

Pearson Edexcel International GCSE

Thursday 21 November 2024

Morning (Time: 1 hour 30 minutes)

Paper
reference

4WHI2/01

History (Modular)

Level 1/2

UNIT 2: Investigation and Breadth Studies

Questions, Sources and Extracts Booklet

Do not return this Booklet with the Answer Booklet.

Turn over ►

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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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A2 Russia and the Soviet Union, 1905–24

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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** Austro-Serbian rivalry before 1914 **OR** the Battle of Heligoland Bight.

(6)

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

Source A: From a report in a British newspaper. Here it is describing the first day of the Battle of the Somme on 1 July 1916.

Early in the morning, the British army launched a powerful attack. The assault was preceded by a massive artillery bombardment, lasting about an hour and a half.

5

It is too early to give many details, as the fighting is developing in intensity, but British troops have already occupied the German front line. Many prisoners have already been captured by British forces and our casualties have not been heavy.

Source B: From the memoirs of a British journalist, published in 1920. He had witnessed the first day of the Battle of the Somme.

Our artillery launched a huge burst of fire just before dawn. It seemed as though nothing could live under that incredible storm. Yet the Germans, in their deep dugouts, did survive.

5

Most British soldiers got nowhere on that first day. After our barrage had ended and the first men went over the top, they were cut down like grass by German machine-gunners. Many of our best companies of soldiers were almost wiped out and our casualties were shocking.

How far does Source A support the evidence of Source B about the fighting on the first day of the Battle of the Somme?

Explain your answer.

(8)

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

Extract C: From an article on the Battle of the Somme, published in 2023.

The first day of the battle was a disaster for the British army. Its artillery failed to destroy German defences. As a result, many soldiers were unable to get through the German barbed wire. Most British soldiers failed to achieve their objectives, and almost 20 000 men were killed.

5

Some British troops did achieve their targets. The village of Mametz was taken and ground near Thiepval was captured temporarily. These gains came at a high cost but British commanders did learn important lessons for later fighting on the Western Front.

Extract C suggests that the first day of the Battle of the Somme was a disaster for the British army.

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** opposition to the Tsar before 1914 **OR** the achievements of Lenin in the years 1918–24.

(6)

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

Source A: From a report written in July 1917. Here the report is describing events during the July Days.

The demonstrators, joined by German spies, drove through Petrograd in stolen cars using guns to shoot at innocent people. They killed and wounded hundreds, and looted many buildings.

5

These demonstrators were led by members of the Bolshevik Party. They demanded the overthrow of the Provisional Government and the transfer of all power to the Soviets. Their demands failed. This damaged the Bolsheviks, but it also turned public opinion against all supporters of the February Revolution.

Source B: From the memoirs of a journalist. Here he is describing the July Days in 1917.

After three days of considerable violence, troops loyal to the Provisional Government began to restore order in Petrograd. The streets now became filled with people shouting 'Hang the Bolsheviks'.

5

Those people who had joined the uprising were disarmed and the death penalty was reintroduced. Bolshevik newspapers were closed. Fake documents claiming that the Bolsheviks were German agents were given to journalists. Lenin was forced into hiding. All over Petrograd, Bolshevik supporters were assaulted and murdered.

10

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

Explain your answer.

(8)

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

Extract C: From an article on the July Days, published in 2019.

The July Days seriously damaged the Bolsheviks. Though Lenin did not give his full support to the uprising, the Bolsheviks were blamed and, by late July, it looked as if the Bolshevik Party had been destroyed.

However, the Bolsheviks were still called upon to defend Petrograd from Kornilov's attack in August. Many were released from prison and given guns. By September, the Bolsheviks had over 400 000 members and controlled the Petrograd and Moscow Soviets. In October, they were strong enough to overthrow the Provisional Government. 5

Extract C suggests that the July Days seriously damaged 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)

(Total for Question A2 = 30 marks)

A3 The USA, 1918–41

- (a) Describe **TWO** features of **EITHER** government policies towards immigration in the 1920s **OR** the Banking Act (1935).

(6)

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

Source A: From a statement made by President Hoover in July 1932.

Congress has provided money for the so-called Bonus Marchers to return home. Some 5,000 war veterans have taken advantage of this money and have already left Washington. A considerable number of those Marchers still remaining are not war veterans; they are communists and criminals.

5

The Bonus Marchers are being led into violence, which no government can tolerate. To put an end to this rioting, I have asked the Army to help the police to restore order.

Source B: From a report in a US magazine, published in August 1932. Here it is telling the story of one Bonus Marcher.

When war began in 1917, William Hushka sold his shop and joined the US Army. After the war, he was unable to find regular work.

In June 1932, Hushka joined other veterans in marching on Washington. 'I might as well starve there as at home,' he said. Hushka protested outside Congress when it voted against the immediate payment of veterans' bonuses. Last week, he was shot dead by police in the worst violence Washington has seen in years.

5

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

Explain your answer.

(8)

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

Extract C: From an article on the Bonus March, published in 2022.

It was a serious mistake for Hoover to use force against the Marchers. Most Americans were very critical of what he had done. Newspaper photographs showed the war veterans being attacked. One writer commented, 'If the Army has to be used to attack unarmed citizens, America is no longer a free country.' 5

However, some did praise Hoover for acting decisively. Paying the veterans' bonuses would have cost the government over a billion dollars. Also, Hoover was convinced that the Marchers were being influenced by political extremists.

Extract C suggests that President Hoover's decision to use force against the Bonus Marchers was a serious mistake.

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** Ho Chi Minh's policies to unite Vietnam **OR** the Phoenix Programme.

(6)

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

Source A: From the memoirs of a US General who served in Vietnam, published in 1984.

A Search and Destroy operation in a hostile area was a terrifying, risky business for US soldiers. They experienced ambushes and booby traps, and suffered high casualties, often without ever seeing the enemy.

5

Search and Destroy had some success when the Vietcong attacked US positions that were well prepared. But after they discovered US forces had more powerful weapons, they attacked only when they could surprise a US camp that wasn't properly defended, and could not protect itself.

Source B: From the memoirs of a lieutenant in the US infantry, published in 2021. Here he is describing a Search and Destroy operation in Vietnam.

Our mission targeted a Vietcong base. The enemy scattered before we could kill many of them, but we successfully destroyed their camp and supplies.

On our return, one of my soldiers triggered a trip wire on an enemy booby trap. I waited for the blast but the grenade failed to go off. In a couple of heartbeats, I experienced tremendous fear, relief, and then, pure joy!

5

How far does Source A support the evidence of Source B about Search and Destroy?

Explain your answer.

(8)

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

Extract C: From a history of the Vietnam War, published in 2020.

In 1965, the USA began Search and Destroy to 'take the war to the enemy'. However, these operations made US soldiers easy targets for guerrilla attacks because the Vietcong were better suited to jungle warfare than US troops. Search and Destroy also led to a high number of civilian casualties.

5

Search and Destroy operations did have some successes. They were useful for locating enemy positions and killing many communists. Supplies of arms from North Vietnam to the Vietcong were often destroyed. However, overall, Search and Destroy did little to benefit the US war effort.

Extract C suggests that Search and Destroy did little to benefit the US war effort.

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 lives of women in the GDR **OR** opposition to the government in the GDR in the years 1962–87.

(6)

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

Source A: From an article in an East German newspaper, 14 August 1961. Here it is reporting on the building of the Berlin Wall.

Checkpoints have been installed all along our borders, including the border with the Western sectors of Berlin. This is to safeguard peace and protect the citizens of the GDR. These measures were ordered by our government, in agreement with our allies in the Warsaw Pact. 5

A government minister stated: 'We understand that this will create inconvenience for people. But the Western powers and the FRG are to blame.'

Source B: From a speech by Konrad Adenauer, the Prime Minister of the FRG, on 18 August 1961.

Barbed-wire fences have been erected along the border. All routes between East and West Berlin have been blocked. Traffic between them has been brought to a complete standstill. 5

This crisis was begun on orders from the USSR. The new barrier breaks all previous agreements made with the West. It demonstrates clearly that the communists do not have the support of the people. The Wall has really been built just to stop Germans in the East from leaving for freedom in the FRG.

How far does Source A support the evidence of Source B about the construction of the Berlin Wall in August 1961?

Explain your answer.

(8)

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

Extract C: From an article on the Berlin Wall, published in 2022.

Before the Wall, travel from East to West Berlin and back was easy. GDR citizens could see what capitalism offered, like shops full of goods. By restricting access to the West, the Wall reduced criticism of the SED and made the government and economy of the GDR more stable.

5

Certainly, the Wall created problems. It damaged relations between East and West Germany, and raised Cold War tensions. It made East Germany more dependent on the USSR. However, in 1961, the consequences of building the Wall were positive for the GDR.

Extract C suggests that the consequences of building the Berlin Wall were positive for the GDR in 1961.

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 strength of the Union side in the Civil War before the 'March Through Georgia' (1864) was different from the strength of the Union side after the 'March Through Georgia'.

(6)

- (b) Explain **TWO** causes of the passing of the Bill of Rights in 1791.

(8)

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

EITHER

- (c) (i) How significant were agreements between the USA and other countries in overcoming the problems posed by westward expansion in the years 1803–49?

You may use the following in your answer:

- the Louisiana Purchase (1803)
- Native Americans.

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

(16)

OR

- (ii) How far was the Civil War the most significant event in changing the status of black Americans in the years 1850–77?

You may use the following in your answer:

- the Fugitive Slave Act (1850)
- the Civil War (1861–65).

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 local authorities in public health in 1860 was different from their role in 1905. (6)
- (b) Explain **TWO** causes of the lack of progress in the fight against infectious diseases in the years c1848–60. (8)

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

EITHER

- (c) (i) How far were the dangers involved in surgery overcome in the years 1848–1905?

You may use the following in your answer:

- chloroform
- ligatures.

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

(16)

OR

- (ii) How far was the First World War the most important factor in the development of medicine in the years 1905–45?

You may use the following in your answer:

- the First World War
- Florey and Chain.

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 the lives of women in Japan in 1895 were different from their lives in 1931. (6)

(b) Explain **TWO** causes of the replacement of the Tokugawa in the Meiji Restoration (1868). (8)

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

EITHER

(c) (i) How far did Japan's treatment of China change in the years 1894–1945?

You may use the following in your answer:

- the First Sino-Japanese War (1894–95)
- Manchukuo (1931).

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

(16)

OR

(ii) How far did the changes made during the Taisho Democracy have the most significant impact on the way Japan was governed in the years 1912–45?

You may use the following in your answer:

- the Taisho Democracy (1912–26)
- Tenko.

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 China before the late Qing reforms (1902–11) was different from China after the late Qing reforms. (6)

(b) Explain **TWO** causes of the fall of the 'Gang of Four' in 1976. (8)

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

EITHER

(c) (i) How far did challenges to China's government change in the years 1925–49?

You may use the following in your answer:

- the Warlords
- war with Japan (1937–45).

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

(16)

OR

(ii) How far was a greater involvement in China's economic life the most significant change in women's lives in the years 1949–76?

You may use the following in your answer:

- collectivisation
- marriage rights.

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

(16)

(Total for Question B4 = 30 marks)

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

- (a) Explain **TWO** ways in which the membership of the League of Nations, when it was set up in 1920, was different from the membership of the UN, when it was set up in 1945.

(6)

- (b) Explain **TWO** causes of the UN passing resolutions concerning events in the Middle East in the years 1967 and 1973.

(8)

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

EITHER

- (c) (i) How far did international events in the years 1919–53 strengthen the peacekeeping ability of international organisations?

You may use the following in your answer:

- the Greek-Bulgarian War (1925)
- the Korean War (1950–53).

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

(16)

OR

- (ii) How far did the work of the United Nations change in the years 1975–2011?

You may use the following in your answer:

- Namibia (1989)
- 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 warfare in the Middle East during the Six Day War (1967) was similar to warfare in the Middle East during the Yom Kippur War (1973). (6)
- (b) Explain **TWO** causes of the use of guerrilla warfare in the Spanish Civil War (1936–39). (8)

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

EITHER

- (c) (i) How far did developments in technology change warfare in the years 1919–45?

You may use the following in your answer:

- guerrilla warfare
- the atomic bomb.

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

(16)

OR

- (ii) How far do you agree that the most significant development in warfare in the years 1976–2011 was the development of drones?

You may use the following in your answer:

- aircraft carriers
- 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 population of Palestine in 1917 was different from the population of Palestine in 1946.

(6)

- (b) Explain **TWO** causes of Britain leaving Palestine in 1948.

(8)

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

EITHER

- (c) (i) How far was Nasser's nationalisation of the Suez Canal the key turning point in Israel's relationship with its neighbours in the years 1948–73?

You may use the following in your answer:

- the Suez Canal (1956)
- the Munich Olympics (1972).

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

(16)

OR

- (ii) How far did international involvement in the Middle East change in the years 1973–2003?

You may use the following in your answer:

- Shuttle Diplomacy (1973–75)
- 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 attitudes to women in Britain in 1914, before the First World War, were different from attitudes to women in Britain in 1918, after the First World War. (6)
- (b) Explain **TWO** causes of the setting up of the NHS in 1948. (8)

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

EITHER

- (c) (i) How far do you agree that the most significant barrier to reducing discrimination against Commonwealth immigrants in the years 1962–86 was the contribution of Enoch Powell?

You may use the following in your answer:

- Enoch Powell
- government legislation.

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

(16)

OR

- (ii) How far was the work of the National Council for Civil Liberties (Liberty) the main reason why social equality improved in the years 1986–2010?

You may use the following in your answer:

- the National Council for Civil Liberties (Liberty)
- 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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Acknowledgements

A1 Source A taken from: <https://spartacus-educational.com/FWWsomme.htm>

Source B taken from: <https://spartacus-educational.com/FWWsomme.htm>

Extract C taken from: <https://www.iwm.org.uk/history/what-happened-on-the-first-day-of-the-battle-of-the-somme>

A2 Source A taken from: <https://archive.org/details/documentsofrussi027937mbp/page/456/mode/2up>

Source B taken from: <https://spartacus-educational.com/RUSprovisional.htm>

Extract C taken from: <https://alphahistory.com/russianrevolution/july-days/>
<https://alphahistory.com/russianrevolution/july-days/>

A3 Source A taken from: <https://spartacus-educational.com/RUSprovisional.htm>

Source B taken from: <https://spartacus-educational.com/USAbonus.htm>

Extract C taken from: <https://spartacus-educational.com/USAbonus.htm>

A4 Source A taken from: J. Llewellyn et al, "The July days" at Alpha History, <https://alphahistory.com/russianrevolution/july-days/>, 2014

Source B taken from: <https://warstoriesproject.com/just-another-day-in-the-nam/>

Extract C taken from: <https://www.bbc.co.uk/bitesize/guides/z89hg82/revision/4>

A5 Source A taken from: "Maßnahmen zum Schutz des Friedens und zur Sicherung der Deutschen Demokratischen Republik in Kraft" ["Measures for the Protection of Peace and the Safeguarding of the German Democratic Republic Take Effect"], Neues Deutschland, August 14, 1961

Source B taken from: English translation: Berlin (1944-1962), file on Berlin affairs, prepared by A. Molter (Paris: Assemblée de l'Union de l'Europe occidentale, 1962), pp. 44-48. Reprinted on the website: www.ena.lu/mce.cfm [CVCE – Centre Virtuel de la Connaissance sur l'Europe]. This translation was edited by GHDI staf

Extract C taken from: <https://www.bbc.co.uk/bitesize/guides/zyt42p3/revision/3>

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
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Pearson Edexcel International GCSE

Thursday 21 November 2024

Morning (Time: 1 hour 30 minutes)

Paper reference **4WHI2/01**

History (Modular)

Level 1/2

UNIT 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.

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Question A4 ☐ **Question A5** ☐



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TOTAL FOR PAPER = 60 MARKS



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