

Pearson Edexcel International GCSE

History

Paper 2

Friday 8 June 2018 – Afternoon
Questions and Sources Booklet.

Paper Reference
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SECTION A

Historical Investigation

Answer **ONE** question from this Section.

You should spend about 45 minutes on this Section.

A1: The French Revolution, c1780–94

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

Source A: A cartoon of the 1780s showing the Third Estate carrying the First Estate (clergy) and Second Estate (nobility).



Source B: From a letter by an American politician. He had witnessed the storming of the Bastille, 14 July 1789.

The people now armed themselves with whatever weapons they could find. At the Bastille, they seized all the weapons, released the prisoners and those of the garrison who were not killed in the first moment of attack. They carried the Governor and Lieutenant-governor to the place of public execution and cut off their heads. No one is sure how many of the garrison of the Bastille were killed. Accounts vary from six to 600 but the general belief is that thirty were killed.

Source C: From an eyewitness account of the storming of the Bastille.

The attackers soon captured the Bastille. There were very few casualties. In the excitement of victory, the attackers had forgotten about the unfortunate inmates of the dungeons of the Bastille. All the keys had been carried off in triumph and it was necessary to force open the doors of the cells. Seven prisoners were found and brought to the Palais Royal. There they soon saw the head of the Governor of the Bastille. His head had been cut off and was displayed still dripping with blood.

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. The fall also led to violence all over France. However, there had been growing discontent in France in the years before 1789. This was partly due to the influence of the Enlightenment and the unfair tax system. Discontent further increased due to frequent rises in the price of bread in France in the 1780s as a result of a series of poor harvests.

Study Source A.

- (a) What can you learn from Source A about the Three Estates in France before 1789? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the storming of the Bastille in France?

Explain your answer.

(7)

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

- (c) 'The main cause of the French Revolution of 1789 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 A1 = 25 marks)

A2: The origins and course of the First World War, 1905–18

This question is about the Gallipoli Campaign. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: An illustration by a British artist showing British troops at the Gallipoli landings, 25 April 1915.



Source B: From an interview with a New Zealand soldier who took part in the Gallipoli landings.

We had trouble with our boat and didn't land until well into the afternoon of 25th April. The wounded and killed were lying about in all directions. I should say there was a thousand or more. When I got into the trenches I found that we were less than twenty metres from the Turkish trenches. Between our trenches and theirs were about 15 or 20 bodies. You couldn't sleep because of the flies. We fought the flies harder than we fought the Turks.

Source C: From the memoirs of a British soldier who took part in the Gallipoli landings of August 1915.

We were loaded into small boats and rowed towards the shores of Suvla Bay. We had to walk ashore for about 50 metres as the boats couldn't get in any nearer due to the shallow water. The Turks had spotted the landings and began to fire and we suffered heavy casualties. Then we began to look around for our officers for further orders. There were no officers near us. We waited around all day for orders.

Source D: From a modern world history, published in 2001.

The Turks knew well in advance about the Gallipoli landings and strengthened their defences. For the Turks, this was a Holy War, a struggle to drive out Christian invaders from Muslim Turkey. Moreover, the whole British campaign lacked leadership, planning and organisation. General Hamilton's only information consisted of some old and inaccurate maps and what little could be found out about the Turkish Empire from experts in Britain.

Study Source A.

- (a) What can you learn from Source A about the Gallipoli landings? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the Gallipoli landings?
Explain your answer. (7)

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

- (c) 'The main cause of the failure of the Gallipoli campaign was the strong Turkish defences'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A2 = 25 marks)

A3: Russia in Revolution, 1914–24

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

Source A: A photograph showing women in Petrograd queuing for food in September 1917.



Source B: From a report by a Russian officer to the Provisional Government, July 1917.

The German offensive, which began on 6 July, is turning into a disaster for us and may bring ruin to Russia. A sudden and disastrous change has occurred in the attitude of our troops. Authority and obedience no longer exist. For hundreds of miles one can see deserters, armed and unarmed, in good health and in good spirits. These deserters are certain they will not be punished.

Source C: From a report by an American journalist. He is describing the conditions in Russia in September 1917.

I went to one of the great popular meetings which were occurring all over Petrograd. A soldier was speaking, 'When the land belongs to the peasants and the factories to the workers, then we'll know we have something to fight for, and we'll fight for it!' In the army barracks, in the factories, on the street corners, soldiers demand an end to the war. They declare that, if the government does not make a serious effort to get peace, the army should leave the trenches and come home.

Source D: From a modern world history, published in 1996.

Between May and October 1917, the Provisional Government made a series of mistakes which increased their unpopularity. Most importantly, no steps were taken to end the war. By July, attacks by the Russian army had failed and this led to discontent. The Provisional Government also failed to carry out land reform and many peasants began to seize land for themselves. Food supplies were no better than they had been under the Tsar.

Study Source A.

- (a) What can you learn from Source A about the situation in Petrograd in September 1917? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the situation in Russia under the Provisional Government?
Explain your answer. (7)

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

- (c) 'The main cause of the unpopularity of the Provisional Government was food shortages'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A3 = 25 marks)

A4: The USA, 1917–29

This question is about the changing position of women in the USA in the 1920s. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing flappers dancing the Charleston on top of a hotel in the USA in 1926.



Source B: From an article *Flapper Jane* in a New York magazine in 1925.

Women now have greater independence, earning their own living and gaining the right to vote. They still want love but they want it on an equal basis. This includes being admired for the qualities they really possess. Lots of women prefer to earn their own living nowadays, even on the stock market, and postpone having a family for years and years. They think that the unmarried girl can, and should, do everything that the unmarried man does.

Source C: From an article in an American magazine in 1928.

There has been a great increase in the number of women speculating in the stock market. These include secretaries, business women and housewives. In the last ten years, the number of women speculators has increased from 2% to 35% of those people who gamble on the stock market. One thing that women had to have in order to invest in the stock market was, of course, money. They certainly have this money as never before.

Source D: From a history of the USA between the wars, published in 1998.

During the 1920s, there were many signs that the role of women was changing. Women had been given the vote in 1920 which gave them more political power. Women had worked in wartime factories in large numbers, proving they could do the job as well as men. Increasing numbers of women were entering work due to mechanisation in many manufacturing industries. In addition, the flappers challenged traditional attitudes towards women.

Study Source A.

- (a) What can you learn from Source A about women in the USA in the 1920s? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about women in the USA in the 1920s?
Explain your answer. (7)

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

- (c) 'The main cause of the changing position of women in the USA in the 1920s was the flappers'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A4 = 25 marks)

A5: Colonial rule and the nationalist challenge in India, 1919–47

This question is about growing opposition to British rule in India in the years 1919–29. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing Gandhi spinning Indian-grown cotton in the 1920s.



Source B: From an interview with an Indian lawyer in December 1919 about the Amritsar Massacre.

People had gathered at Amritsar from all over the Punjab for a religious ceremony. Several hundred speakers stood on a platform which had been set up. The speakers were watched by a crowd of 20,000 to 30,000 people. The army appeared and opened fire without warning. Soldiers stood on the high ground and fired on the unarmed crowd from a distance of 100 metres. Many people were trampled to death as they ran away. Others fell into an open well. General Dyer suggested that 500 were killed and 1500 wounded. The actual casualties were much greater.

Source C: From evidence given in December 1919 by General Dyer about the Amritsar Massacre.

Miss Sherwood, a missionary, had been beaten with shoes and sticks while out cycling. We look upon women as sacred. I ordered that on the street where the attack happened, all Indians had to crawl on their hands and knees. Then at Amritsar, my soldiers shot over 1650 rounds of ammunition in ten minutes, killing a number of the crowd. I did not intend to cause fear, but to teach them a lesson. I thought, from a military point of view, shooting would have the biggest effect in the Punjab.

Source D: From a modern world history textbook, published in 1996.

British rule became more unpopular immediately after the First World War because of developments in 1919. These developments included the Government of India Act, the Rowlatt Acts and the Amritsar Massacre. Furthermore, Gandhi changed the Indian Congress Party into a mass movement by persuading the Indian people to take part in satyagraha or non-violent passive resistance to British rule. This included refusing to co-operate with British officials or to pay British taxes.

Study Source A.

- (a) What can you learn from Source A about Gandhi? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the Amritsar Massacre of 1919?
Explain your answer. (7)

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

- (c) 'The main cause of the growing opposition to British rule in India in the years 1919–29 was the Amritsar Massacre'
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A5 = 25 marks)

A6: The fall of communism in Europe, 1979–91

This question is about developments in Eastern Europe in the years 1988–90. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing a crowd in Prague protesting against the communist government of Czechoslovakia in November 1989.



Source B: From an article in a British newspaper, 22 December 1989.

Bloody street fighting swamped the Romanian capital, Bucharest, yesterday as thousands rebelled against the long dictatorial regime of Ceauşescu. Tanks rolled over student rebels. Troops opened fire on the growing mass of anti-government demonstrators. The uprising followed a last desperate attempt by President Ceauşescu to restore his control by addressing an open-air meeting. The President was interrupted by boos and shouts of 'down with the murderers'.

Source C: From an interview given to a British newspaper by a Romanian, 31 December 1989.

When President Ceauşescu tried to talk at the meeting in Bucharest, somebody from the front rows shouted: 'Down with Ceauşescu'. Suddenly people dropped all their portraits of the president and began to shout: 'Down with Ceauşescu'. You could see Ceauşescu's face. He was amazed that people could dare to do such a thing.

Source D: From a history of the Cold War, published in 2016.

Gorbachev's 'new thinking' encouraged the growth of opposition to communism in Eastern Europe. The fall of the Berlin Wall in November 1989, set off a chain of events which brought about the collapse of Soviet control. The success of the 'Velvet Revolution', which brought an end to communism in Czechoslovakia, encouraged opposition in other countries. In Romania, the brutal Ceauşescu government was overthrown. Solidarity won the elections in Poland and a new non-communist government was set up.

Study Source A.

- (a) What can you learn from Source A about the situation in Czechoslovakia in 1989? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about opposition to President Ceauşescu of Romania in 1989?

Explain your answer.

(7)

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

- (c) 'The main cause of the collapse of communist rule in Eastern Europe in the years 1988-90 was the Velvet Revolution in Czechoslovakia.'

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

(15)

(Total for Question A6 = 25 marks

TOTAL FOR SECTION A = 25 MARKS

SECTION B**Breadth Study in Change****Answer ONE question from this Section.****You should spend about 45 minutes on this Section.****B1: Changing nature of warfare, 1803–1908****Source:** From a history of warfare, published in 2000.

The first successful submarines were designed by an American, J P Holland, and these 'Holland' vessels were used by the US and British navies. Important technical developments made the modern submarine possible. These included the development of an internal-combustion engine small enough to be fitted into a submarine. In addition, the electric motor, powered by batteries, allowed the submarine to travel underwater for longer distances.

- (a) What does this Source tell us about the development of the submarine? (3)
- (b) Explain the key features of **either** the Battle of Trafalgar (1805) **or** the development of the dreadnought. (7)
- (c) How far did land warfare change in the years 1854–1908?

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

- The Franco-Prussian War, 1870–71
- The Boer Wars

(15)

(Total for Question B1 = 25 marks)

B2: Changes in medicine, c1845–c1945

Source: From a history of medicine, published in 2009.

In 1928, Fleming noticed that a culture of bacteria growing in a Petri dish was being attacked and killed by an unknown mould which was growing in the same dish. This ruined his experiment but he discovered that the mould was an excellent antibiotic: penicillin. He only tested it on bacteria in a laboratory, not on bacteria in living organisms. Fleming published his findings in 1929 but could not get funding to develop his work.

- (a) What does this Source tell us about the discovery of penicillin? (3)
- (b) Explain the key features of the work of **either** Chadwick **or** Ehrlich. (7)
- (c) How far did surgery change in the years 1845–1918?

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

- The development of anaesthetics
- Developments in the First World War

(15)

(Total for Question B2 = 25 marks)

B3: The changing role of international organisations: the League and the UN, 1919–2000

Source: From a modern world history, published in 2005.

The UN Security Council began with 11 members. Five of these were permanent members – Britain, China, France, USA and USSR. The other six members were elected by the General Assembly for two years. In 1965, the number of non-permanent members was increased to ten. Decisions needed at least nine of the 15 members to vote in favour. These had to include all five of the permanent members. This meant that any one of the permanent members could veto a decision.

- (a) What does this Source tell us about the UN Security Council? (3)
- (b) Explain the key features of the peacekeeping role of **either** the League of Nations in the Manchurian Crisis (1931–33) **or** the UN in the Suez Crisis (1956). (7)
- (c) How far did the work of the agencies of the League and the UN change in the years 1920–2000?

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

- Health Agencies
- The International Labour Organisation (ILO)

(15)

(Total for Question B3 = 25 marks)

B4: Conflict, crisis and change: The Middle East, c1919–c1995

Source: From a history of the Arab-Israeli conflict, published in 1997.

The activities of Irgun and the Stern Gang became increasingly serious after the Second World War. Bridges and roads were destroyed, British soldiers were killed and there were high casualties among the local police. The British were forced to send more troops to maintain order. In July 1946, Irgun planted bombs in the King David Hotel in Jerusalem, where the British Military Headquarters in Palestine were based. The official casualty list was 91 dead and 45 injured.

- (a) What does this Source tell us about Jewish terrorist activities in Palestine after the Second World War? (3)
- (b) Explain the key features of **either** Jewish immigration into Palestine in the 1930s **or** the Suez Crisis of 1956. (7)
- (c) How far did superpower involvement bring change to the Middle East in the years 1967–95?

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

- The War of Yom Kippur, 1973
- The Oslo Peace Accords, 1993

(15)

(Total for Question B4 = 25 marks)

B5: Conflict, crisis and change: China, c1911–c1989

Source: From a history of China, published in 2001.

From 1916 onwards, the warlords fought each other for control of China. The greatest warlords governed whole provinces but lesser warlords controlled smaller areas such as cities and towns. There were hundreds of warlords. Most of them were only interested in their own power and wealth rather than helping people under their rule. They placed heavy taxes on the peasants who were also often forced to join their armies.

(a) What does this Source tell us about China under the warlords? (3)

(b) Explain the key features of **either** the Long March (1934–35) **or** the Hundred Flowers Campaign (1956–57). (7)

(c) How far did threats to the government of China change in the years 1963–89?

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

- The Cultural Revolution
- The Democracy Movement

(15)

(Total for Question B5 = 25 marks)

B6: Change in Africa: from colonialism to independence, 1939–2000

Source: From a history of the twentieth century, published in 1984.

The granting of independence to the Belgian Congo in 1960 instantly led to civil war. The Congo contained a population of about 15 million which was divided into 15 tribes. Areas such as Katanga, rich in copper and other materials, were unwilling to share their wealth with the poorer parts of the country. The separatism of Katanga had been encouraged by the Belgians. Other tribes had little enthusiasm for the first Prime Minister, Lumumba, who was of the Batatele tribe.

- (a) What does this Source tell us about reasons for the civil war in the Congo in the 1960s? (3)
- (b) Explain the key features of the achievements of **either** Kenyatta in Kenya **or** Nyerere in Tanzania. (7)
- (c) How far did the system of apartheid in South Africa change in the years 1960–94?

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

- Apartheid in the 1960s
- Changes under P W Botha

(15)

(Total for Question B6 = 25 marks)

B7: The changing nature of warfare, c1936–c2003

Source: From a modern world history, published in 2001.

13,000 Allied aircraft bombed radar stations, rail links and bridges in Normandy. This effectively prevented the German army in Normandy from being reinforced. On 6 June 1944, Allied troops landed on five different beaches. On four of the beaches, the landings went well. However, on Omaha beach the Americans came up against heavy resistance and suffered heavy casualties. By the end of the first day, the Allies had been able to move inland.

- (a) What does this Source tell us about the D-Day landings (1944)? (3)
- (b) Explain the key features of **either** the German use of *Blitzkrieg* in Poland and Western Europe **or** the dropping of the atom bombs (1945). (7)
- (c) How far 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.

- Changes in submarine warfare, 1939–45
- The development of the aircraft carrier

(15)

(Total for Question B7 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

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