

Pearson Edexcel International GCSE

Wednesday 07 June 2023

Afternoon (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.

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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 Triple Entente **OR** life in the trenches.

(6)

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

Source A: From a report in an English newspaper on the sinking of the Lusitania, 10 May 1915.

The world has reacted with horror to the loss of life on the Lusitania but, in Germany, the people are delighted. Germany justifies the sinking as part of its submarine blockade of Britain. German newspapers also claim that the Lusitania was fitted with guns, but this is false. Though the British government had the right to use the Lusitania for the purposes of war, it did not do so. The Lusitania was an unarmed passenger vessel.

Source B: From a statement issued by the German Government about the sinking of the Lusitania, 28 May 1915.

Germany sank the Lusitania in self-defence to protect the lives of our armed forces. The Lusitania was built using money from the British government so it could be used during a war. On a previous trip, the Lusitania had Canadian troops on board. On its last trip, it was certainly fitted with heavy guns when it left New York. The Lusitania sank so quickly because its cargo of ammunition exploded when struck by the torpedo.

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

Explain your answer.

(8)



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

Extract C: From an article on the sinking of the Lusitania, published in 2020.

The Lusitania sank killing 1198 people, including many women and children. Few had believed that Germany would attack a passenger liner, especially one carrying so many Americans.

However, Germany was justified in sinking the Lusitania. The Germans knew they had to prevent Britain from receiving supplies from abroad if they were going to win the war. Also, the British Navy ignored Germany's warnings that U-boats posed an extreme danger to the liner. The Navy did not ask the Lusitania to change course or provide it with a naval escort.

Extract C suggests that Germany was justified in sinking the Lusitania.

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 Bolshevik takeover **OR** the opposition to the NEP.

(6)

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

Source A: From the speech made by Tsar Nicholas II at the opening of the first *duma*, April 1906.

I welcome you as the elected representatives of the Russian people. We all believe in a brilliant future for Russia.

Difficult tasks now await you, but I am convinced that you will devote all your strength to serving Russia and improving the nation's wellbeing. Take seriously the work that I have set you. Justify the faith which I, and the people, have placed in you.

May God be with us in our efforts.

Source B: From the decree issued by Tsar Nicholas II dismissing the second *duma*, June 1907.

This *duma* was called to help establish peace and good government in Russia. To my dismay, a substantial number of representatives have not met my expectations. I expected members of the *duma* to follow the path that I indicated. Instead, many members did not carry out their work with honesty. They intended to make trouble and arouse mistrust among the people. Therefore, a new *duma* will be called in November this year.

How far does Source A support the evidence of Source B about Tsar Nicholas II's relationship with the *dumas*?

Explain your answer.

(8)



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

Extract C: From a history of Russia, published in 2008.

After the criticism of the Tsar in the first two *dumas*, Stolypin ensured that only the richest could vote in elections for the later *dumas*. Therefore, most reformers were not elected and there was little criticism of the government.

Even so, the creation of a *duma* did help improve the way Russia was governed. The *duma* offered a major platform for political debate. Although the *duma* did not always succeed in influencing the Tsar or pushing through reforms, its debates were reported in the newspapers. This gave political parties the opportunity to influence public opinion.

Extract C suggests that the creation of the *duma* helped to improve the way Russia was governed.

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 Palmer Raids **OR** Hoovervilles.

(6)

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

Source A: From an interview with a woman who lived in the USA during the 1920s, published in 2013.

Life in our own ordinary house was greatly improved during the Roaring Twenties. Additions to our living room included a radio, a record-player and a piano. I remember my sisters dancing the Charleston.

Not everybody did so well. The local company that built my father's car by hand was put out of business by Ford and mass production. Many people suffered poverty even before the Wall St Crash. My father's death brought my own family's prosperity to an end.

Source B: From a book about the US economy written in 1927.

An ordinary American has a life similar to the privileged classes everywhere else in the world. In the USA, the use of the telephone is widespread. The ownership of radios is growing massively. In 1925, US citizens owned 81 per cent of all the automobiles in the world – 16 per cent of Americans owned a car, compared to only 2 per cent of people in Britain. The USA consumes almost 75 per cent of all gasoline in the world and 67 per cent of all silk.

How far does Source A support the evidence of Source B about life 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 Roaring Twenties in the USA, published in 2020.

In the 1920s, the USA became the first major consumer society. Mass production meant vast quantities of cheap products were available from stores and mail-order firms. Demand for goods rose by 20 per cent. Unemployment fell by 67 per cent and rising prosperity led to the construction of more schools and hospitals.

However, many Americans did not share in the prosperity of the Roaring Twenties. For these people, the 1920s was a decade of poverty. More than 60 per cent of US citizens lived in poverty, particularly farmers, immigrants and black Americans.

Extract C suggests that many Americans did not share in the prosperity of the Roaring Twenties.

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 Strategic Hamlet Programme **OR** the role of General Westmoreland.

(6)

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

Source A: From a speech made by President Richard Nixon, 23 January 1973. Here he is describing the Paris peace talks.

Throughout these negotiations, I insisted on peace with honour. In the agreed settlement, all the conditions I demanded have been met. The Vietnamese people have been guaranteed the right to decide their own future.

The President of South Vietnam fully supports this agreement. Let us be proud that America did not agree a peace settlement that betrayed its allies. We will continue to give aid to South Vietnam and support its efforts to settle its problems peacefully.

Source B: From an interview with an American who had been an official in Saigon in 1972, published in 1985.

When I read what had been agreed at the Paris talks, I knew that America was betraying South Vietnam. My South Vietnamese friends said, 'Has your government agreed this? Our lives are finished. Our country is gone.' They knew we had let them down and it badly weakened their confidence and determination.

I knew there would soon be a major North Vietnamese attack and that the South Vietnamese government would collapse.

How far does Source A support the evidence of Source B about the results of the Paris peace talks?

Explain your answer.

(8)



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

Extract C: From a history book on Vietnam, published in 1997.

Nixon assured Americans that, at Paris, his government had negotiated, 'a peace that would last'. North Vietnam now recognised the existence of South Vietnam, and free elections were promised to unite all Vietnam in peace.

However, the Paris agreement led directly to the final defeat of South Vietnam. There was little the USA could do to stop North Vietnam from breaking the agreement. Also, the USA treated the ceasefire as if it was the end of the war. In reality, it gave North Vietnam time to prepare for a final attack.

Extract C suggests that the Paris agreement led directly to the final defeat of South 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** international recognition of the GDR **OR** the collapse of the SED government (1989–90).

(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.

Every year, official celebrations were held in most towns on 1 May, the international day of working people, and on 7 October, the anniversary of the foundation of the GDR.

On both days, party leaders made speeches from platforms. Citizens would march past shouting along with slogans, like 'Hooray for our party and its leaders!', broadcast from loudspeakers. These events were televised and the media claimed that they showed 'the bond' between the people and the SED.

Source B: From an account published in 1991. It was written by a West German after a visit to the GDR.

On 1 May the town was packed. On the main street, party leaders gave speeches. Few listened but the crowds cheered as local workers paraded past.

These workers appeared cheerful and were clearly discussing something amongst themselves. But it wasn't 'socialism in the GDR'. Instead, they were trying to swap goods or exchanging tips on where to buy scarce items. These problems are what the party leaders should have been talking about.

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

Explain your answer.

(8)



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

Extract C: From a history of communist states, published in 2015.

The use of propaganda by the SED was successful in influencing the East German people. All newspapers and television programmes carried the same messages. SED leaders were praised, West Germany was attacked, and important communist anniversaries were publicised.

Increasingly, many East Germans had access to television and radio programmes broadcast from West Germany. They could see for themselves how life in the GDR compared with life in the west. This led East Germans to doubt the propaganda of the SED but this did not mean that they totally disbelieved it.

Extract C suggests that the use of propaganda by the SED was successful in influencing the East German people.

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 Black Americans in the USA before the setting up of the Freedmen’s Bureau in 1865 was different from the position of Black Americans in the USA after the setting up of the Freedmen’s Bureau. (6)
- (b) Explain **TWO** causes of the North setting up a naval blockade of the Southern states in 1861. (8)

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

EITHER

- (c) (i) How significant was the Kansas-Nebraska Act in the changing relationship between the states of the USA in the years 1787–1861?

You may use the following in your answer:

- the Connecticut Compromise (1787)
- the Kansas-Nebraska Act (1854).

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

OR

- (ii) How significant was the Indian Removal Act in overcoming the problems posed by Westward expansion of the USA in the years 1803–50?

You may use the following in your answer:

- the Indian Removal Act (1830)
- Mexican opposition.

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 surgery in 1848 was different from surgery in 1875. (6)

(b) Explain **TWO** causes of the problems of medical treatment for soldiers in the First World War. (8)

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

EITHER

(c) (i) How significant was Florence Nightingale in developing the role of women in medicine in the years 1848–75?

You may use the following in your answer:

- Florence Nightingale
- Elizabeth Garrett.

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

(16)

OR

(ii) How far were developments in science and technology responsible for changes in medicine in the years 1920–48?

You may use the following in your answer:

- fighting infection
- the NHS.

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 influence in other countries in 1895 was different from Japan's influence in other countries in 1905. (6)

(b) Explain **TWO** causes of the decline in Japan's economy after 1929. (8)

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

EITHER

(c) (i) How far did Japan modernise in the years 1853–1912?

You may use the following in your answer:

- the Perry Mission (1853)
- reforms under the Meiji.

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

(16)

OR

(ii) How far did relations between Japan and the West change in the years 1919–45?

You may use the following in your answer:

- the Treaty of Versailles (1919)
- Manchukuo.

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 agriculture in China in 1949 was different from agriculture in China in 1963. (6)

(b) Explain **TWO** causes of the Three- and Five-anti Campaigns. (8)

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

EITHER

(c) (i) How far was the Long March the key turning point in the strength of the Chinese Communist Party in the years 1921–54?

You may use the following in your answer:

- the Long March
- Khrushchev’s visit to China (1954).

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

(16)

OR

(ii) In the years 1965–89, how far was the introduction of the one-child policy in 1979 the most significant event in changing the daily lives of Chinese people?

You may use the following in your answer:

- the Cultural Revolution
- the one-child policy.

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 UN's approach to peacekeeping in the Congo (1960–64) was different from the UN's approach to peacekeeping in Namibia (1989). (6)
- (b) Explain **TWO** causes of the success of the League's work with refugees in the years 1919–39. (8)

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

EITHER

- (c) (i) How far did the way the decisions were made by international organisations change in the years 1930–64?

You may use the following in your answer:

- the Assembly
- the Security Council.

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

(16)

OR

- (ii) How far was the Yom Kippur War (1973) the key turning point in the involvement of the UN in the Middle East in the years 1945–85?

You may use the following in your answer:

- the UN Partition Plan (1947)
- the Yom Kippur War (1973).

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 actions of civilian resistance movements in France in the Second World War were similar to guerrilla warfare in the Vietnam War. (6)
- (b) Explain **TWO** causes of the importance of aircraft carriers in the Pacific War in the years 1941–45. (8)

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

EITHER

- (c) (i) How far did aerial warfare change in the years 1939–2000?

You may use the following in your answer:

- the Battle of Britain
- the first Gulf War.

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

(16)

OR

- (ii) How far did guerrilla warfare change in the years 1976–2011?

You may use the following in your answer:

- the war in Afghanistan (1979–89)
- 9/11.

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 war in Lebanon (1982–83) was similar to the Gaza War (2008–09). (6)

(b) Explain **TWO** causes of the success of Shuttle Diplomacy in the years 1973–75. (8)

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

EITHER

(c) (i) How far did terrorism in the Middle East conflict change in the years 1917–56?

You may use the following in your answer:

- Irgun
- the Fedayeen.

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

OR

(16)

(ii) How far was the War of 1948–49 the key turning point in relations between the Arab nations and their Jewish neighbours in the years 1946–73?

You may use the following in your answer:

- the first Arab-Israeli War (1948–49)
- the Six-Day War (1967).

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 the Sexual Offences Act (1967) was different from the treatment of sexual minorities after the Sexual Offences Act (1967). (6)
- (b) Explain **TWO** causes of ethnic tensions in Britain in the 1930s. (8)

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

EITHER

- (c) (i) How significant was the First World War in changing opportunities for women in the period 1914–44?

You may use the following in your answer:

- the First World War
- Butler's Education Act (1944).

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

(16)

OR

- (ii) How far did opportunities for the differently-abled change in the period 1945–2010?

You may use the following in your answer:

- employment
- the Equality Act (2010)

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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Pearson Edexcel International GCSE

Wednesday 07 June 2023

Afternoon (Time: 1 hour 30 minutes)

Paper
reference

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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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