

Paper Reference(s) 4HI1/02

Pearson Edexcel International GCSE

History

Level 1/2

Paper 2: Investigation and Breadth Studies

Thursday 6 June 2019 – Afternoon

Time: 1 hour 30 minutes plus your additional time allowance

**QUESTIONS, SOURCES AND EXTRACTS
BOOKLET**

**DO NOT RETURN THIS
QUESTIONS, SOURCES AND
EXTRACTS BOOKLET WITH THE
QUESTION PAPER.**

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 study 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
(Turn over)

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 Alliance OR the Bosnian Crisis (1908–09). (6 marks)**
- (b) Study Sources A and B, then answer the question that follows.**

Source A: From a report on the Battle of Jutland issued by the British navy on 31 May 1916.

Our losses were heavy. Six cruisers were sunk and another was abandoned. Five destroyers were lost and six others are still missing. However, the German fleet avoided prolonged battle. When our main forces appeared, their fleet returned to port, though not before being severely damaged. The exact number of their ships that were sunk is not yet known but must have been large.

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(Turn over)

Source B: From speeches about the Battle of Jutland made in the German parliament on 3 June 1916.

An Admiral stated, 'The result of the fighting is a significant success for our forces against a much stronger enemy.'

Another speaker said, 'This battle between our navy and the best of the English fleet is a great and splendid success. Several of our ships and many brave sailors have been lost. But the enemy losses are several times greater. This proves that our fleet is able to face a superior British force and gain a victory.'

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

Explain your answer. (8 marks)

(Question continues on next page)

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

Extract C: From Europe 1870–1991, published in 2000.

The British enjoyed naval supremacy for most of the war. This enabled allied troops to be transported easily and made possible the crippling blockade of the German coast. After Jutland, the only major naval battle of the conflict, both sides claimed victory. The German fleet demonstrated superior gunnery and ship design but did not really pose a threat. Only the complete destruction of the British fleet would have allowed Germany to win the war. This they failed to achieve.

Extract C suggests that the German navy did not pose a threat to Britain in the First World War.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer. (16 marks)

(TOTAL FOR QUESTION A1 = 30 MARKS)

(Questions continue on next page)

(Turn over)

A2 Russia and the Soviet Union, 1905–24

(a) Describe TWO features of EITHER the Potemkin Mutiny OR the influence of Rasputin. (6 marks)

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

Source A: From an appeal for support made to the Russian people by General Kornilov in August 1917.

The Provisional Government, under pressure from the Bolsheviks, is assisting the German army by its actions. In such awful times, I am being forced to remove the Government to save our dying land. I declare that I desire nothing for myself other than the salvation of Russia. I promise to lead the country to victory over the Germans. After this, I promise to have elections, so that the Russian people can decide their own political future.

(Continues on next page)

Source B: From the memoirs of Alexander Kerensky, the Russian Prime Minister at the time of the Kornilov Revolt, published in 1927.

When I appointed Kornilov to lead the army I trusted that he would stay out of politics. But this did not happen. I tried to convince him that any attempt to reverse the results of the February Revolution would fail and only help the Germans. However, a plot was already underway, encouraged by the rich and powerful. Kornilov had decided to overthrow the Provisional Government by force and establish a personal dictatorship.

How far does Source A support the evidence of Source B about the reasons for the Kornilov Revolt?

Explain your answer. (8 marks)

(Question continues on next page)

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

Extract C: From Russia 1881–1924, published in 2005.

The overthrow of the Provisional Government was due mainly to the actions of the Bolsheviks. These revolutionaries were utterly self-confident and determined to defeat all other parties and ideas. Certainly, the Provisional Government was in a troubled position from the start. It was unsure of its own authority and it had no choice other than to continue with the war. However, the ruthlessness of the Bolsheviks meant that no person or party could govern Russia effectively without overcoming the challenge of these dedicated revolutionaries.

Extract C suggests that the main reason for the overthrow of the Provisional Government was the actions of the Bolsheviks.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer. (16 marks)

(TOTAL FOR QUESTION A2 = 30 MARKS)

(Questions continue on next page)

(Turn over)

A3 The USA, 1918–41

- (a) Describe TWO features of EITHER mass production OR the Tennessee Valley Authority. (6 marks)
- (b) Study Sources A and B, then answer the question that follows.

Source A: From an article about prohibition in an American magazine published in 1925.

Prohibition has created a criminal business worth hundreds of millions of dollars. It pays no tax, sells illegally-imported or poisoned liquors and harms the morals of young and old. It corrupts politicians and demoralises the police. And everywhere prohibition spreads a contempt for all our laws.

(Continues on next page)

Source B: From an essay with the title 'Prohibition and Respect for the Law'. It was published during the prohibition period.

Much of the misunderstanding about prohibition is caused by the newspapers. There are no headlines about how prohibition has meant that people obey the law more and have greater respect for morality and religion. The vast majority of ordinary people continue to go quietly about their work.

There is an increase in murder, manslaughter, burglary, theft and other crimes, but it was not prohibition that made the people who do these things criminals. They were already criminals who now saw a greater opportunity to make money. So they just shifted from other crimes to bootlegging.

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

Explain your answer. (8 marks)

(Question continues on next page)

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

Extract C: From Modern World History, published in 2000.

Drink had led people to take time off work, causing a fall in production. It also caused social problems at home. Prohibition was intended to prevent alcohol abuse, but it clearly failed. Instead consumption increased in all social groups. Even those close to the president drank alcohol at poker parties held in the White House. Ordinary Americans began to make 'moonshine' and 'bootleggers' smuggled illegal alcohol into the country. It was clear prohibition was not working. It was also doing enormous damage to American society.

Extract C suggests that prohibition did enormous damage to American society.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer. (16 marks)

(TOTAL FOR QUESTION A3 = 30 MARKS)

(Questions continue on next page)

(Turn over)

A4 The Vietnam Conflict, 1945–75

(a) Describe TWO features of EITHER the Gulf of Tonkin Incident (1964) OR the fall of Saigon (1975). (6 marks)

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

Source A: From a report in an American newspaper in March 1966.

More than 50 000 anti-Vietnam demonstrators marched down Fifth Avenue in New York all afternoon yesterday, before going on to cheer speakers at a Central Park rally. The demonstrators were pelted by eggs and occasionally punched. Thousands of spectators had lined the route to heckle the marchers as ‘communists’ and ‘cowards’ and to show their support for President Johnson’s policy in Vietnam.

(Continues on next page)

Source B: From a report in an American newspaper in October 1967. It is describing attempts by anti-war protesters to break into the Pentagon, the headquarters of the US military.

After 20 demonstrators were able to get into an entrance hall, soldiers used their gun butts to force them out. There were spots of blood on the floor. Outside the building, the big crowd surged forward and began throwing protest signs, leaflets, sticks, and at least one rock which crashed through a window. Throughout the afternoon there were violent clashes between small groups of demonstrators and the soldiers. Several protesters were clubbed when they pressed too close to the soldiers or refused to move out of forbidden areas.

How far does Source A support the evidence of Source B about anti-war protests in the USA?

Explain your answer. (8 marks)

(Question continues on next page)

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

Extract C: From Vietnam 1950–75, published in 2010.

The anti-war movement failed to gain the support of most American people. Protesters were easy to label as communists and the majority of Americans thought they were traitors. In 1964, 85% of Americans supported government policy in Vietnam. Even in 1970, polls found that 50% of Americans still approved. There were many enthusiastic supporters of the war. For example, in May 1970 over 200 construction workers were cheered when they attacked a group of peaceful anti-war protesters. President Nixon praised these ‘hard hats’, claiming they were supporting ‘freedom and patriotism’.

Extract C suggests that the anti-war protest movement in the USA failed to gain the support of most American 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 marks)

(TOTAL FOR QUESTION A4 = 30 MARKS)

(Questions continue on next page)

(Turn over)

A5 East Germany, 1958–90

- (a) Describe TWO features of EITHER the New Economic System OR the importance of sport in the GDR. (6 marks)
- (b) Study Sources A and B, then answer the question that follows.

Source A: From an interview in 2014 with a former resident of the GDR. Here she is recalling events that followed the opening of the border between East Germany and West Germany in 1989.

I remember my parents watching the television news in disbelief. Almost overnight, the supermarket shelves filled with Mars Bars*, western newspapers and other wonderful things which had been totally unavailable in the GDR. A few weeks later, our teachers told us there would be no more school on Saturdays as there always had been in the GDR. Soon afterwards we were told that we wouldn't be following the communist school syllabus any more.

*** Mars Bars – a chocolate bar popular in the West**

(Continues on next page)

Source B: From an account written in 2014 by a former resident of the GDR. Here he is describing events that followed the opening of the border between East Germany and West Germany in 1989.

The weekend after the borders opened, we headed for West Berlin. We waited hours at the border because the traffic crossing from East to West was heavy. What struck me about the West was the different colours on the streets. Also the shops were filled with things to buy, unlike in East Germany. Soon after, my parents asked for permission to leave the GDR permanently, a process which would have previously taken years. Now, it took only three weeks.

How far does Source A support the evidence of Source B about the opening of the border between East Germany and West Germany in 1989?

Explain your answer. (8 marks)

(Question continues on next page)

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

Extract C: From Germany Divided and Reunited 1945–91, published in 2009.

In January 1989, Honecker proclaimed that the Berlin Wall would stand for another 100 years. However, Gorbachev's changes in the USSR had encouraged the start of reform in other Eastern bloc states and threatened the GDR's stability. In the summer, thousands of East Germans took the opportunity to 'escape' through Czechoslovakia and Hungary to West Germany. Meanwhile, mass demonstrations in the GDR openly challenged communist rule. When Gorbachev used his influence to prevent Honecker from arresting these protesters, the GDR's long-term problems became much worse and hastened its end.

Extract C suggests that the main reason for the end of the GDR was the actions of Mikhail Gorbachev.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer. (16 marks)

(TOTAL FOR QUESTION A5 = 30 MARKS)

TOTAL FOR SECTION A = 30 MARKS

(Section B begins on next page)

(Turn over)

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 government of the USA before the Connecticut Compromise (1787) was different from the government of the USA after the Connecticut Compromise. (6 marks)**
- (b) Explain TWO causes of the disagreements between Federalists and Anti-federalists in the years 1787–89. (8 marks)**

(Question continues on next page)

EITHER

- (c) (i) How far did the position of black Americans in the USA change in the years 1850–1877? (16 marks)**

You may use the following in your answer:

- the Kansas-Nebraska Act (1854)
- the Freedmen's Bureau (1865).

You MUST also use information of your own.

OR

- (c) (ii) How far was the Civil War (1861–65) the key turning point in relations between the Southern and Northern States of the USA in the years 1850–77? (16 marks)**

You may use the following in your answer:

- the Compromise of 1850
- the Civil War (1861–65).

You MUST also use information of your own.

(TOTAL FOR QUESTION B1 = 30 MARKS)

(Questions continue on next page)

(Turn over)

B2 Changes in medicine, c1848–c1948

- (a) Explain TWO ways in which the role of women in medical care during the First World War was similar to the role of women in medical care during the Second World War. (6 marks)**

- (b) Explain TWO causes of the introduction of the National Health Service (NHS) in 1948. (8 marks)**

(Question continues on next page)

EITHER

- (c) (i) How far were scientific discoveries responsible for changes in public health provision in the years 1848–75? (16 marks)**

You may use the following in your answer:

- **Pasteur's germ theory (1861)**
- **the Public Health Act (1875).**

You MUST also use information of your own.

OR

- (c) (ii) How significant was the work of Robert Koch in improvements in medicine in the years 1860–1914? (16 marks)**

You may use the following in your answer:

- **Robert Koch's work on bacteriology**
- **the magic bullet.**

You MUST also use information of your own.

(TOTAL FOR QUESTION B2 = 30 MARKS)

(Questions continue on next page)

(Turn over)

B3 Japan in transformation, 1853–1945

- (a) Explain TWO ways in which Japanese society in 1867 was different from Japanese society in 1919. (6 marks)**
- (b) Explain TWO causes of unrest in Japan in the years 1919–25. (8 marks)**

(Question continues on next page)

EITHER

- (c) (i) How far did Japan's relations with the West change in the period 1902–45? (16 marks)**

You may use the following in your answer:

- the Anglo-Japanese Alliance (1902)
- relations with the USA in the 1930s.

You MUST also use information of your own.

OR

- (c) (ii) How far did the way in which Japan was governed change in the years 1853–95? (16 marks)**

You may use the following in your answer:

- corruption
- the Meiji Constitution.

You MUST also use information of your own.

(TOTAL FOR QUESTION B3 = 30 MARKS)

(Questions continue on next page)

(Turn over)

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

- (a) Explain TWO ways in which government attitudes towards education under Mao were different from government attitudes towards education under Deng. (6 marks)**

- (b) Explain TWO causes of the Democracy Movement (1979). (8 marks)**

(Question continues on next page)

EITHER

- (c) (i) How significant was the Long March in changing the position of the communists in China in the years 1921–49? (16 marks)**

You may use the following in your answer:

- the Long March (1934–35)
- the war against Japan (1937–45).

You MUST also use information of your own.

OR

- (c) (ii) How far was the Agrarian Reform Law the key turning point in the way agriculture was organised in the years 1949–89? (16 marks)**

You may use the following in your answer:

- the Agrarian Reform Law (1950)
- Deng's agricultural reforms.

You MUST also use information of your own.

(TOTAL FOR QUESTION B4 = 30 MARKS)

(Questions continue on next page)

(Turn over)

**B5 The changing roles of international organisations:
the league and the UN, 1919–c2011**

- (a) Explain TWO ways in which the UN's involvement in the invasion of Iraq in 1991 was different from the UN's involvement in the invasion of Iraq in 2003. (6 marks)**

- (b) Explain TWO causes of the UN's success in Mozambique (1990–94). (8 marks)**

(Question continues on next page)

EITHER

- (c) (i) How far did the Great Powers weaken the international organisations in the years 1930–75? (16 marks)**

You may use the following in your answer:

- the Abyssinia Crisis (1935–36)
- the Korean War (1950–53).

You MUST also use information of your own.

OR

- (c) (ii) How far did the peacekeeping role of the UN change in the years 1975–2011? (16 marks)**

You may use the following in your answer:

- Namibia (1989)
- Bosnia (1992–95).

You MUST also use information of your own.

(TOTAL FOR QUESTION B5 = 30 MARKS)

(Questions continue on next page)

(Turn over)

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

- (a) Explain TWO ways in which Blitzkrieg in Europe (1939–40) was similar to warfare in the Arab-Israeli Six Day War (1967). (6 marks)**
- (b) Explain TWO causes of Allied success against German U-boats in the Atlantic during the Second World War. (8 marks)**

(Question continues on next page)

EITHER

- (c) (i) How far did guerrilla warfare change in the years 1936–88? (16 marks)**

You may use the following in your answer:

- **Spanish Civil War (1936–39)**
- **Afghanistan (1979–88).**

You MUST also use information of your own.

OR

- (c) (ii) How far did developments in technology and communications change warfare in the years 1945–2011? (16 marks)**

You may use the following in your answer:

- **nuclear weapons**
- **the use of drones.**

You MUST also use information of your own.

(TOTAL FOR QUESTION B6 = 30 MARKS)

(Questions continue on next page)

(Turn over)

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

- (a) Explain TWO ways in which the first Intifada (1987) was different from the second Intifada (2000).
(6 marks)**

- (b) Explain TWO causes of the Suez Crisis (1956).
(8 marks)**

(Question continues on next page)

EITHER

- (c) (i) How far did terrorism in the Middle East conflict change in the years 1946–73?
(16 marks)**

You may use the following in your answer:

- the bombing of the King David Hotel (1946)
- the Munich Olympic Games (1972).

You MUST also use information of your own.

OR

- (c) (ii) How far was the Yom Kippur War the key turning point in international involvement in the Middle East in the years 1956–93?
(16 marks)**

You may use the following in your answer:

- the Yom Kippur War (1973)
- the Oslo Peace Accords (1993).

You MUST also use information of your own.

(TOTAL FOR QUESTION B7 = 30 MARKS)

TOTAL FOR SECTION B = 30 MARKS

TOTAL FOR PAPER = 60 MARKS

END