

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 Certificate
Pearson Edexcel International GCSE

Centre Number

--	--	--	--	--	--

Candidate Number

--	--	--	--	--

History

Paper 2

Wednesday 14 June 2017 – Afternoon
Time: 1 hour 30 minutes

Paper Reference
KH10/02
4H10/02

You must have:
Questions and Sources 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** question from Section A and **one** question from Section B.
- Ensure you answer questions from the correct specification option.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- 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.
- Remember that clear English and careful presentation of your answers is important.
- Check your answers if you have time at the end.

Turn over ►

P48441A

©2017 Pearson Education Ltd.

1/1/1/1/1



Pearson

((b) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((b) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 4 7 4 1 9 A 0 1 1 1 6

(c)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question = 25 marks)

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



P 4 7 4 1 9 A 0 1 5 1 6

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



**Pearson Edexcel Level 1/Level 2 Certificate
Pearson Edexcel International GCSE**

History

Paper 2

Wednesday 14 June 2017 – Afternoon
Questions and Sources Booklet

Paper Reference
**KH10/02
4HI0/02**

Do not return this booklet with the Answer Booklet.

Turn over ►

P48441A

©2017 Pearson Education Ltd.

1/1/1/1/1/1




Pearson

BLANK PAGE

Contents

- Answer **two** questions, **one** question from Section A and **one** question from Section B.

Section A – Historical Investigation

A1 The French Revolution, c1780–94	Page 4
A2 The origins and course of the First World War, 1905–18	Page 6
A3 Russia in Revolution, 1914–24	Page 8
A4 The USA, 1917–29	Page 10
A5 Colonial rule and the nationalist challenge in India, 1919–47	Page 12
A6 The fall of communism in Europe, 1979–91	Page 14

Section B – Breadth Study in Change

B1 Changing nature of warfare, 1803–1908	Page 16
B2 Changes in medicine, c1845–c1945	Page 17
B3 The changing role of international organisations: the League and the UN, 1919–2000	Page 18
B4 Conflict, crisis and change: The Middle East, c1919–c1995	Page 19
B5 Conflict, crisis and change: China, c1911–c1989	Page 20
B6 Change in Africa from colonialism to independence, 1939–2000	Page 21
B7 The changing nature of warfare, c1936–c2003	Page 22

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 French cartoon of 1788. It shows King Louis XVI looking at the empty boxes and asking 'Where is the tax money?'



Source B: From the memoirs of Arthur Young, published in 1792. He is describing his journey through France between 1787 and 1789.

The *corvée* tax, which was paid through labour service rather than in money, as well as the poor harvests, were the ruin of many hundreds of farmers. More than 300 such farmers were forced to become beggars in a small part of the province of Lorraine. All these taxes, including the *taille*, militia and *corvée*, were paid by the Third Estate only. The nobility and clergy were exempt from paying any taxes.

Source C: From a petition sent by villagers in South-West France to Louis XVI in 1788.

Many of us have become beggars and wanderers. Happiness has left us. We have suffered from problem after problem including taxes too numerous to mention and which we cannot afford to pay due to poor harvest after poor harvest. The last crust of bread has been taken from us so that we have lost all hopes for the future and are left with only despair and death. Yet the King's fatherly voice has heard our hearts and made us leap with joy.

Source D: From a history textbook, published in 2000.

Traditionally, it was the Third Estate who paid most of the taxes – but they were the ones without the money. Peasants could barely afford to feed their families. So they struggled to meet the tax demands of the later 1780s. Louis XVI was seen as a weak ruler. His wife, Marie Antoinette, was hated for spending money unnecessarily. Moreover, the authority of the monarchy was increasingly challenged by a number of writers who were part of the movement known as the Enlightenment.

Study Source A.

- (a) What can you learn from Source A about the problems facing Louis XVI in 1788? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the situation in France in the late 1780s? 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 system of taxation.'
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 defeat of Germany on the Western Front. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing German soldiers captured on the Western Front during the Battle of Amiens, August 1918.



Source B: From the memoirs of a German soldier who is describing life on the Western Front in June 1918.

There had been no breakthrough. The physical exhaustion of most men was so great that they could not fire their rifles. They let themselves be wiped out almost without caring or moving. We were glad if the ration carts got up to us at night – then the men and horses would be able to eat enough to keep them going for the next twenty-four hours. There was looting. I saw men carrying hens under their arms, men wearing top hats, men carrying wine bottles, men who could hardly walk.

Source C: From a history of the First World War, written by Ludendorff in 1920.

He was the German commander on the Western Front and is describing the situation in June 1918.

It was certainly discouraging that our great attacks had not forced a decision, that there was no breakthrough. Disappointment had come; it was impossible in this World War to gloss over that. There was a fall in army morale. During our offensives, new American reinforcements had arrived and they became the deciding factor on the Western Front.

Source D: From a history of Britain, published in 2010.

The German soldiers were exhausted after the offensives of March–July 1918 and had a much greater area to defend. The Allies were constantly reinforced by the arrival of fresh American troops which greatly increased the morale of British and French soldiers. This, together with the unified command under Foch and the effective use of tanks, brought success in the Allied drive for victory. Moreover, the German war effort had been seriously disrupted by the effects of the British naval blockade.

Study Source A.

- (a) What can you learn from Source A about the War on the Western Front in August 1918? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the War on the Western Front in June 1918? (7)

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

- (c) 'The main cause of the defeat of Germany in 1918 was the failure of the Ludendorff offensives.'
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 the February Revolution. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing soldiers who had joined demonstrations against the Tsar, 27 February 1917. They are carrying a flag with the slogan 'Down with the monarchy'.



Source B: From a report by the *Okhrana*, the Russian secret police, January 1917, to the Tsar, about the situation in Petrograd.

The workers in the capital are on the verge of despair. This is due to time wasted waiting in queues hoping for food to arrive. Despair is also caused by the increasing death rate. This is brought about by an inadequate diet and cold and dampness as a result of the lack of coal and firewood. The mass of industrial workers are quite ready to take part in a hunger riot. They show an openly hostile attitude towards the government and they complain about the continuation of the war.

Source C: From *The History of the Russian Revolution* by Leon Trotsky, published in 1930.

One half of the industrial workers of Petrograd were on strike on the 24 February 1917. The workers came to the factories in the morning but instead of going to work they held meetings. Then they took part in demonstrations in the city centre. The slogan 'Bread!' was drowned out by louder slogans 'Down with monarchy!' 'Down with the war!' Working men and women exchanged friendly words with groups of soldiers.

Source D: From a modern world history, published in 1999.

By early 1917, the Tsar, who was at the war front, had lost all support. The government was incompetent, the army faced defeat, with desertions commonplace. There was growing opposition to the war. Workers in the capital, Petrograd, were struggling to survive on insufficient food and pay and strikes were common. In the third week of February 1917, a particularly severe wave of strikes hit Petrograd. On 26 February, Tsar Nicholas II ordered the army to restore order but many soldiers refused and deserted.

Study Source A.

- (a) What can you learn from Source A about Russia in February 1917? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the situation in Petrograd in early 1917? Explain your answer. (7)

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

- (c) 'The main cause of the February Revolution was opposition to the war.'
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 mass production and the stock market boom of the 1920s. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of a street in a town in the state of Texas in the early 1920s.



Source B: From an article *What's Happening in Wall Street?* by an American economist, December 1928.

Many multi-millionaires have been made and companies have also benefitted due to the unheard of rise in certain individual stocks. Twenty well-known stocks have increased from 600 to 6,000 per cent during the last ten years. Our outstanding motor company heads the list with a 6,493 per cent increase. No wonder our nation has gone mad about the stock market.

Source C: From a speech by an American banker in 1928.

Many are making fortunes buying shares on the stock market. However, the value of shares looks dangerously high to me. This rise in the stock market has been going on for a long time and, although prices have slipped recently, they might slip a good deal more. Business is not too good. I'd wait a while and see what happens.

Source D: From a history of the USA, published in 2009.

The economic boom in the USA was due to a number of factors including the availability of a cheap labour force and the impact of the First World War. The economic boom was encouraged by the policies of the Republican governments of the 1920s and the growth of the stock market. The car industry also helped economic growth by leading the way in technological change.

Study Source A.

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

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the stock market boom of the 1920s? Explain your answer. (7)

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

- (c) 'The main cause of the economic boom of the 1920s was the growth of the stock market'

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 the British decision to partition India. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A cartoon of May 1947 from a British newspaper. It shows the figure of Gandhi at the spinning wheel and a group of protestors holding placards.



Source B: From a broadcast by Lord Mountbatten, Viceroy of India, to the people of India, June 1947.

First of all in my discussions I urged the political leaders to accept the Cabinet Mission plan of May 16, 1946. To my great regret it has been impossible to reach agreement either on the Cabinet Mission plan or on any other plan that would preserve the unity of India. But there can be no question of forcing any large areas in which one community has a majority to live against their will under a Government in which another community has a majority – and the only alternative to the use of force is partition.

Source C: From *The Last Years of British India*, published in 1963. The author was in India in 1947.

I listened to men who were not only talking of war but actively preparing for it. I saw armouries full of weapons. There was no doubt that partition meant that fewer would die. There was no alternative that would have guaranteed peace. Mountbatten made his choice and history will remember him for the speed with which he carried out his decision. India had already entered the shadow of violence, and its only hope was for independence to be introduced as quickly as possible.

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

After the war, Britain could no longer afford to hold on to its empire. The new Labour Prime Minister, Clement Attlee, had promised to offer India independence. The problem was that the Muslim League wanted a country of its own. As the leaders of the League and Congress squabbled, terrible violence broke out between Hindu and Muslim with 5,000 Muslims killed in Calcutta in 1946. Mountbatten, who believed partition was the only solution, was appointed as Viceroy in February 1947. He brought forward the date of independence to August 1947.

Study Source A.

- (a) What can you learn from Source A about the situation in India in 1947? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the decision to partition India? Explain your answer. (7)

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

- (c) 'The main cause of the partition of India was the appointment of Mountbatten as Viceroy of India.'

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 the growth of opposition in East Germany in 1989 and the pulling down of the Berlin Wall. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing a demonstration in Leipzig on 9 October 1989. Some of the banners said 'Freedom!' and 'One Germany!'



Source B: From an interview with Mikhail Gorbachev in 2009 about his visit to East Germany in October 1989.

I saw the growth of opposition myself which ended with the pulling down of the Berlin Wall. On October 7, 1989, I was reviewing a parade in East Germany with Honecker, the head of Government. Groups from twenty-eight different regions of East Germany were marching by with slogans on banners talking about *perestroika*, democracy and change. They were saying, 'Gorbachev, stay in our country'. I think things might have been different if Honecker had not been so stubborn and had been more prepared to introduce democratic changes.

Source C: From an article in a US magazine, *Making Revolution: The Rebirth of East German Socialism*, published on 21 November 1989.

All that has been achieved – the dismissal of the old Politburo (the Communist Party leadership) and the pulling down of the Berlin Wall – was the result of direct, peaceful, mass action on a gigantic scale. During the three days of November 4, 5, and 6, two million people demonstrated on the streets of Berlin. Petitions urging the removal of the Politburo circulated, not in universities, but in factories. These petitions were backed by the threat of a strike.

Source D: From a history of the Cold War, published in 2009.

In May 1989, Hungary opened its borders to Austria, creating a way for East Germans to move to West Germany. Demonstrations occurred in East Germany and there were calls for changes to the system of government. Gorbachev's visit to East Germany in October 1989 encouraged even larger demonstrations. Honecker refused to accept Gorbachev's advice to reform. On 9 November, the East German government announced the opening of the border crossings into West Germany. The people began to pull down the Berlin Wall.

Study Source A.

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

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the situation in East Germany in 1989? Explain your answer. (7)

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

- (c) 'The main cause of the pulling down of the Berlin Wall was the peaceful demonstrations of 1989'.

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.

Napoleon never realised the problems faced by his commanders in the Peninsular Campaign. Transport was very difficult, food was in short supply, and the Spanish people violently opposed the French occupiers. Unable to defeat the French in open battle, the Spanish turned to savage guerrilla warfare against the invaders. This diverted tens of thousands of French troops away from military operations to guard lines of communication.

- (a) What does this Source tell us about Napoleon's Peninsular Campaign? (3)
- (b) Explain the key features of **either** the Battle of Ulm (1805) **or** the Russian Campaign (1812). (7)
- (c) How far did land and sea 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 Crimean War, 1854–56
- Developments in surface vessels

(15)

(Total for Question B1 = 25 marks)

B2: Changes in medicine, c1845–c1945

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

Lister used a solution of carbolic acid to clean wounds, equipment and bandages. In 1867, he announced that his wards had been free from sepsis for nine months. In 1877, he moved to King's College Hospital in London, where he carried out an operation on a kneecap under antiseptic conditions. This operation was widely publicised and other surgeons began to copy his methods. Lister also introduced the use of catgut for stitches to sew wounds. This could be sterilised, which reduced the risk of infection.

- (a) What does this Source tell us about the work of Lister? (3)
- (b) Explain the key features of the work of **either** Florence Nightingale **or** Alexander Fleming. (7)
- (c) How far did public health provision change in the years 1845–1900?

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

- The public health work of Snow
- Changes in the later nineteenth century

(15)

(Total for Question B2 = 25 marks)

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

Source: From a history of international relations, published in 2011.

China immediately asked the League of Nations for help against Japanese aggression in Manchuria. The League condemned Japan's actions and ordered the withdrawal of Japanese troops. This was ignored and the League did not impose economic sanctions on the Japanese. Instead, the League set up a commission led by Lord Lytton. The Commission took a year to investigate and issued its report in September 1932, by which time the invasion and occupation of Manchuria had been completed by Japan.

- (a) What does this Source tell us about the actions of the League of Nations during the Manchurian Crisis? (3)
- (b) Explain the key features of the work of **either** the League's Mandates Commission **or** the UN's Educational, Scientific and Cultural Organisation (UNESCO). (7)
- (c) How far did the organisation of the League and the UN change in the years 1919–2000?

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

- The General Assemblies
- Membership of the League and the UN

(15)

(Total for Question B3 = 25 marks)

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

Source: From a history of international relations, 1914–95, published in 1997.

Tension between Jews and Palestinians grew in the 1920s and there were several clashes which resulted in many deaths. The Jews set up their defence group, called the *Haganah*, because they felt that the British were unable to keep order. Jewish immigration increased after 1933 and the Palestinians feared that one day soon they would be outnumbered. This fear led to the Arab Revolt of 1936–39 during which almost 2,000 people were killed. The Jews set up another defence group called *Irgun Zvai Leumi*.

- (a) What does this Source tell us about clashes between Jews and Palestinians in the 1920s and 1930s? (3)
- (b) Explain the key features of **either** Jewish terrorist activities, 1945–47, **or** the Arab-Israeli War of 1948–49. (7)
- (c) How far did relations between Israel and its neighbours change in the years 1956–79?

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

- The Suez Crisis, 1956
- The War of Yom Kippur, 1973

(15)

(Total for Question B4 = 25 marks)

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

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

In economic matters, Deng wanted technical and financial help from the West in order to modernise industry and agriculture. Loans were accepted from foreign governments and banks. In 1980, China joined the International Monetary Fund and the World Bank. In agriculture, state farms were given more control over planning. Bonuses and profit-sharing schemes were encouraged. The state paid higher prices to the communes to stimulate efficiency and output.

- (a) What does this Source tell us about economic changes under Deng? (3)
- (b) Explain the key features of **either** the achievements of Sun Yat-Sen **or** the Democracy Movement (1978–79). (7)
- (c) How far did support for Mao and the Chinese Communist Party (CCP) change in the years 1921–70?

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

- The early Communist Party, 1921–35
- The Cultural Revolution, 1966–70

(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 2005.

In Uganda, independence was delayed for a time by tribal squabbles. The ruler (known as the Kabaka) of the Buganda area objected to the introduction of democracy. Eventually a solution was found in a federal constitution which allowed the Kabaka to retain some powers in Buganda. Uganda itself became independent in 1962 with Dr Milton Obote as its first Prime Minister.

- (a) What does this Source tell us about the independence movement in Uganda? (3)
- (b) Explain the key features of the changes in South Africa introduced by **either** President P W Botha **or** President F W de Klerk. (7)
- (c) How far did independence bring about change in East and West Africa in the period c1955–c1980?

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

- Tanzania
- Ghana

(15)

(Total for Question B6 = 25 marks)

B7: The changing nature of warfare, c1936–c2003

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

The theory of Mutually Assured Destruction (MAD) was developed in the early 1960s when both Superpowers had hundreds of nuclear missiles pointed at each other. Both sides had enough missiles to destroy each other many times over. On each side the theory was that such weapons made them more secure. The enemy would not dare attack first because it knew that, if it did, the other would strike back and, it too, would be destroyed. So having nuclear weapons deterred the other side from attacking first.

- (a) What does this Source tell us about the theory of Mutually Assured Destruction? (3)
- (b) Explain the key features of **either** the Battle of the Bulge (1944–45) **or** guerrilla warfare. (7)
- (c) How far did aerial warfare change in the years 1939–91?

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

- The Battle of Britain and the Blitz
- The Arab-Israeli War, 1967

(15)

(Total for Question B7 = 25 marks)

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

BLANK PAGE

BLANK PAGE

Pearson Education Ltd. gratefully acknowledges the following sources used in the preparation of this paper:
Source A1/B: <http://www.thenagain.info/Classes/Sources/Young.html>
Source A2/D: Steve Waugh and John Wright, '*GCSE Modern World History for Edexcel: War and the Transformation of British Society 1903-28*' © Hodder Education 2010
Source A3/C: Extract from *Russia and the USSR 1900-1995* by Ricahrd Radway (Nelson Thornes, 1996) reprinted by permission of the publishers, Oxford University Press.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.