

Pearson Edexcel International GCSE**Thursday 23 November 2023**

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* ►**P74646A**©2023 Pearson Education Ltd.
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Investigation and Breadth Studies

Answer **TWO** questions, **ONE** from Section A and **ONE** from Section B.

Answer the questions in the Answer Booklet

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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 Bosnian Crisis (1908–09) **OR** the U-boat threat to Britain.

(6)

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

Source A: From a report in a German newspaper published on 11 September 1914. Here it is describing the Battle of the Marne, which was fought as part of Germany's attack on France during the operation of the Schlieffen Plan.

Our army divisions have been attacked by larger French forces east of Paris. After days of heavy fighting, our men have held up the French attack and continue to make progress themselves.

When the advance of strong French units was reported, part of our army was ordered to retreat. The enemy did not follow. It has been reported that 50 guns and several thousand French soldiers have been captured.

Source B: From a communication issued by General Joffre, the French commander-in-chief, to French soldiers on 11 September 1914. Here he is referring to the Battle of the Marne.

The battle that we have been fighting for five days has ended in our certain victory. The German army continues to retreat. Everywhere, the Germans have left behind many wounded, also a quantity of munitions. We have taken many prisoners while continuing to gain ground.

It was an intense battle but the Germans could not break our spirit! All French soldiers have responded to my patriotic call to defend our homeland. You deserve the thanks of your country!

How far does Source A support the evidence of Source B about the Battle of the Marne?

Explain your answer.

(8)

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

Extract C: From an article on the Schlieffen Plan, published in 2008.

The main reason that the Schlieffen Plan failed was because Germany's enemies fought hard. Fierce battles throughout August quickly exhausted many German soldiers. Then, in September, at the Battle of the Marne, France counter-attacked, forcing the Germans to retreat. This meant that the Schlieffen Plan had failed.

It is also true that the Schlieffen Plan could only have worked if events had gone perfectly for Germany but in war, things never go perfectly. Outside their own country, the Germans could not control the railway systems. Also, German generals made vital mistakes.

Extract C suggests that the main reason the Schlieffen Plan failed was because Germany's enemies fought hard.

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 Lena Goldfield strike **OR** the Treaty of Brest-Litovsk.

(6)

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

Source A: From the memoirs of Mikhail Rodzianko, the chairman of the *duma*, published in 1973. Here he is recalling a meeting he had requested with the Tsar in March 1916 concerning Rasputin.

I said,

‘Your Majesty, this situation cannot continue much longer. No one tells you truthfully what Rasputin is doing. His presence is weakening confidence in your government. Rasputin may also be turning the hearts of the people against you as their Tsar.’

My comments did some good. Shortly after, an order was issued sending Rasputin away from court; but a few days later, at the demand of the Tsarina, this order was cancelled.

Source B: From a book written by a Russian writer, published in 1918.

During 1916, rumours grew ever louder about the Tsarina and the menacing figure of Rasputin. Rasputin was a fraudster who had gradually acquired limitless power over the Tsarina and, through her, power over the Tsar himself.

Rasputin’s closeness to the Tsar’s family was highly damaging to them. It was widely believed that the Germans were influencing the Tsarina through Rasputin.

How far does Source A support the evidence of Source B about the influence of Rasputin?

Explain your answer.

(8)

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

Extract C: From an article on the relationship between the Tsarina and Rasputin, published in 2019.

The actions of Tsarina Alexandra did most to damage Tsarist rule in Russia during the First World War. While there is no evidence that she was a German spy, she certainly lacked political skill and was far too willing to accept Rasputin's advice. Alexandra quickly dismissed four prime ministers and three war ministers. Most were replaced on Rasputin's recommendation.

Of course, the Tsar made a huge error when he left for the front line, leaving the government under his wife's control. However, it was the Tsarina who did most to weaken Russia and damage Tsarism.

Extract C suggests that the actions of Tsarina Alexandra did most to damage Tsarist rule in Russia 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 A2 = 30 marks)

A3 The USA, 1918–41

- (a) Describe **TWO** features of **EITHER** mass production **OR** the Alphabet Agencies. (6)
- (b) Study Sources A and B and then answer the question that follows.

Source A: From a magazine article written by an American author in 1925.

Prohibition has meant that the American people have allowed a well-organised and wealthy group of extremists to limit our freedoms. Yet, this group is less than five per cent of the voters of this country.

Prohibition has created illegal businesses worth hundreds of millions of dollars a year, but which pay no taxes. Those selling alcohol harm the young. They bribe politicians, undermine the police, and spread contempt for the law everywhere.

Source B: From an account written by a German who visited the USA in 1927.

The filthy bars, where men wasted their wages before Prohibition, have disappeared. Now, more people can afford to buy a car and drive with their families to the country or the seaside at the weekend. Also, the number of crimes caused by drunkenness has declined.

However, because of Prohibition, a large part of the population has become used to breaking the law without worrying. The taste for alcohol has spread more widely, especially among young people.

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

Explain your answer.

(8)

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

Extract C: From an article on Prohibition in the USA, published in 2020.

Prohibitionists hoped that banning alcohol would help solve social problems and reduce crime. They believed alcohol led to men beating their wives and to murders caused by drunkenness. In the first years of Prohibition, crimes directly related to alcohol did fall greatly. Also, hospitalisations and deaths from alcohol abuse declined.

However, Prohibition created new sorts of illegal behaviour. Organised crime became powerful from bootlegging. Ordinary Americans broke the law by brewing their own beers at home. Eventually, increasing corruption and crime persuaded even strong supporters of Prohibition that the policy had failed.

Extract C suggests that Prohibition was a 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 A3 = 30 marks)

A4 The Vietnam Conflict, 1945–75

- (a) Describe **TWO** features of **EITHER** Operation Rolling Thunder **OR** university protests in the USA against the Vietnam War.

(6)

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

Source A: From President Johnson's message to Congress on 5 August 1964. Here he is asking Congress to support his actions in Vietnam following the Gulf of Tonkin incident.

Recently, North Vietnam has become more threatening. These latest attacks on our armed forces are not the first. Therefore, I am now asking Congress to agree that all future attacks will be responded to, and that the USA will continue to assist South Vietnam in defending its freedom.

We do not seek to widen our involvement in Vietnam but we must show that we are determined to stop communist aggression.

Source B: From a speech made by Senator Gruening on 7 August 1964 during the Senate debate on the Gulf of Tonkin incident.

This attack on American warships is the consequence of our own aggressive actions.

The President is now asking for powers to be able to move more of our armed forces into South Vietnam whenever he believes it necessary. This will involve Americans in a war in which we have no business, and which is quickly escalating. I am opposed to losing the life of any American soldier in Vietnam. We have lost far too many men already.

How far does Source A support the evidence of Source B about the Gulf of Tonkin incident (1964)?

Explain your answer.

(8)

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

Extract C: From an article on the Gulf of Tonkin incident, published in 2012.

The Gulf of Tonkin incident was a turning point in the USA's involvement in Vietnam. Before the 'attacks' on US warships, there were only 16 000 American military advisors in South Vietnam. A few years after, there were over 500 000 US soldiers fighting the communists.

Before the Tonkin incident, the USA was already supplying South Vietnam with increasing amounts of money and arms. Both Presidents Eisenhower and Kennedy had fully committed the USA to defend South Vietnam's independence. However, the incident gave Johnson an excuse to expand the USA's involvement massively.

Extract C suggests that the Gulf of Tonkin incident (1964) was a turning point in the USA's involvement in Vietnam.

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 influence of Khrushchev on the building of the Berlin Wall **OR** the agreements of 1970–72 with the FRG.

(6)

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

Source A: From the memoirs of a citizen of the GDR, published in 2009.

Schools were not just centres of academic education. Besides classes, they also organised activities preparing children to become 'good socialists'.

From an early age, we were made to feel part of the system. Everybody had to be involved in the duties, like tidying the classrooms, that were completed every day. Every morning, we would stand up when the teacher entered the classroom. They would ask us, 'Are you willing?' We would respond, 'Always prepared!'

Source B: From an account by a former citizen of the GDR, written in 2017.

During my childhood, the influence of the SED was everywhere. That included forcing us to be members of political youth organisations after school from the age of six. You started out as a Young Pioneer, eventually becoming a member of the Free German Youth.

Young Pioneers took an oath to study hard, respect their parents and be kind to others. As you got older, you promised also to strengthen socialism and fight against the lies of the west.

How far does Source A support the evidence of Source B about the lives of the young in the GDR?

Explain your answer.

(8)

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

Extract C: From a modern history book, published in 2015.

The main purpose of GDR government policies towards the young was to ensure loyalty to the SED. The school curriculum was strongly influenced by socialist principles. The only youth organisations allowed were run by the SED.

However, schools also focused on teaching subjects that were needed to boost the economy. This often required the encouragement of creativity and initiative. Another aim of youth policy in the GDR was to create fairer opportunities for all young people. By the 1960s, half of all university students were from working-class homes.

Extract C suggests that the main purpose of government policies towards the young in the GDR was to ensure loyalty to the SED.

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 westward expansion after the Louisiana Purchase was different from westward expansion before the Louisiana Purchase.

(6)

- (b) Explain **TWO** causes of the failure of Grant's Peace Policy towards Native Americans.

(8)

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

EITHER

- (c) (i) How far was Jefferson's presidency (1801–09) the most significant factor in changing the powers of the Federal government in the years 1783–1809?

You may use the following in your answer:

- the Bill of Rights (1791)
- Jefferson's presidency.

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

(16)

OR

- (ii) How far was the Missouri Compromise the key turning point in relations between slaveholding states and slave-free states in the years 1820–61?

You may use the following in your answer:

- the Missouri Compromise (1820)
- the outbreak of civil war (1861).

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 Public Health Act of 1848 was similar to the Public Health Act of 1875.

(6)

- (b) Explain **TWO** causes of the lack of progress in medical treatment in the years 1848–60.

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

- (c) (i) How significant was the use of radioactivity in bringing improvements in medical treatment in the years 1875–1920?

You may use the following in your answer:

- Ehrlich
- the use of radioactivity.

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

(16)**OR**

- (ii) How far did the role of women in medicine change in the years 1875–1920?

You may use the following in your answer:

- Elizabeth Garrett
- the First World War.

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

(16)**(Total for Question B2 = 30 marks)**

B3 Japan in transformation, 1853–1945

- (a) Explain **TWO** ways in which Japan's position as a world power after the Treaty of Versailles (1919) was different from Japan's position as a world power before the Treaty of Versailles. (6)
- (b) Explain **TWO** causes of Japan opening its ports to the USA after 1853. (8)

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

EITHER

- (c) (i) How far was the Meiji Restoration the key turning point in the way Japan was governed in the years 1867–1926?

You may use the following in your answer:

- the Meiji Restoration
- the Taisho Democracy.

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

(16)

OR

- (ii) How far did Japan's economy change in the years 1923–45?

You may use the following in your answer:

- the Great Kanto Earthquake (1923)
- relations with the West.

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 in 1965 before the Cultural Revolution was different from education in China in 1976 after the Cultural Revolution.

(6)

- (b) Explain **TWO** causes of the overthrow of the Qing dynasty in 1911.

(8)

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

EITHER

- (c) (i) How far, in the years 1927–49, was the threat from Japan the reason why the Guomindang government lost control in China?

You may use the following in your answer:

- the Long March
- the battle of Huai-Hai.

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

(16)

OR

- (ii) How far was greater involvement in politics the most significant change in the role of women in China in the years 1949–76?

You may use the following in your answer:

- involvement in politics
- birth control.

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' approach to peacekeeping in the Greek-Bulgarian War (1925) was different from the United Nations' approach to peacekeeping in the Korean War (1950–53).

(6)

- (b) Explain **TWO** causes of the setting up of the UN.

(8)

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

EITHER

- (c) (i) How far did the work of the specialist agencies change the treatment of refugees in the years 1919–64?

You may use the following in your answer:

- Nansen passports
- UN High Commissioner for Refugees (UNHCR).

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

(16)

OR

- (ii) How far was the UN involvement in Somalia (1991–95) the key turning point in the UN's work in Africa in the years 1960–2011?

You may use the following in your answer:

- Congo (1960–64)
- Somalia (1991–95).

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 use of aircraft carriers in the Pacific War (1941–45) was similar to the use of aircraft carriers in the Falklands War (1982). (6)
- (b) Explain **TWO** causes of the change in methods of warfare in the Battle of Britain and the Blitz. (8)

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

EITHER

- (c) (i) How far did guerrilla warfare change in the years 1936–75?

You may use the following in your answer:

- the Spanish Civil War
- the Vietnam War.

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

(16)

OR

- (ii) How far did developments in technology and communications change warfare in the years 1945–75?

You may use the following in your answer:

- nuclear submarines
- arms limitation and reduction talks.

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

(16)

(Total for Question B6 = 30 marks)

B7 The Middle East: conflict, crisis and change, 1917–2012

- (a) Explain **TWO** ways in which the role of Nasser in the Middle East conflict was similar to the role of Sadat in the Middle East conflict. (6)
- (b) Explain **TWO** causes of US involvement in the attempts to achieve peace between Israel and the Palestinians in the years 1987–2012. (8)

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

EITHER

- (c) (i) How far was the bombing of the King David Hotel the most significant factor in bringing about change in the Middle East in the years 1917–47?

You may use the following in your answer:

- Jewish immigration
- the King David Hotel (1946).

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

(16)

OR

- (ii) How far was terrorism responsible for change in the Middle East in the years 1946–73?

You may use the following in your answer:

- the King David Hotel (1946)
- the Munich Olympics (1972).

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 position of disabled people before the passing of the Disabled Persons (Employment) Act (1944) was different from the position of disabled people after the passing of the Act.

(6)

- (b) Explain **TWO** causes of the changes in women's voting rights in the years 1918–28.

(8)

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

- (c) (i) How far did the position of racial minorities improve in the years 1944–2010?

You may use the following in your answer:

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

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

(16)

OR

- (ii) How far was government action responsible for the improvement in the rights of sexual minorities in the years 1944–88?

You may use the following in your answer:

- the Wolfenden Report (1957)
- Section 28 (1988).

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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Please check the examination details below before entering your candidate information

Candidate surname					Other names				
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Pearson Edexcel International GCSE

Thursday 23 November 2023

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.
- Good luck with your examination.

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((b) continued)



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TOTAL FOR SECTION A = 30 MARKS



(a)



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



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