Ghana, production of cocoa doubled and forestry, fishing and cattle-breeding expanded. The building of a dam on the Volta River provided water for irrigation and hydro-electric power. It produced enough electricity for the towns as well as for a new aluminium smelting plant. Government money was provided for village projects, which enabled local people to build roads and schools.

- (a) What does this Source tell us about the achievements of Nkrumah as President of Ghana? (3)
- (b) Describe the key features of the role of **either** Nelson Mandela **or** international sanctions in bringing about an end to apartheid in South Africa. (7)
- (c) In what ways did independence bring about change in North Africa in the period c.1950–c.1980?

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

- The situation in Tunisia before independence
- The work of Habib Bourguiba
- The situation in Algeria before independence
- The work of Ben Bella

(15)

(Total for Question C7 = 25 marks)

C8: The changing nature of warfare, c.1936–c.2003

Source: From the memoirs of Harry S Truman, President of the United States.

It had been estimated that it would take until the late autumn of 1946 to bring Japan to its knees. We all realised that the fighting would be fierce and the losses heavy. General Marshall told me that it might cost half a million American lives to force the enemy to surrender on its home ground. The atom bomb was a military weapon used on a military target to prevent such high casualties.

(a) What does this Source tell us about the reasons why the USA used atomic bombs against Japan in 1945? (3)

(b) Describe the key features during the Second World War of **either** the Battle of Britain **or** the Blitz on Britain. (7)

(c) In what ways did methods of sea warfare change in the years 1939–82?

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

- The development of the aircraft carrier
- Changes in submarine warfare, 1939–45
- The development of nuclear submarines
- The Falklands War, 1982

(15)

(Total for Question C8 = 25 marks)

TOTAL FOR SECTION C = 25 MARKS
TOTAL FOR PAPER = 100 MARKS

Edexcel a product of Pearson Education Ltd. gratefully acknowledges the following sources:

D Townson, *France in Revolution*, Hodder, 1990
P Mantin, *The French Revolution*, Heinemann, 1992
T Lancaster and D Peple, *Causeway*, 1996
B Walsh, *Modern World History*, J Murray, 1996
S Waugh and J Wright, *The War to End Wars*, Hodder, 2007
T Fiehn, *Russia and the USSR*, Hodder, 1996
S Waugh and J Wright, *Russia 1917–39*, Hodder, 2009
J Brooman, *the Age of Excess*, Longman, 1986
S Waugh and J Wright, *The USA 1919–41*, Hodder, 2009
N Tate, *People and Events in the Modern World*, Hodder, 1989
Coursework assignments on India, Edexcel
Coursework assignments, Edexcel
N Lowe, *Mastering Modern World History*, Macmillan, 2005
P Sauvain, *Key Themes of the Twentieth Century*, Nelson-Thornes, 1996
S Waugh and J Wright, *Peace and War*, Hodder, 2009
E Wilmot, *The Great Powers 1814–1914*, Nelson, 1992
C Mair, *Britain at War 1914–1919*, J Murray, 1982
A Wilkes, *Medicine Through Time*, Nelson Thornes, 2007
J Brooman, *Conflict in Palestine*, Pearson, 1989
A Dures, *China since 1949*, Batsford, 1988
S Waugh and J Wright, *The World at War*, Hodder, 2007

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel, a product of Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

BLANK PAGE

BLANK PAGE

Write your name here

Surname	Other names
---------	-------------

Edexcel Centre Number

--	--	--	--	--

 Candidate Number

--	--	--	--

International GCSE

History
4HI0

Monday 28 May 2012 – Afternoon Time: 2 hours 30 minutes	Paper Reference 4HI0/01
---	-----------------------------------

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 **FOUR** questions. **TWO** questions from Section A, **ONE** question from Section B and **ONE** question from Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Do not return the question paper with the answer book.

Information

- The total mark for this paper is 100.
- 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.
- Write your answers neatly and in good English.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

P40140A

©2012 Pearson Education Ltd.

1/1/1/1/



PEARSON

Section A

You must answer TWO questions from this Section.

**Indicate your first question choice from Section A on this page.
You will be asked to indicate your second question choice from Section A on page 9.**

**Put a cross in the box indicating the first question you have chosen.
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 A7 A8 A9 A10

(a)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(3)



(b)

Handwriting practice area with 25 horizontal dotted lines.

(4)



(c)

Handwriting practice area with 25 horizontal dotted lines.



((c) continued)

Lined area for writing with 25 horizontal dotted lines.

(8)



(d)

A large rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.



(d) continued

A large rectangular area with horizontal dashed lines, intended for writing the continuation of the answer.



((d) continued)

Ruled area for writing the answer to part (d).

(10)

(Total for Question = 25 marks)



Indicate your second question choice from Section A on this page.
You will be asked to indicate your question choice from Section B on page 16.

Put a cross in the box indicating the second question you have chosen.
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 A7 A8 A9 A10

(a)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(3)



(b)

Lined writing area with horizontal dotted lines.

(4)



(c)

A large rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.



((c) continued)

Dotted lines for writing.

(8)



(d)

A large rectangular area with rounded corners, containing approximately 25 horizontal dotted lines for writing.



((d) continued)

Ruled writing area with horizontal dotted lines.



((d) continued)

Lined writing area for the answer.

(10)

(Total for Question = 25 marks)

TOTAL FOR SECTION A = 50 MARKS



Section B

You must answer ONE question from this Section.

**Indicate your question choice from Section B on this page.
You will be asked to indicate your question choice from Section C on page 23.**

**Put a cross in the box indicating the question you have chosen.
If you change your mind, put a line through the box
and then indicate your new question with a cross .**

B1 B2 B3 B4 B5 B6

(a)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(3)



(b)

A large rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.



(b) continued

A series of horizontal dotted lines for writing.

(7)



(c)

A large rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.



((c) continued)

Lined writing area with horizontal dotted lines.



((c) continued)

Ruled writing area consisting of 25 horizontal dotted lines.



((c) continued)

Dotted lines for writing.

(15)

(Total for Question = 25 marks)

TOTAL FOR SECTION B = 25 MARKS



Section C

You must answer ONE question from this Section.

Indicate your question choice from Section C on this page.

**Put a cross in the box indicating the question you have chosen.
If you change your mind, put a line through the box
and then indicate your new question with a cross .**

C1 C2 C3 C4 C5 C6 C7 C8

(a)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(3)



(b)

Lined writing area with horizontal dotted lines.



(b) continued

A series of horizontal dotted lines for writing, filling most of the page.

(7)



(c)

A large rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.



((c) continued)

Dotted lines for writing.



((c) continued)

A series of horizontal dotted lines for writing, filling the majority of the page's content area.



((c) continued)

Lined writing area for the response.

(15)

(Total for Question = 25 marks)

TOTAL FOR SECTION C = 25 MARKS

TOTAL FOR PAPER = 100 MARKS



P 4 0 1 4 0 A 0 2 9 3 2

BLANK PAGE



BLANK PAGE



BLANK PAGE

