

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Pearson Edexcel		Centre Number	Candidate Number
International GCSE			
Time 1 hour 30 minutes	Paper reference	4HI1/2B	
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 ►







[illegible]

(b) continued



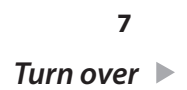
((b) continued)

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

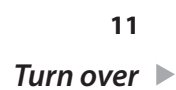
DO NOT WRITE IN THIS AREA



((c) continued)



((c) continued)



((c) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question = 30 marks)

TOTAL FOR SECTION A = 30 MARKS



((a) continued)



((b) continued)

(b) continued



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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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



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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((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)

(Total for Question = 30 marks)

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



P 6 9 3 6 9 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



Pearson Edexcel International GCSE

Time 1 hour 30 minutes

**Paper
reference**

4HI1/2B

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 ►

P69369A

©2021 Pearson Education Ltd.

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

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 Schlieffen Plan **OR** the sinking of the Lusitania.

(6)

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

Source A: From the memoirs of Field Marshal Hindenburg, the head of the German Army. Here he is describing the battle of Amiens on 8 August 1918. The battle of Amiens was the start of the Allied drive to victory.

The first reports I received were serious. They confirmed that the British had broken our lines and penetrated our positions to a surprising depth. Their large squadrons of tanks had met with little resistance from our men.

Wild rumours were beginning to spread in our ranks, many of them about problems at home in Germany. Sick of the hardships of war, some men abandoned their positions. All of this had a demoralising effect. My order to counter-attack could not be carried out.

Source B: From a report on the results of the battle of Amiens, published in a British newspaper on 10 August 1918.

It is a great victory. The German Army has suffered a humiliating defeat and much of its organisation has been destroyed. I do not think that this war has seen before such an extraordinary collapse or such panic among trained soldiers. It is doubtful that the German generals have any kind of control over their own confused men. Despite attempts to rally them, no counter-attack has been attempted.

How far does Source A support the evidence of Source B about the British offensive at Amiens in August 1918?

Explain your answer.

(8)

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

Extract C: From *The Ending of World War One*, a magazine article published in 2011.

Germany signed the Armistice in November 1918 mainly because it had been defeated on the battlefield. When the British attacked in August, it was clear that the German army could no longer win the war. In the following months, the Allied armies made unstoppable progress towards the German border. However, there was already widespread unhappiness within Germany with the Kaiser and the government. This disorder spread and by September, Germany's leaders faced the awful possibility of both military defeat and major unrest at home. By October, Germany was falling apart.

Extract C suggests that Germany signed the Armistice in November 1918 mainly because it had been defeated on the battlefield.

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 1905 Revolution **OR** the abdication of the Tsar.

(6)

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

Source A: From the autobiography of Leon Trotsky, published in 1930. Here he is writing about his reasons for signing the Treaty of Brest-Litovsk.

The terms demanded by Germany were designed to make it impossible for us to agree. We all believed that Germany did not really want to make peace with us. Instead we thought that Germany had already come to an agreement with Britain and France to end their conflict with these two countries. This would then allow these three countries to join together and crush Soviet Russia. Therefore, we had to sign and did so without even re-reading the treaty fully.

Source B: From a resolution passed at the Bolshevik Party Congress in March 1918.

As we have no effective army, and our remaining troops at the front are totally demoralised, we must do whatever is necessary to protect Soviet Russia. At this early stage of the Revolution, it is inevitable that our enemies will seek to attack us, even within the next few days. Therefore, this Congress agrees that we must accept this most humiliating Brest-Litovsk treaty, which the government has recently signed with Germany.

How far does Source A support the evidence of Source B about the signing of the Treaty of Brest-Litovsk in March 1918?

Explain your answer.

(8)

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

Extract C: From an article on the Treaty of Brest-Litovsk, published in 2016.

The Treaty was signed five months after the Decree on Peace and almost a year after Lenin's April Theses. But this peace came at a great cost for Russia. It was forced to surrender vast areas of land including important food-producing areas. The Treaty also created political divisions between the Bolsheviks and their supporters, and within the Bolshevik Party itself. Brest-Litovsk fulfilled Lenin's promises to end the war and delivered peace to the war-weary Russian people, but the Treaty did more harm than good to the Bolsheviks.

Extract C suggests that the Treaty of Brest-Litovsk did more harm than good to 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** the Liberty League **OR** the Wagner Act (1935).

(6)

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

Source A: From an interview with a leading American banker. It was published in an American magazine in August 1929.

Shares prices have risen enormously in recent years because the country's business has prospered. So, if a man saves just \$15 a week, and invests in good shares, after twenty years his shares will be worth at least \$80,000. He will be rich. I strongly believe that, not only can anyone be rich, but they ought to be making themselves rich.

Source B: From an account by the owner of a cafe in South Carolina in 1932. He is describing his experience of the share-buying boom.

All the money I took in my cafe, I put into shares. They went up, so I sold them and bought others. I was borrowing money to buy shares. I had become so interested in shares that my cafe business began to fail. I didn't care because, like everyone else, I was making money by buying shares.

Then my shares began to drop. The bank told me I needed to repay my loans, so I had to sell my cafe at a really low price. I considered killing myself, because I had nothing left.

How far does Source A support the evidence of Source B about the American stock market in the 1920s?

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 1999.

Wall Street attracted dishonest people who gave misleading information to investors who were ready to believe almost anything. Nobody thought it mattered because the share price, even in risky companies, always went up. So, everyone made money. The banks were very keen to lend to small investors to gamble on the stock market. But shares are an investment in a business and should reflect the value of that business. Few people stopped to ask if the shares they were buying were actually worth the money.

Extract C suggests that the Wall Street Crash occurred because investors were 'ready to believe almost anything'.

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 Ho Chi Minh Trail **OR** widening the war in Cambodia and Laos.

(6)

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

Source A: From an interview with a South Vietnamese woman, published in 2001. Here she is recalling events in 1966 and 1967.

I witnessed much cruelty. American soldiers kicked old men, they beat children. Villagers watched as their wives were sexually assaulted in front of them or their husbands tortured. They could not express their anger and hurt to the American soldiers. They couldn't even cry. Some soldiers were nice but most were racist. They hated us because we were different in colour and size. Their insults were often directed at us as a race.

Source B: From evidence given by a former US Navy Lieutenant to the US Senate Foreign Relations Committee in 1971.

Over 150 US veterans, many of them highly praised for their service in Vietnam, have testified that they committed war crimes. They have reported the absolute horror of what the USA's leaders made them do. They have talked of how they had destroyed villages, poisoned food stocks and generally devastated South Vietnam. Most Vietnamese people only wanted to be left alone in peace, without napalm burning their homes.

How far does Source A support the evidence of Source B about the behaviour of US soldiers towards civilians in Vietnam?

Explain your answer.

(8)

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

Extract C: From a newspaper article published in 2017.

The effect of the US Army's presence on the Vietnamese people was mainly positive. The South Vietnamese economy benefitted because it grew to supply the needs of US soldiers. Many Americans committed acts of kindness, such as providing medical care and food to those in need. Thousands of Americans married Vietnamese women. However, most Americans did not understand the country's language, history, religion or politics. Their behaviour led to some South Vietnamese referring to an American 'occupation' of their country.

Extract C suggests that the effect of the US Army's presence on the Vietnamese people was mainly positive.

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 Economic System of Socialism (1968–71)
OR education in the GDR.

(6)

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

Source A: From a report in a West German newspaper, published in August 1961. Here it is describing one of the first attempts to escape across the Berlin Wall.

Yesterday, East German guards shot a man who was trying to cross to West Berlin by swimming across the Teltow canal. By reaching the canal bank, he had already managed to evade the machine gun posts that were guarding the Wall. But as he dived into the canal, they heard him. He was shot in the head and killed. A young East German shouted abuse at the guards. He was arrested immediately.

Source B: From letters written in 1961 by a schoolgirl living in East Berlin.

My parents thought that the building of a proper border in Berlin was a good thing and necessary to keep bad people out of the GDR. But when I tried to defend the Wall in school, my friends were angry and hostile. They complained that they were not allowed to visit the shops in the West any more. One of them shouted that the GDR had become a prison, a dictatorship in which only communist officials lived well.

How far does Source A support the evidence of Source B about the effects on East Berliners of the building of the Berlin Wall?

Explain your answer.

(8)

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

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

The Berlin Wall had a positive impact on the citizens of the GDR in the years 1961–63. Many now accepted life in the GDR and began to work harder to create a successful society. The government was also able to plan its economic policies more effectively because skilled workers could no longer leave. In 1963, the New Economic System promised more attractive career prospects to East Germans. People still tried to escape, however. Families and friends were now divided, and travel between East and West was almost impossible.

Extract C suggests that the building of the Berlin Wall had a positive impact on the citizens of the GDR in the years 1961–63.

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 economy of the Southern States of the USA in the 1850s was different from the economy of the Southern States after the Civil War. (6)
- (b) Explain **TWO** causes of the failure of Grant's Peace Policy towards Native Americans. (8)

EITHER

- (c) (i) How far was opposition from Native Americans the main problem for Westward expansion in the years 1803–49?

You may use the following in your answer:

- opposition from Spain
- opposition from Native Americans.

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

(16)

OR

- (ii) How significant was the Kansas-Nebraska Act in changing relations between Northern States and Southern States in the USA in the years 1850–77?

You may use the following in your answer:

- the Kansas-Nebraska Act (1854)
- the Reconstruction Act (1867).

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 government involvement in public health in 1860 was different from government involvement in public health in 1875. (6)
- (b) Explain **TWO** causes of the dangers in surgery in the years 1848–60. (8)

EITHER

- (c) (i) How significant was warfare in bringing about changes in medicine in the years 1875–1920?

You may use the following in your answer:

- Koch's discoveries
- plastic surgery in the First World War.

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

(16)

OR

- (ii) How far did medical treatment change in the years 1914–48?

You may use the following in your answer:

- the treatment of burns
- penicillin.

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 attitude to the West before the Perry Mission in 1853 was different from Japan's attitude to the West in 1895.

(6)

- (b) Explain **TWO** causes of the decline in the Japanese economy in the 1920s.

(8)

EITHER

- (c) (i) How far was the fall of the Tokugawa the key turning point in the way Japan was governed in the years 1853–1919?

You may use the following in your answer:

- the fall of the Tokugawa (1868)
- the Taisho Democracy (1912).

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

(16)

OR

- (ii) How significant was world Depression from 1929 in changing relations between Japan and the West in the period 1902–37?

You may use the following in your answer:

- the Treaty of Versailles
- world Depression.

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 the attitude of students towards the government during the Cultural Revolution was different from the attitude of students towards the government in 1989.

(6)

- (b) Explain **TWO** causes of the Shanghai Massacres (1927).

(8)

EITHER

- (c) (i) How far was Mao's leadership the reason for the increased strength of the Chinese Communist Party in the years 1921–49?

You may use the following in your answer:

- the Guomindang
- Mao's leadership.

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

(16)

OR

- (ii) How far was Deng's modernisation policy the key turning point in the economic transformation of China in the years 1949–89?

You may use the following in your answer:

- the First Five-year Plan (1953–57)
- Deng's modernisation policy.

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 UN's role in Palestine in 1967 was different from the UN's role in Lebanon in the years 1978–85. (6)
- (b) Explain **TWO** causes of the weak response of the UN to the Bosnian crisis (1992–95). (8)

EITHER

- (c) (i) How far did the international organisations' work with refugees change in the years 1919–64?

You may use the following in your answer:

- Nansen
- Palestine (1947–49).

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

(16)

OR

- (ii) How far did the Great Powers strengthen the work of the international organisations in the years 1919–53?

You may use the following in your answer:

- Manchuria (1931–33)
- the Korean War (1950–53).

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 land warfare in the Six Day War was similar to land warfare in the First Gulf War. (6)

(b) Explain **TWO** causes of British naval superiority in the Falkland's War. (8)

EITHER

(c) (i) How significant was technology in changing the civilian experience of warfare in the years 1919–75?

You may use the following in your answer:

- aerial bombardment of Shanghai in 1937
- Vietnam.

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

(16)

OR

(ii) How far was the Blitz the key turning point in aerial warfare in the years 1936–75?

You may use the following in your answer:

- the Blitz in the Second World War
- nuclear missiles.

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 Israeli reaction to the first Intifada (1987–93) was similar to the Israeli reaction to the second Intifada (2000). (6)
- (b) Explain **TWO** causes of the success in reaching agreement at Camp David in 1978. (8)

EITHER

- (c) (i) How significant was terrorism in bringing about change to the Middle East in the years 1917–73?

You may use the following in your answer:

- the Balfour Declaration (1917)
- the Munich Olympics (1972).

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

(16)

OR

- (ii) How far was war responsible for change in the Middle East in the years 1948–73?

You may use the following in your answer:

- the First Arab-Israeli War (1948–49)
- the Yom Kippur War (1973).

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

(16)

(Total for Question B7 = 30 marks)

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