

# Pearson Edexcel International GCSE

Wednesday 07 June 2023

Afternoon (Time: 1 hour 30 minutes)

Paper  
reference

**4HI1/02R**

## 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 ►

P71621A

©2023 Pearson Education Ltd.  
N:1/1/1/1/1/1/



  
Pearson



**BLANK PAGE**



## CONTENTS

### Investigation and Breadth Studies

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

Answer the questions in the Answer Booklet.

#### SECTION A: Historical Investigation

**A1** The origins and course of the First World War, 1905–18

**A2** Russia and the Soviet Union, 1905–24

**A3** The USA, 1918–41

**A4** The Vietnam Conflict, 1945–75

**A5** East Germany, 1958–90

#### SECTION B: Breadth Studies in Change

**B1** America: from new nation to divided union, 1783–1877

**B2** Changes in medicine, c1848–c1948

**B3** Japan in transformation, 1853–1945

**B4** China: conflict, crisis and change, 1900–89

**B5** The changing role of international organisations: the League and the UN, 1919–c2011

**B6** The changing nature of warfare and international conflict, 1919–2011

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

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



## SECTION A: Historical Investigation

Answer ONE question.

You should spend about 45 minutes on this section.

### A1 The origins and course of the First World War, 1905–18

- (a) Describe **TWO** features of **EITHER** deadlock on the Western Front **OR** the German threat to Britain in the North Sea.

(6)

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

**Source A:** From a letter sent by Emperor Franz-Joseph of Austria-Hungary to Kaiser Wilhelm II of Germany, 5 July 1914.

The murder of my poor nephew in Sarajevo was caused by Russian and Serbian nationalism, which aims to weaken the Triple Alliance and destroy my Empire.

The well-organised conspiracy that led to the assassination began in Serbia. Even if it cannot be proved that the Serbian government was directly responsible, its policies encourage crimes of this sort. Therefore, my government will take action to reduce Serbia's influence in the Balkans.

**Source B:** From a report by an Austrian official to the Austro-Hungarian government, 13 July 1914. The official had been sent to Serbia to investigate the assassination at Sarajevo.

My investigation shows that the Serbian government itself was not responsible for planning the assassination, nor did it assist in the preparation of the plot or supply weapons to the assassins.

If our government still wishes to take action against Serbia, all we can do is demand the punishment of the Serbian border guards who helped to smuggle the assassins and their weapons into Bosnia. Also, we should insist that Serbia punishes those in the Serbian army and intelligence services who encouraged the plot.

How far does Source A support the evidence of Source B about the assassination at Sarajevo?

Explain your answer.

(8)



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

**Extract C:** From an article on the outbreak of the First World War, published in 2014.

The assassination has been described as the spark that ignited a conflict in a continent already full of international tensions. It triggered the 'July Crisis' that ended with the outbreak of war in August 1914.

However, a general war could still have been avoided after the assassination. Though some Austrians welcomed the prospect of a war against Serbia, many politicians worked desperately throughout July to end the crisis. Until the last minute, few people believed that the assassination would lead to the war that killed millions.

Extract C suggests that a general war could still have been avoided after the assassination at Sarajevo.

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 setting up of the Provisional Government **OR** the July Days.

(6)

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

**Source A:** From a report in a newspaper on the Kronstadt Naval Mutiny, 15 March 1921.

The mutiny against the government is still continuing. The leaders of the mutiny do not fear that government forces will succeed in cutting them off and starving them into submission. However, they have complained about bombs being dropped on Kronstadt by government planes, killing women and children.

Lenin has no fear of the Kronstadt uprising, calling it a 'very minor incident' and 'simply discontent among some very foolish sailors.'

**Source B:** From the memoirs of a Bolshevik, published in 1951. He was present in Petrograd at the time of the Kronstadt Naval Mutiny in 1921.

The final government attack on the Kronstadt mutineers began on 17 March. The mutineers, without experienced officers, did not know how to use their artillery. Some fled abroad but others put up a furious resistance to government forces. They died shouting, 'Long live the Revolution!'

Hundreds of defeated sailors were taken away and handed over to the secret police. Many mutineers were shot. These people had been strong supporters of the Bolshevik Revolution. They died for voicing the suffering of the Russian people.

How far does Source A support the evidence of Source B about the Kronstadt Naval Mutiny?

Explain your answer.

(8)



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

**Extract C:** From a twentieth century history book, published in 2014.

There were strikes in Petrograd and other cities in 1921, but the most serious threat to Lenin's government was the mutiny at the Kronstadt naval base. The sailors who refused to obey orders were those who had strongly supported the Bolshevik Revolution in October 1917.

Trotsky sent an army of over 60 000 men to crush the mutineers. Thousands were jailed or executed. The mutiny made Lenin realise that change was necessary. He was forced to abandon War Communism and introduce the New Economic Policy.

Extract C suggests that the Kronstadt Naval Mutiny was a serious threat to Lenin's government.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

**(Total for Question A2 = 30 marks)**

### A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** Prohibition **OR** the Second New Deal.

(6)

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

**Source A:** From a press statement issued by President Hoover in 1931. Here he is responding to demands from his political opponents for the Federal Government to help those suffering as a result of the Great Depression.

The solution for our national problems is self-help. Expecting the Federal Government to provide funds for relief will damage our American way of life. Self-help is the American way. The country will solve its current problems in this American way.

If the time should ever come that self-help cannot prevent hunger and suffering, I will use every resource of Federal Government. But I have faith in the American people that such a day will not come.

**Source B:** From a speech made by Hoover during the 1932 Presidential election. Here Hoover is criticising Roosevelt's plans, if he wins the election, to spend large sums of government money on recovery.

Roosevelt proposes wasteful spending that would destroy the foundations of our existing system of government. But it is this system that has enabled local areas to develop policies that are now bringing back recovery. Employment, agriculture, and business all show the steady, if slow, healing of an enormous wound.

This American system previously brought us prosperity never before seen in history. We should not mess with it but use it to restore the prosperity of our country and our children.

How far does Source A support the evidence of Source B about Hoover's reaction to the Great Depression?

Explain your answer.

(8)





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

**Extract C:** From a modern world history book, published in 2000.

Hoover believed business, not government, would pull the USA out of depression. So, he was prepared to wait for an improvement. But Hoover misjudged how seriously the Great Depression affected people and he finally had to intervene. He encouraged some limited public works programmes and tried to help struggling farmers. However, Hoover was not willing to use the full resources of the government to deal with the Great Depression. Ordinary people thought that he was an uncaring President who had deserted them.

Extract C suggests that Hoover misjudged how seriously the Great Depression affected 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 A3 = 30 marks)**

#### A4 The Vietnam Conflict, 1945–75

- (a) Describe **TWO** features of **EITHER** the aims of the Vietminh in the First Indochina War **OR** the Paris peace talks (1972).

(6)

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

**Source A:** From a speech by President Lyndon B Johnson in June 1966. Here, he is explaining why the USA was increasing its support for South Vietnam.

We Americans have a duty to help the South Vietnamese people whose rights are being threatened by brutal force. North Vietnam is trying to deny them the right to choose their own system of government and to live and work in peace.

Also, if South Vietnam collapses under communist pressure, the rest of Asia will be greatly endangered. The threat to South Vietnam is a threat to peace throughout the world.

**Source B:** From a speech by an American church leader in April 1967.

By increasing our involvement in South Vietnam, all we have done is support governments that are corrupt and undemocratic. Though the USA promises the South Vietnamese people peace, democracy and better lives, they suffer under US bombs. We drive them from their villages and destroy their crops. So far, we may have killed a million people.

The South Vietnamese people now consider the USA, not North Vietnam, as their real enemy.

- (b) How far does Source A support the evidence of Source B about US involvement in the Vietnam War?

Explain your answer.

(8)



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

**Extract C:** From an article on the Vietnam War, published in 2015.

President Johnson made a huge error when deciding to increase the USA's involvement in Vietnam. Vice-president Humphrey opposed it and others advised him that it was an enormous risk. Even Johnson himself said privately, 'I don't think South Vietnam is worth fighting for. This is a terrible thing we're getting ready to do.'

However, the President felt he had had little choice. North Vietnamese troops were entering South Vietnam in large numbers. If he did not act, South Vietnam would soon fall. Johnson believed that this would destroy the USA's attempts to contain the spread of communism worldwide.

Extract C suggests that President Johnson made a huge error in increasing 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 role of Comecon **OR** relations with West Germany (1969–87).

(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. Here she is recalling her childhood in the 1980s.

There was a shortage of homes. People had very long waits for an apartment in a *Plattenbau* – concrete blocks of flats, built at speed, to supply homes for young people.

Many adults still had to live with their parents. My mother searched for an apartment for three years without success. We had to live with my grandparents in an older property, which had only a coal heater. We had to carry coal up to the 4th floor every day in winter.

**Source B:** From a speech made by Erich Honecker to the SED Party Congress in April 1986.

In the last fifteen years, we have built 2.4 million new, modern apartments. This has helped improve the lives of over 7 million citizens. In line with our socialist aims, two-thirds of all newly-built housing has been allocated to workers. One in four new apartments went to young, married couples.

Since 1971, we have spent 260 billion marks on our housing programme – this is ten per cent of the GDR's national income!

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

Explain your answer.

(8)

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

**Extract C:** From a history book on East Germany, published in 2015.

Honecker's housing programme had some successes. It exceeded the targets set for constructing new houses, and some new housing estates included health and childcare centres, and sporting facilities.

However, the SED failed to solve East Germany's housing problem. The quality of new housing was a major issue, especially in the *Plattenbau* estates. Party officials were able to jump the queues for new apartments. Also, the housing shortage continued – many divorces were caused by young couples being forced to live with their parents.

Extract C suggests that the SED failed to solve East Germany's housing problem.

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 in 1865 was similar to the position of black Americans in the USA in 1877. (6)
- (b) Explain **TWO** causes of discontent with the Supreme Court's decision in the Dred Scott case (1857). (8)

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

**EITHER**

- (c) (i) How far did disagreements over the Constitution change in the years 1783–1809?

You may use the following in your answer:

- the Constitutional Convention (1787)
- Jefferson's presidency.

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

(16)

**OR**

- (ii) How far was government policy the main reason for Westward expansion in the years 1803–49?

You may use the following in your answer:

- the Indian Removal Act (1830)
- the California Gold Rush (1849).

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 role of women in medical care in 1875 was different from the role of women in medical care in the First World War. (6)

(b) Explain **TWO** causes of the improvements in surgery in the years 1848–75. (8)

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

**EITHER**

(c) (i) How significant was the role of government in improving public health provision in the years 1860–1905?

You may use the following in your answer:

- the Public Health Act (1875)
- the work of Koch.

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

(16)

**OR**

(ii) How significant was warfare in bringing about changes in surgery in the years 1905–48?

You may use the following in your answer:

- x-rays
- the Second World War.

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

(16)

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



### B3 Japan in transformation, 1853–1945

- (a) Explain **TWO** ways in which Japan's society in 1929 was different from Japan's society in 1937. (6)
- (b) Explain **TWO** causes of Japan's worsening relations with the League of Nations in the 1930s. (8)

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

#### EITHER

- (c) (i) How far did Japan make progress towards becoming a world power in the years 1894–1919?

You may use the following in your answer:

- the Sino-Japanese War (1894–95)
- the Versailles Treaty (1919).

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

(16)

#### OR

- (c) (ii) How far did the way Japan was governed change in the years 1912–38?

You may use the following in your answer:

- the Taisho Democracy (1912)
- Konoe's New Order (1938).

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 Mao's position in China before the Cultural Revolution was different from Mao's position in China in 1969 at the height of the Cultural Revolution. (6)
- (b) Explain **TWO** causes of Mao's introduction of the Hundred Flowers Campaign. (8)

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

**EITHER**

- (c) (i) How far did the way China was governed change in the years 1911–49?

You may use the following in your answer:

- the 1911 Revolution
- the end of the Civil War (1949).

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

(16)

**OR**

- (ii) How far were Deng's reforms the most important change in China's industry in the years 1952–89?

You may use the following in your answer:

- the first Five-year Plan (1952–57)
- changes to industry under Deng.

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 approach of the League to promoting health was different from the approach of the UN to promoting health. (6)
- (b) Explain **TWO** causes of UN involvement in the Middle East in the years 1967–73. (8)

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

**EITHER**

- (c) (i) How significant was the membership of the League in weakening its ability to maintain peace in the years 1919–39?

You may use the following in your answer:

- USA
- Manchuria (1931–33).

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

(16)

**OR**

- (ii) In the years 1989–2011, how significant was the war in Bosnia in changing the ways in which the UN kept peace?

You may use the following in your answer:

- the war in Bosnia (1992–95)
- the war in Sudan (2005–11).

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 air warfare during the Italian invasion of Abyssinia (1935–36) was different from air warfare in the Arab-Israeli Six-Day War (1967). (6)
- (b) Explain **TWO** causes of the effectiveness of U-Boats in the Atlantic in the Second World War. (8)

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

**EITHER**

- (c) (i) How far did sea warfare change in the years 1976–2011?

You may use the following in your answer:

- the Falklands War (1982)
- the Second Gulf War (2003).

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

(16)

**OR**

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

You may use the following in your answer:

- missiles
- drones.

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 position of the PLO in the war in Lebanon (1982–83) was different from the position of the PLO after the first Intifada. (6)

(b) Explain **TWO** causes of clashes between Jews and Palestinians in the 1930s. (8)

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

**EITHER**

(c) (i) How far was the UN Partition Plan (1947) the key turning point in international involvement in the Middle East in the years 1947–78?

You may use the following in your answer:

- the UN Partition Plan (1947)
- the Camp David Accords (1978).

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

(16)

**OR**

(ii) How far were the Oslo Peace Accords (1993) the key turning point in the search for peace in the Middle East in the years 1988–2012?

You may use the following in your answer:

- the Oslo Peace Accords (1993)
- the Roadmap for Peace (2003).

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 people from the Commonwealth wishing to work in Britain before 1962 was different from the position of people from the Commonwealth wishing to work in Britain after 1962. (6)
- (b) Explain **TWO** causes of Dr Ludwig Guttmann’s decision to create the Stoke Mandeville Games in 1948. (8)

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

**EITHER**

- (c) (i) How far was it government actions that brought about an increase in equality in Britain in the years 1914–45? (16)

You may use the following in your answer:

- extending the vote
- the Second World War.

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

**OR**

- (ii) How significant was feminism in changing opportunities for women in the years 1962–2010?

You may use the following in your answer:

- feminist campaigning
- education.

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**





**BLANK PAGE**



**BLANK PAGE**





**BLANK PAGE**





Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson Edexcel International GCSE

**Wednesday 07 June 2023**

Afternoon (Time: 1 hour 30 minutes)

Paper  
reference

**4HI1/02R**

### 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.

Turn over ►

P71621A

©2023 Pearson Education Ltd.  
N:1/1/1/1/1/1/



  
Pearson



(a) continued

Handwriting practice area with horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA









(c)

Handwriting practice area with horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c) continued) .....

Multiple horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





((c) continued)

Handwriting practice area with horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA













(b)

Handwriting practice area with horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 7 1 6 2 1 A 0 1 5 2 4





(b) continued

Area with horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 7 1 6 2 1 A 0 1 7 2 4



((c)(i) **OR** (c)(ii) continued)

Multiple horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 7 1 6 2 1 A 0 1 9 2 4

((c)(i) OR (c)(ii) continued) .....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c)(i) **OR** (c)(ii) continued)

Handwriting practice area with horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c)(i) **OR** (c)(ii) continued)

Lined writing area consisting of multiple horizontal dotted lines for text entry.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((c)(i) **OR** (c)(ii) continued)

Dotted lines for writing.

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

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 7 1 6 2 1 A 0 2 3 2 4

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**

