

Pearson Edexcel International GCSE**Thursday 5 June 2025**

Morning (Time: 1 hour 30 minutes)

**Paper
reference****4HI1/02****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* ►**P76477A**©2025 Pearson Education Ltd.
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CONTENTS

Investigation and Breadth Studies in Change

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

B8 Diversity, rights and equality in Britain, 1914–2010

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 assassination at Sarajevo **OR** the Schlieffen Plan.

(6)

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

Source A: From an interview with an officer in the British army during the First World War. Here he is describing the start of the Ludendorff Spring Offensive in March 1918.

Our orders were to stop the German army breaking through our lines. If it became necessary, we were allowed to retreat but not to let them break through. So, that's what we did. During those first ten days, my unit was almost destroyed. We had become a muddle, made up of men from different regiments, anybody at all. Even the cooks were fighting.

We fought and retreated, fought and retreated, but they did not break through.

Source B: From the memoirs of a British soldier. Here he is recalling the Ludendorff Spring Offensive.

We retreated day after day, with the Germans moving very quickly to occupy the villages we had previously held. But gradually, their advance slowed. Strong and well-organised British units fought hard to defend their lines and the German offensive just faded out.

This was because the Germans had advanced so quickly. They had exposed their forces to a dangerous counter-attack. They were only 90 kilometres from Paris but that was as far as they dared to go.

How far does Source A support the evidence of Source B about the reaction of the British army to the Ludendorff Spring Offensive (1918)?

Explain your answer.

(8)

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

Extract C: From an article on the Ludendorff Spring Offensive, published in 2016.

Ludendorff's surprise attack began on 21 March with great success. In only two weeks, the Germans advanced over 50 kilometres, taking 90,000 prisoners.

However, the Spring Offensive turned out to be a total failure. It did not destroy the British army or split it from the French army. Ludendorff's offensive exhausted and demoralised his own army. The Germans suffered nearly one million casualties. By August, when the Allies counter-attacked, it was clear that the Germans were no longer able to win the war.

Extract C suggests that the Ludendorff Spring Offensive was a total failure.

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 abdication of the Tsar **OR** the role of Trotsky in the Bolshevik takeover of power.

(6)

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

Source A: From a speech made in the *duma* by the Minister for Internal Affairs in April 1912. Here he is referring to the events during the Lena Goldfield strike.

Despite warnings, the crowd of striking workers advanced towards the soldiers. Fearing for their lives, the soldiers sought permission to fire on the strikers. The situation was so dangerous that, unless the soldiers opened fire, they would have been quickly overrun.

When a crowd is so out of control, and under the influence of dangerous political radicals, then soldiers must shoot to protect themselves. This has always happened in Russia, and always will happen.

Source B: From an article written by a Bolshevik, published in April 1913. Here he is referring to the Lena Goldfield strike in April 1912.

Hundreds of unarmed workers were killed by soldiers at Lena for joining a peaceful strike. They were shot on the Tsar's orders to please a few millionaire businessmen. Everybody can now see that such violence will always be used to defend those who have power in Russia.

The Lena massacre has sparked unrest all over the country. Half a million workers have joined strikes to show their anger. Many are now demanding the overthrow of the Tsarist system.

How far does Source A support the evidence of Source B about events during the Lena Goldfield strike?

Explain your answer.

(8)

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

Extract C: From an article on Russia before the First World War, published in 2023.

The strike was very badly managed by the government. Hundreds were killed. Before Lena, reforms had helped to calm Russia. Trade unions were made legal. New insurance schemes gave workers protection against accidents and illness. This progress was damaged by the massacre at Lena.

The Tsar's ministers claimed that sending soldiers to Lena was essential to defend law and order, to defeat dangerous revolutionaries and to protect the interests of businessmen in Russia. However, after 1912, opposition to the Tsar and support for revolutionary parties increased rapidly.

Extract C suggests that the Lena Goldfield strike was very badly managed by the Tsar's government.

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 Wall Street Crash **OR** the TVA.

(6)

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

Source A: From an article by an English writer in the USA, published in 1921.

Great progress is being made by American women towards equality with men. It is pleasing to meet an American woman and discover that she is the boss of an important company, or another woman who manages a lawyer's office that makes large profits.

However, I still find that none of the largest businesses is run by a woman. In America, men still have control, though not as completely as they used to.

Source B: From an article written by an American woman, published in 1929.

It has been a bad thing for American women to have more rights, such as the vote and better education. Marriage is going out of fashion, and great nonsense is talked about more men and women working together as equals, and about women leading lives independent of men.

Women are being encouraged into professions for which they are not suited. They are at their best in the more 'female' jobs in life, such as childcare and teaching.

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

Explain your answer.

(8)

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

Extract C: From an article on the USA during the 1920s, published in 2023.

The 1920s brought some positive change for women in the USA. More than 2 million women now worked full-time, often in new jobs created in offices and department stores. Alongside this, many women enjoyed greater social freedom.

However, life for most women did not improve greatly. Their wages were usually lower than those of men doing the same jobs. Few women progressed into leading roles in professions, such as law. For most women, the demands of looking after the family continued alongside the need to earn a living outside the home.

Extract C suggests life for most women in the USA during the 1920s did not improve greatly.

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 siege of Khe Sanh **OR** Nixon's policy of Vietnamisation.

(6)

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

Source A: From a report written for President Kennedy in November 1961. The report was prepared by senior advisers in the US Government.

The situation in South Vietnam is worsening. The fall of South Vietnam would make it more likely that the remainder of Southeast Asia would become communist.

Therefore, the United States must act to prevent the fall of South Vietnam. We should continue to provide the South Vietnamese Government with economic assistance. However, we should also prepare to send combat forces to help defeat the communist guerrillas. We should also be ready to bomb targets inside North Vietnam.

Source B: From comments made by President Kennedy during a press conference in February 1962. Here he is replying to a question from a journalist about the extent of US involvement in Vietnam.

Since the Geneva Conference, the USA has been assisting South Vietnam economically. We are also helping to train the South Vietnamese army. This help has been expanded recently because attacks on South Vietnam have increased. The guerrilla war in South Vietnam is escalating. Last week, there were over 500 people killed.

However, I don't want to give out any further details about our support for South Vietnam because this may help the enemy.

How far does Source A support the evidence of Source B about the war in Vietnam during the early 1960s?

Explain your answer.

(8)

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

Extract C: From an article on US involvement in the Vietnam War, published in 2019.

US involvement in the Vietnam War increased massively in the early 1960s. President Kennedy provided South Vietnam with jet fighters, helicopters and chemical weapons, including napalm. The number of US 'military advisers' in Vietnam rose significantly, and some were involved in clashes with the Vietcong.

However, at the time of Kennedy's death in 1963, the USA was not officially at war in Vietnam and the role of US forces was still limited. There were no US combat soldiers in Vietnam and no bomber aircraft.

Extract C suggests that US involvement in the Vietnam War increased massively under President Kennedy, in the years 1961–63.

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** the building of the Berlin Wall **OR** protest movements in the GDR in the years 1987–90.

(6)

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

Source A: From an article published in 2019. Here the author is describing her experience of daily life in East Germany during the 1980s.

Most people had a job and wages were quite high. Rents were low and food such as bread was cheap. There was social security and free childcare for all.

However, shoppers had to queue to buy almost everything. Consumer goods, such as television sets, were always in short supply because the GDR operated outdated and inefficient factories. Some people now say that life in the GDR wasn't too bad but it could be very difficult.

Source B: From an article on life in the GDR, published in 2009. Here the author is describing daily life in East Germany in the 1980s.

Bananas were a luxury and very rare. When you heard they were available, you'd have to rush to the shops and queue. A television cost 10 times a person's monthly salary. If you bought a car, sometimes you had to wait for over 10 years for it to be delivered.

Not everything was bad though. There was no unemployment and most groceries were extremely cheap. There was a real community spirit. Generally, people were happy.

How far does Source A support the evidence of Source B about the standard of living in the GDR in the 1980s?

Explain your answer.

(8)

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

Extract C: From an article on life in the GDR during the 1980s, published in 2020.

East German living standards were the highest in the Eastern bloc. In 1980, the GDR Government claimed that over three-quarters of East German homes had a refrigerator and washing machine, while two-thirds had a television.

However, despite these improvements, life in the GDR was still difficult. East Germans lacked the choices and comforts available in West Germany. Every aspect of their lives was dominated by the government's policies. Radio, television and cinema were full of SED propaganda. Most sporting clubs had members who were Stasi informers.

Extract C suggests that life in the GDR, in the 1980s, was difficult.

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 before the Indian Removal Act (1830) was different from their position after the Act. (6)
- (b) Explain **TWO** causes of opposition to US westward expansion from other nations in the years 1809–49. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How far did the powers of the Federal Government increase in the years 1783–1809?

You may use the following in your answer:

- the US Constitution (1789)
- Jefferson's Presidency.

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

(16)

OR

- (ii) How far was the Civil War the key turning point in the changing relations between the Northern and Southern States of the USA in the years 1850–77?

You may use the following in your answer:

- the Compromise of 1850
- the Civil War.

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

(16)

(Total for Question B1 = 30 marks)

B2 Changes in medicine, c1848–c1948

- (a) Explain **TWO** ways in which the provision for public health in 1948, before the introduction of the NHS, was different from the provision for public health after its introduction. (6)
- (b) Explain **TWO** causes of the lower death rate from surgery in the years 1848–1905. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How far did public health provision improve in the years 1848–1911?

You may use the following in your answer:

- the Public Health Act (1848)
- the School Medical Service (1907).

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

(16)

OR

- (ii) How far were technological advances the main reason for improvements in surgery in the years 1905–45?

You may use the following in your answer:

- X-rays
- 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 the Government of Japan before the fall of the Tokugawa in 1867 was different from the Government of Japan in 1895. (6)

(b) Explain **TWO** causes of Japan's increasing influence in Korea in the years 1895–1910. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the most significant change in Japanese society, in the years 1919–45, the restrictions imposed by the Public Security Preservation Law (1925)?

You may use the following in your answer:

- the Public Security Preservation Law (1925)
- the war in Southeast Asia (1937–45).

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

(16)

OR

(ii) How far was the Treaty of Versailles (1919) the key turning point in Japan's rise towards being a world power in the years 1919–45?

You may use the following in your answer:

- the Treaty of Versailles (1919)
- the Greater East Asia Co-Prosperity Sphere.

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 education in China during the Cultural Revolution was different from education in China in 1989. (6)

(b) Explain **TWO** causes of the introduction of the Thought Reform Campaign in 1951. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did opposition to the governments of China change in the years 1911–45?

You may use the following in your answer:

- the 1911 Revolution
- Japan.

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

(16)

OR

(ii) How far was the attack on landlords, in 1950, the most important feature of changes in Chinese agriculture in the years 1949–89?

You may use the following in your answer:

- the attack on landlords
- Deng's reforms.

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 reaction of the League of Nations to Japan's invasion of Manchuria, in 1931, was similar to the League's reaction to Italy's invasion of Abyssinia in 1935. (6)
- (b) Explain **TWO** causes of the success of the United Nations in Mozambique in the years 1990–94. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How far did the work of the international specialised agencies change in the years 1919–2011?

You may use the following in your answer:

- the ILO
- UNESCO.

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

(16)

OR

- (ii) How far was the involvement of the UN in the Korean War the key turning point in the UN's ability to maintain peace in the years 1945–89?

You may use the following in your answer:

- the Korean War (1950–53)
- 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 the influence of terrorism on international conflict before 9/11 was different from the influence of terrorism on international conflict after 9/11.

(6)

- (b) Explain **TWO** causes of the use of drones in warfare before 2011.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How far did warfare change in the years 1919–45?

You may use the following in your answer:

- submarines
- Hiroshima (1945).

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

(16)

OR

- (c) (ii) How far did the development of the atomic bomb change the nature of international conflict in the years 1945–91?

You may use the following in your answer:

- Hiroshima (1945)
- the First Gulf War (1991).

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 relations between Israelis and Palestinians before the second Intifada (2000–05) were different from relations between them after the second Intifada.

(6)

- (b) Explain **TWO** causes of the Israeli victory in the First Arab-Israeli War (1948–49).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How far did the policies of Britain in the Middle East change in the years 1917–47?

You may use the following in your answer:

- the League of Nations Mandate for Palestine (1922)
- Jewish immigration.

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

(16)

OR

- (ii) How far were the Camp David Agreements the key turning point in Arab-Israeli relations in the years 1967–93?

You may use the following in your answer:

- the Six-Day War (1967)
- the Camp David Agreements (1978).

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

(16)

(Total for Question B7 = 30 marks)

B8 Diversity, rights and equality in Britain, 1914–2010

- (a) Explain **TWO** ways in which the treatment of sexual minorities before Section 28 (1988) was different from the treatment of sexual minorities after Section 28 was introduced.

(6)

- (b) Explain **TWO** causes of the changing attitudes to disabled people after the First World War.

(8)

Answer EITHER (c)(i) OR (c)(ii).**EITHER**

- (c) (i) How far did the rights of women improve in the years 1918–70?

You may use the following in your answer:

- the vote
- employment opportunities.

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

(16)

OR

- (ii) How far was government action, in the years 1965–2010, responsible for changes in attitudes towards people of colour?

You may use the following in your answer:

- the Race Relations Act (1965)
- the Stephen Lawrence case (1993).

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

(16)

(Total for Question B8 = 30 marks)

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

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Acknowledgements

A1 Source A: <https://www.iwm.org.uk/history/voices-of-the-first-world-war-the-german-spring-offensive>

A1 Source B: <https://www.iwm.org.uk/history/voices-of-the-first-world-war-the-german-spring-offensive>

A1 Extract C: https://encyclopedia.1914-1918-online.net/article/german_spring_offensives_1918

A2 Source A: 'A Source Book for Russian History from Early Times to 1917', Gerorge Vernadsky, Yale 1973

A2 Source B: <https://www.marxists.org/reference/archive/stalin/works/1913/02/x01.htm>

A2 Extract C: <https://www.bbc.co.uk/bitesize/guides/z2prcdm/revision/5#:~:text=Stolypin%20wanted%20to%20reform%20agriculture,threat%20of%20the%20Social%20Revolutionaries>

A3 Source A: <https://americainclass.org/sources/becomingmodern/modernity/text2/colcommentarymodernwoman.pdf>

A3 Source B: <https://ehistory.osu.edu/sites/ehistory.osu.edu/files/mmh/clash/NewWoman/Documents/newwomen.htm>

A3 Extract C: <https://www.bbc.co.uk/bitesize/guides/zdvfydm/revision/1>

A4 Source A: <https://alphahistory.com/vietnamwar/report-us-involvement-in-vietnam-1961/>

A4 Source B: <https://alphahistory.com/vietnamwar/president-kennedy-question-on-vietnam-1962/>

A4 Extract C: <https://www.history.com/news/us-presidents-vietnam-war-escalation>

A5 Source A: <https://walled-in-berlin.com/j-elke-ertle/life-in-former-east-germany-then-and-now/>

A5 Source B: <https://matadornetwork.com/life/growing-up-in-east-germany-reflections-20-years-later/>

A5 Extract C: <https://alphahistory.com/coldwar/soviet-union-under-khrushchev/>

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

Pearson Edexcel International GCSE

Thursday 5 June 2025

Morning (Time: 1 hour 30 minutes)

Paper reference **4HI1/02**

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.

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TOTAL FOR SECTION A = 30 MARKS



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



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