

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel International GCSE

Time 1 hour 30 minutes

Paper
reference

4HI1/2BR

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.

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(Total for Question = 30 marks)

TOTAL FOR SECTION A = 30 MARKS



SECTION B

Breadth Studies in Change

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

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

Chosen question number: Question B1

Question B2

Question B3

Question B4

Question B5

Question B6

Question B7

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Pearson Edexcel International GCSE

Time 1 hour 30 minutes

Paper
reference

4HI1/2BR

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 ►

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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 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** Austro-Serbian rivalry **OR** anti-U-boat measures.

(6)

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

Source A: From a report in a US newspaper published in April 1915. Here it is describing the first use of poison gas on the Western Front.

The gas, which the Germans used against the French, introduced a new method of warfare. It appeared as a greenish-grey cloud of vapour. It settled to the ground like a mist and drifted towards the French trenches on a steady wind. The gas caused violent sickness and faintness among the French troops, so that the Germans, who attacked behind it, met no resistance at all.

Source B: From a letter written by a British soldier to his sister in June 1916. Here he is describing the use of poison gas.

When we use poison gas, we wear our masks. They are terribly uncomfortable, and you have to be quick to put them on, as the gas travels fast with the wind. The gas moves in a thick cloud, close to the ground, and fills up all the trenches and spaces it comes to. It is fatal to be caught in a dugout below a trench. A man without a mask might as well get out of the trench and risk being shot.

How far does Source A support the evidence of Source B about the use of poison gas during the First World War?

Explain your answer.

(8)

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

Extract C: From an article on the use of poison gas during the First World War, published in 2018.

Trench warfare encouraged the development of new weapons. At first, poison gas was released from cylinders, but this required ideal weather conditions and could be very risky. From 1916, gas was fired in shells by artillery, which allowed attacks from greater range. Even so, it was not a very effective weapon. Later in the war, masks became much better at protecting men from attacks. Although the use of gas was frightening for soldiers and caused panic, only 3% of gas casualties died. Therefore, poison gas did not break the stalemate of the trenches.

Extract C suggests that poison gas was not a very effective weapon during 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** opposition groups (1905–14) **OR** the Civil War.

(6)

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

Source A: From the memoirs of a British journalist, published in 1969. The journalist had been present in Petrograd at the time of the Bolshevik Revolution.

I observed the beginning of the partnership between Trotsky and Lenin that did so much to make the Bolshevik Revolution successful. There was no doubt that Lenin was the driving force behind the Bolshevik Party. He was the brains and the planner of the October Revolution. But Lenin could not make great speeches to inspire followers. That was Trotsky's role. Trotsky was always the man who could say the right thing to inspire the crowds.

Source B: From a book written by the British Ambassador in Russia from 1910 to 1918. The book was published in 1923.

I admit that Lenin and Trotsky are both extraordinary men. All previous Russian government ministers had proved to be weak and incapable. Lenin and Trotsky were the only two strong leaders that Russia produced during the First World War. The Bolshevik seizure of power could not have happened without the two of them, working together. However, nobody expected that they would last in power for long.

How far does Source A support the evidence of Source B about Lenin and Trotsky?

Explain your answer.

(8)



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

Extract C: From *A History of the Modern World*, published in 2014.

Without Lenin's brilliant leadership, the Bolsheviks would not have been able to seize power. It was Lenin who returned to Russia in April 1917 and told the small number of Bolshevik supporters to prepare for revolution. In October, it was Lenin who persuaded the Bolshevik Central Committee to organise the immediate overthrow of the Provisional Government. Trotsky was a committed revolutionary and was responsible for the actual planning of the takeover of power. However, Lenin was much more important than Trotsky in bringing about the Bolshevik Revolution.

Extract C suggests that Lenin was much more important than Trotsky in bringing about the Bolshevik Revolution.

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** hire purchase in the 1920s **OR** the Ku Klux Klan. (6)
- (b) Study Sources A and B and then answer the question that follows.

Source A: From an account by a Louisiana newspaper editor, published in 1935.

Huey Long has more power than any politician in the country. He has removed elected officials in Louisiana and his secret state police force can arrest anyone it chooses to. This is life under the dictatorship of Long.

His Share Our Wealth programme twists the truth to win enormous support. No one disagrees when he says that America is a rich country, but most people don't believe he can pay everyone the \$5000 he has promised.

Source B: From an account by a politician, Gerald K Smith, published in 1935.

Our newspapers say Long is a dictator. However, he has just transferred power in Louisiana from the rich to the common people. He is determined to help improve the lives of the poor. They elected Long and are standing by him. We, who follow him, adore him. The Share Our Wealth Society has 326,000 members in Louisiana. We have over 3,000,000 members in America. We do not fear opposition. Those who attack us become our best friends when they discover their mistake.

How far does Source A support the evidence of Source B about Huey Long?

Explain your answer.

(8)



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

Extract C: From an online history of the United States, published in 2019.

Long was immensely popular, especially among the poor. He ruled Louisiana with a firm hand, keeping a private army equipped with sub-machine guns.

Although he backed Roosevelt in the 1932 election, Long opposed the New Deal for doing too little. By 1935, there were over 27,000 Share Our Wealth clubs. Roosevelt regarded him as a serious challenge to the New Deal. A Democratic Party opinion poll showed that Long could win over three million votes if he ran for president.

Extract C suggests that Long was a serious challenge to President Roosevelt's New Deal policies.

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** life in North Vietnam under Ho Chi Minh **OR** Search and Destroy. (6)
- (b) Study Sources A and B and then answer the question that follows.

Source A: From an interview with a 'draft-dodger' who left the USA in 1967 to avoid conscription into the US Army. Here he is explaining the reasons for his decision.

I refused to serve in Vietnam because we Americans had no right to be there. We brought only huge suffering to that country. We acted like bullies, using our vast military strength against a nation of peasants. Some people said that I could not have known what was really happening in Vietnam just from the media. But there were also many war veterans who hated the war as much as I did. They had seen the injustices at first hand.

Source B: From an interview with a man who deserted from the US Army in 1968 to avoid being sent to Vietnam. Here he is describing the reasons for his decision.

In the 1960s, young people were going through massive changes. Everything we were listening to and thinking was changing fast – all the music, the culture. I guess what we saw happening in Vietnam led us to question our values and beliefs. All that we saw really bothered us – the photos and the television news images, seeing the effects of napalm on children.

- (b) How far does Source A support the evidence of Source B about opposition in the USA to the war in Vietnam?

Explain your answer.

(8)

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

Extract C: From *Vietnam*, published in 1997.

Americans increasingly believed that the Vietnam War was wrong. Many said that the USA had no right to force its views on a poor nation like Vietnam. However, it was extensive media coverage in the USA that was mostly responsible for encouraging opposition to the war. The war was the first to be covered every night on television. It made people viewing at home realise what was being done by American soldiers under orders from the American government. Photographs and magazines had a similar impact. US Army commanders blamed the media for weakening the war effort.

Extract C suggests that the main reason for the increasing opposition to the Vietnam War in the USA was extensive media coverage.

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** religion and the church in the GDR **OR** housing in the GDR.

(6)

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

Source A: From a speech made by President Bush of the USA on the Day of German Unity, 3 October 1990.

On this very special day, I send my sincere congratulations to all Germans. Throughout this newly-united nation, from east to west, they are celebrating a wonderful moment. From 1945, Germans were a divided people. From 1961, a cruel wall of concrete divided the nation. East Germans were punished for opposition and shot for attempting to flee to freedom. But now, Germany is united, Germany is free. Today, our eyes open on a new world of hope.

Source B: From a speech made by the FRG President, Richard von Weizsäcker, on the Day of German Unity, 3 October 1990.

Today, we Germans feel gratitude and joy. We are experiencing a rare historical period in which things can truly be changed for the better. But, at the same time, we feel a great and serious duty. Let us not forget there are many important problems to address in our country. We must realise how difficult it is to satisfy the demands of all the German people. We must also take seriously the concerns of the countries around us.

How far does Source A support the evidence of Source B about the reunification of East and West Germany in October 1990?

Explain your answer.

(8)

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

Extract C: From a Modern History book, published in 2009.

Germany was reunited because many Germans, from east and west, demanded it. 'We are one people,' they chanted. But reunification was not welcomed by all. The enthusiasm that greeted the opening of the Berlin Wall was soon replaced by much disappointment. The speed of reunification, and the way in which the GDR was simply merged into the FRG, shocked many people in Germany and abroad. Many East Germans disliked Western living standards and many West Germans resented the costs of reunification that rose sharply during 1990.

Extract C suggests that the opening of the Berlin Wall in November 1989 was followed by much disappointment in Germany.

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 Native Americans in the USA in 1865 was similar to the position of Native Americans in the USA in 1877. (6)
- (b) Explain **TWO** causes of the passing of the Kansas-Nebraska Act of 1854. (8)

EITHER

- (c) (i) How far did the federal government increase its powers in the years 1787–1820?

You may use the following in your answer:

- the Constitutional Convention (1787)
- the Missouri Compromise (1820).

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

(16)

OR

- (ii) How far did the reasons for opposition to Westward expansion change in the years 1803–49?

You may use the following in your answer:

- opposition from Spain
- the Trail of Tears.

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 government action in public health in 1875 was different from government action in public health in 1911. (6)
- (b) Explain **TWO** causes of the progress of women in medicine in the years 1914–48. (8)

EITHER

- (c) (i) How significant was the germ theory in changing the understanding of the causes of ill health the years 1848–75?

You may use the following in your answer:

- the work of Chadwick
- the germ theory.

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

(16)

OR

- (ii) How significant was Lister to developments in surgery in the years 1848–1905?

You may use the following in your answer:

- the use of chloroform
- Lister.

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 attitudes to Taisho Democracy in 1912 were different from attitudes to Taisho Democracy in 1926. (6)
- (b) Explain **TWO** causes of the decrease in the living standards of the Japanese people in the years 1931–45. (8)

EITHER

- (c) (i) How far was the Perry Mission the key turning point in modernising Japan's economy in the years 1853–1919?

You may use the following in your answer:

- the Perry Mission (1853)
- industrial changes in the Meiji period.

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

(16)

OR

- (ii) How far did Japan become a major world power in the years 1919–45?

You may use the following in your answer:

- the Treaty of Versailles (1919)
- war in Southeast Asia (1937–45).

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 Chinese industry during the first Five-year Plan (1952–57) was different from Chinese industry under Deng. (6)

(b) Explain **TWO** causes of the victory of the CCP in the Civil War (1946–49). (8)

EITHER

(c) (i) How far did foreign influences on China change in the years 1900–45?

You may use the following in your answer:

- the Boxer Uprising (1900)
- the war with Japan (1937–45).

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

(16)

OR

(ii) How far did Chinese society change in the years 1949–76?

You may use the following in your answer:

- the Marriage Law (1950)
- education.

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 League of Nations Assembly was similar to the UN General Assembly.

(6)

(b) Explain **TWO** causes of the weaknesses of the UN in Sudan (2005–11).

(8)

EITHER

(c) (i) In the years 1919–64, how significant was the Korean War (1950–53) in changing the ways in which the international organisations kept the peace?

You may use the following in your answer:

- Manchuria (1931–33)
- the Korean War (1950–53).

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

(16)

OR

(ii) How far did the work of the specialised agencies of the League improve the lives of workers in the years 1919–39?

You may use the following in your answer:

- the International Labour Organisation
- Child Welfare Committee.

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 warfare in the Middle East in the years 1967–73 was different from warfare in the Middle East in the years 2000–11. (6)
- (b) Explain **TWO** causes of the importance of conventional warfare in the first Gulf War (1990–91). (8)

EITHER

- (c) (i) How significant were aircraft carriers in developments in sea warfare in the years 1930–75?

You may use the following in your answer:

- submarines
- aircraft carriers.

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

(16)

OR

- (ii) How significant was the Vietnam War in changing land warfare in the years 1945–2000?

You may use the following in your answer:

- atom bombs
- the Vietnam 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 Jewish immigration into Palestine in the years 1922–36 was different from Jewish immigration into Israel in the years 1948–52. (6)
- (b) Explain **TWO** causes of opposition to the Oslo Peace Accords. (8)

EITHER

- (c) (i) How far did the approach to solving disputes about ownership of land in the Middle East change in the years 1917–49?

You may use the following in your answer:

- the Balfour Declaration (1917)
- the UN partition plan (1947).

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

(16)

OR

- (ii) How far did relations between Israel and its neighbours change in the years 1956–83?

You may use the following in your answer:

- the Suez Crisis (1956)
- conflict in Lebanon (1982–83).

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

