

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 6 June 2019

Afternoon (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

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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.

Turn over ►

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Pearson Edexcel International GCSE

Thursday 6 June 2019

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

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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 Triple Entente **OR** the Gallipoli campaign. (6)
- (b) Study Sources A and B, then answer the question that follows.

Source A: From a letter written by Sir Edward Grey, the British Foreign Secretary, in 1906.

The economic rivalry between Britain and Germany does not worry the British people who admire Germany's growth in trade and industry. But the British do believe that the Kaiser has aggressive plans to expand Germany's empire. They also think that Germany is spending more on armaments in order to dominate Europe. This spending is forcing all the other powers to compete. It places a horrible burden of wasteful expenditure on them.

Source B: From an interview with the German Emperor Wilhelm II, published in a British newspaper in 1908.

You British are mad! Why do you have such suspicions of Germany? My heart is set upon peace and to live on the best of terms with Britain.

You British ask about the German navy, which you say is certainly a menace to Britain. My answer is clear. Germany is a young and growing empire. She has worldwide commerce which is rapidly expanding. Germany must have a powerful fleet to protect her interests across the world.

How far does Source A support the evidence of Source B about the threat posed by Germany to Britain in the years 1905–14?

Explain your answer.

(8)

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

Extract C: From an article about the origins of the First World War, published in 2014.

Germany was mainly responsible for the outbreak of the First World War. In July 1914 Germany's rulers urged Austria-Hungary to invade Serbia knowing that the conflict might escalate. Germany also sent demands to Russia and France, and declared war when these demands were rejected. Finally, they invaded Belgium knowing that this was virtually certain to bring in Britain. Germany was not the only country responsible. The Russians, with French encouragement, were willing to risk a European war to defend Serbia. Britain might have prevented hostilities by declaring its intentions earlier.

Extract C suggests that Germany was mainly responsible 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)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the April Theses **OR** the Treaty of Brest-Litovsk. (6)

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

Source A: From a police report on the events of Bloody Sunday written in January 1905.

Secret revolutionary groups provoked the workers who began heading in great numbers towards the centre of St Petersburg. Their petition, addressed to the Tsar, made excessive political demands. The fanatical preaching of the priest Gapon, and the criminal actions of other persons with evil motives, encouraged bloody clashes between the workers and the soldiers. The crowd refused the command to disperse and they even attacked the soldiers.

Source B: From a report on the events of Bloody Sunday written by the American Ambassador in January 1905.

The workers were encouraged by a group of socialists led by Father Gapon, but the marchers did not look like revolutionaries. The Tsar should have agreed to meet a committee of workers and done what their petition demanded – to investigate their grievances about wages and living conditions. I have heard that the crowd was guilty of nothing more than jeering at the troops, pushing the officers and using foul language towards them.

How far does Source A support the evidence of Source B about Bloody Sunday?

Explain your answer.

(8)

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

Extract C: From *Russia Under Tsarism and Communism 1881–1953*, published in 2002.

The main cause of the 1905 Revolution was economic hardship. There was a rise in food prices and unemployment, and growing discontent. Because of the Russo-Japanese War, the Trans-Siberian Railway was being used by the army and trade was affected. Shortages of raw materials hit industries like cotton, and factories closed. Many peasants were mobilised into the army and agricultural production suffered. In St Petersburg, a priest called Gapon decided to ask the Tsar for help in improving the lives of the people. This had a dramatic impact and kick-started the Revolution of 1905.

Extract C suggests that the main cause of the 1905 Revolution was economic hardship.

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** the 'Monkey Trial' **OR** Hoovervilles.

(6)

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

Source A: From a radio broadcast by President Roosevelt in 1936.

These New Deal laws are part of a carefully thought-out plan. The Civilian Conservation Corps has been criticised, but it is giving hope and employment to one-quarter of a million unemployed men. We are relieving a huge amount of distress. Also, the Farm Relief Bill will bring about better incomes for farmers by ending the existing over-production.

We will undertake spending on public works, thus creating employment in these well-planned projects. We will also provide a grant of half a billion dollars to help the states and counties care for people who need direct and immediate relief.

Source B: From an article written in an American newspaper in 1936.

The economic recovery has been seriously slowed by the New Deal. Taxpayers are complaining about the terribly extravagant spending. And the destruction of crops and livestock have not brought relief to the farmers. The only thing that the wasteful methods of the New Deal have achieved is to promote laziness. Providing relief has stopped people being able to look after themselves.

How far does Source A support the evidence of Source B about the New Deal?

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 2002.

The New Deal was not very effective. In the years 1933–36 it brought some recovery as the government pumped millions of dollars into creating jobs and providing much-needed relief. But during 1937 the impact of Roosevelt’s policies reduced, as he cut the amount the government was spending on the New Deal. As a result, demand for goods decreased, unemployment rose and he was forced to pump more money back into the economy. Perhaps the New Deal wasn’t really working all that well?

Extract C suggests that the New Deal was not very effective.

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 Domino Theory **OR** Operation Rolling Thunder.

(6)

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

Source A: From an interview with a French officer who fought at Dien Bien Phu.

Victory was impossible despite our superior resources. The French generals didn't know anything about the battlefield. It proved hard to re-supply the army by air because Vietminh soldiers controlled the hills surrounding Dien Bien Phu. They knew the area well because it was their country.

I respected the Vietminh who fought hard for their independence. The Vietminh fought with courage and purpose. This was unlike the Vietnamese soldiers on our side, who did not represent the wishes of their people.

Source B: From an interview with Vo Nguyen Giap, the Vietminh commander at Dien Bien Phu.

Dien Bien Phu was a victory for the Vietnamese people. The French weren't just up against an army, but an entire nation. They had better weapons and enormous strength but we had knowledge of the surrounding area and an absolute determination to win. The world now learned that, whatever a country's military strength, it will never be able to defeat a people united in a struggle for their rights.

How far does Source A support the evidence of Source B about the reasons for the French defeat at Dien Bien Phu?

Explain your answer.

(8)

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

Extract C: From *Vietnam*, published in 2018.

French rule in Vietnam eventually ended because of the strength of Vietnamese resistance from 1945. Dien Bien Phu need not have been decisive. The French army still possessed powerful forces. The USA was still providing them with sufficient military support to continue the war. The Vietminh were exhausted and incapable of launching another offensive. However, by 1954, France's government and its people could stand no more. The French lost 93 000 soldiers in the futile struggle to cling to Vietnam.

Extract C suggests that French rule in Vietnam ended because of the strength of Vietnamese resistance from 1945.

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** control of the young in the years 1962–87 **OR** the elections of March 1990.

(6)

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

Source A: From a speech made by the Foreign Minister of the GDR in September 1973. It was made on the day that both the GDR and FRG became members of the United Nations as a result of the policy of Ostpolitik.

This is a happy day. It confirms that the socialist GDR has broken away completely from the old Germany, whose aggressive policies led to two world wars and immense suffering. It confirms the GDR's equal participation in international life. It marks the recognition by the United Nations of the GDR and the FRG as two separate states, independent of each other and with different political systems. This is another significant step on the road to peace in Europe.

Source B: From a speech made by the Foreign Minister of the FRG in September 1973. It was made on the day that both the GDR and FRG became members of the United Nations as a result of the policy of Ostpolitik.

The fate of my people is to live in two states, uncertain of their future relationship. However, the signing of the Basic Treaty in 1972 gives us new hope. It remains painful to accept the division of our country but the aim of the FRG's policy of Ostpolitik remains clear – West Germany will continue to work for peace in Europe and the eventual reunification of the German people.

How far does Source A support the evidence of Source B about the significance of Ostpolitik in the early 1970s?

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 was successful in establishing itself as an independent country in the years 1969–87. This was clear from the series of state visits that followed on from joining the United Nations in 1973. The GDR seemed now to be a truly separate state whose sovereignty and borders were recognised by most of the world. It even had its own flag and national anthem. However, the GDR still heavily depended on its economic ties with the FRG and its political ties to the Soviet Union.

Extract C suggests that the GDR was successful in establishing itself as an independent country in the years 1969–87.

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 MARKS 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 the Southern States of the USA in 1809 was similar to the position of black Americans in the Southern States of the USA in 1870.

(6)

- (b) Explain **TWO** causes of the signing of the Connecticut Compromise (1787).

(8)

EITHER

- (c) (i) How far did relations between the Southern and Northern States of the USA change in the years 1820–54?

You may use the following in your answer:

- the Missouri Compromise (1820)
- the Kansas-Nebraska Act (1854).

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

(16)

OR

- (c) (ii) How far did the position of Native Americans in the USA change in the years 1830–77?

You may use the following in your answer:

- the Indian Removal Act (1830)
- Grant's Peace Policy.

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 blood transfusions in 1905 were different from blood transfusions in 1920.

(6)

(b) Explain **TWO** causes of improvements in surgery in the years 1860–1905.

(8)

EITHER

(c) (i) How significant was Elizabeth Garrett in developing the role of women in medicine in the years 1848–1920?

You may use the following in your answer:

- Elizabeth Garrett
- the First World War.

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

(16)

OR

(c) (ii) How significant was the work of Alexander Fleming in improvements in medical treatment in the years 1920–48?

You may use the following in your answer:

- Alexander Fleming
- the NHS.

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 economy of Japan in 1867 was different from the economy of Japan in 1895. (6)

(b) Explain **TWO** causes of the Meiji Restoration in 1868. (8)

EITHER

(c) (i) How far did Japanese society change in the years 1853–1919?

You may use the following in your answer:

- the opening up of Japan to the West
- the Taisho culture.

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

(16)

OR

(c) (ii) How significant was the world Depression from 1929 in bringing about declining relations between Japan and the West in the period 1919–45?

You may use the following in your answer:

- Japan's trade with the West
- 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 position of the Chinese Communist party in 1926 was different from the position of the Chinese Communist party in 1935. (6)

(b) Explain **TWO** causes of the 1911 Revolution. (8)

EITHER

(c) (i) How far did the way in which China was governed change in the period 1949–78?

You may use the following in your answer:

- the Communist victory, 1949
- the Gang of Four.

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

(16)

OR

(c) (ii) How far did the lives of Chinese peasants change in the period 1950–89?

You may use the following in your answer:

- collectivisation
- the 'one-child policy'.

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

(16)

(Total for Question B4 = 30 marks)

B5 The changing roles of international organisations: the league and the UN, 1919–c2011

(a) Explain **TWO** ways in which the Council of the League of Nations was different from the Security Council of the United Nations.

(6)

(b) Explain **TWO** causes of the United Nations' involvement in the Congo (1960–64).

(8)

EITHER

(c) (i) How significant was the crisis in Manchuria in the changing ability of the League of Nations to maintain peace in the years 1919–39?

You may use the following in your answer:

- the Covenant of the League of Nations
- Manchuria (1931–33).

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

(16)

OR

(c) (ii) How far did the United Nations' role in the promotion of human rights change in the years 1946–c2011?

You may use the following in your answer:

- the Human Rights Commission
- Bosnia (1992–95).

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 the arms race in the years 1945–60 was different from the arms race in the 1980s.

(6)

(b) Explain **TWO** causes of the use of unmanned land vehicles in Iraq and Afghanistan in the years 2003–11.

(8)

EITHER

(c) (i) How significant was Blitzkrieg in developments in warfare on land in the years 1939–2000?

You may use the following in your answer:

- Blitzkrieg in the Second World War
- guerrilla warfare in Vietnam.

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

(16)

OR

(c) (ii) How significant were nuclear submarines in developments in sea warfare in the years 1939–2000?

You may use the following in your answer:

- aircraft carriers in the Pacific War (1941–45)
- nuclear submarines.

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 recommendations of the Peel Commission (1937) were similar to the proposals in the UN partition plan (1947). (6)

(b) Explain **TWO** causes of the increase in Jewish immigration into Palestine in the years 1917–46. (8)

EITHER

(c) (i) How significant was the involvement of the USSR in the changing relationships between Israel and Egypt in the years 1956–78?

You may use the following in your answer:

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

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

(16)

OR

(c) (ii) How significant was Arafat in the search for peace in the Middle East 1973–2012?

You may use the following in your answer:

- the Camp David Agreements
- the Oslo Accords.

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

(16)

(Total for Question B7 = 30 marks)

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