

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

Pearson Edexcel 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 ►

P73337A

©2022 Pearson Education Ltd.

Q:1/1/




Pearson

((a) continued)



[illegible]

(b) continued



((b) continued)

(c)



((c) continued)

((c) continued)



((c) 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

(Total for Question = 30 marks)

TOTAL FOR SECTION A = 30 MARKS



((a) continued)

[illegible]

((b) continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





(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)

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



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 ►

P73337A

©2022 Pearson Education Ltd.

Q: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 system of alliances and *ententes* before 1914 **OR** the Allied drive to victory (July–November 1918).

(6)

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

Source A: From a letter sent by a senior official at the German Foreign Ministry, 1 July 1911.

At twelve o'clock today, we will announce the arrival of the gunboat, Panther, at the port of Agadir in Morocco. To justify this, we have already encouraged German businessmen in Morocco to send us complaints about their treatment.

We have chosen Agadir because it leads to the valley of the river Sus, the richest mining and agricultural area in southern Morocco. We plan to take and keep this district to settle.

Source B: From a letter written by a senior official at the British Foreign Office, 5 July 1911.

The German plan in Morocco was carefully thought out. As usual with the Germans, it was launched suddenly. The Germans have since claimed that sending a warship to Agadir was to protect their businessmen until Morocco was calm again. However, I believe that after the visit of the Kaiser to Britain in 1907, he was convinced that the British attitude towards Germany had improved. He now believes that Germany can succeed in splitting Britain from France.

How far does Source A support the evidence of Source B about Germany's actions at the start of the Second Moroccan Crisis (1911)?

Explain your answer.

(8)

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

Extract C: From an online article on the Second Moroccan Crisis (1911), published in 2012.

Germany intervened in Morocco in 1911 mainly for economic reasons. The Algeiras Conference in 1906 had never really sorted out the problems of Morocco. From 1908, the German government decided to demand a better share of the economic riches that they believed Morocco offered. For example, German companies wanted valuable mining rights in southern Morocco. However, there were those in the British government who believed that Germany's real aim was to achieve European domination by creating divisions between the great powers. Many Frenchmen were also alarmed that this was Germany's real intention.

Extract C suggests that Germany's intervention in Morocco in 1911 was mainly for economic reasons.

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** Nicholas II's attitude to the first four *dumas* **OR** opposition to the NEP.

(6)

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

Source A: From Order Number One of the Petrograd Soviet, issued on 1 March 1917.

To the soldiers of the army and navy:

This order is to be obeyed immediately and strictly. It is also issued to the workers of Petrograd for their information.

All military units are to elect men from the lower ranks to be their representatives at the Soviet. The military orders of the Provisional Government will be carried out only where they do not conflict with the orders of the Soviet.

Source B: From the April Theses, issued by Lenin when he returned to Russia on 3 April 1917.

The Provisional Government is still a businessmen's government, and the war continues to be fought for greedy and aggressive purposes. The people should only support Russia's continuation in the war if power passes to the workers and peasants.

We must completely oppose the Provisional Government. Its false promises should be made clear. We must demand that all the Government's powers be transferred to the Soviets of Worker's Deputies.

How far does Source A support the evidence of Source B about the problems facing the Provisional Government?

Explain your answer.

(8)

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

Extract C: From an online article on the Provisional Government, published in 2020.

The continuing economic crisis weakened the Provisional Government and strengthened the appeal of its opponents. The price of goods continued to rise. Food and fuel shortages made living conditions unbearable, especially during the winter.

However, the biggest problem facing the Provisional Government was that it lacked authority. It was only meant to be a temporary body that would govern in place of the Tsar until elections could be held. Unlike the Petrograd Soviet, it was not elected. Many Russians saw it as made up of upper-class dictators, such as the Prime Minister, Prince Lvov.

Extract C suggests that the biggest problem facing the Provisional Government was that it lacked authority.

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** flappers in the 1920s **OR** the opposition of the Supreme Court to the New Deal.

(6)

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

Source A: From a report in an American newspaper in 1927 about the trial of Sacco and Vanzetti.

Sacco and Vanzetti had a thoroughly fair trial. The defence lawyers congratulated the prosecution lawyers for the fair way they had conducted the trial. It is said that Sacco and Vanzetti were tried as 'Reds', but this is not true. It was the defence lawyers who said that the men were communists to explain why they went into hiding after the shooting. The trial was about murder and robbery and had nothing to do with 'Redness'.

Source B: From a book about Sacco and Vanzetti, published shortly after they were executed.

Sacco and Vanzetti combined many things that frightened Americans. They were low-class foreigners, labour agitators, and admitted to being the 'reddest of Reds'.

It is wrong to suggest that the authorities didn't care that Sacco and Vanzetti might be innocent. It is not true that the authorities fixed the trial to find them guilty of a crime carrying the death penalty. This was totally unnecessary. Sacco and Vanzetti stood no chance, in any courtroom, of being found not guilty.

How far does Source A support the evidence of Source B about Sacco and Vanzetti?

Explain your answer.

(8)

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

Extract C: From an account of the trial of Sacco and Vanzetti, published in 2020.

The trial caused great controversy. Some people said Sacco and Vanzetti were convicted simply because they were foreigners. There were accusations of evidence being tampered with and doubtful evidence from prosecution witnesses. There were complaints about the bias shown against defence witnesses because the witnesses were foreigners.

Sacco and Vanzetti received massive support and there were protests when they were convicted. Their case showed that there were growing tensions in American society about immigration and the growth of Communism in the 1920s.

Extract C suggests that Sacco and Vanzetti were convicted because they were foreigners.

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** life in South Vietnam under Ngo Dinh Diem **OR** Hearts and Minds.

(6)

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

Source A: From a report in an Australian newspaper in February 1968. Here it is describing the Tet Offensive.

In a series of hard-fought battles, US troops today began to regain control after the enemy's massive offensive. President Johnson has claimed that the Vietcong* has failed to achieve its objectives. A third of its guerrillas are reported to have been killed. However, one American official has said that communist forces still had the power to launch further attacks. He said the US Army may have to relocate its forces to protect the cities and towns of South Vietnam.

*Vietcong – the National Liberation Front of South Vietnam

Source B: From the memoirs of a member of the Vietcong. Here he is describing his experiences of the Tet Offensive.

Tet was a great defeat for the Vietcong. Our army was almost destroyed and needed years to be rebuilt afterwards. Due to our great losses, we had to retreat into Cambodia where we lived in miserable conditions in the jungle. For three months, we were cold and wet and had no rice. But at least in Cambodia we were safe and could rest because US commanders had strict orders not to cross the border.

How far does Source A support the evidence of Source B about the results of the Tet Offensive?

Explain your answer.

(8)

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

Extract C: From *Twentieth Century Depth Studies*, published in 2014.

The Tet Offensive was certainly a defeat for the communists. North Vietnam now finally agreed to take part in peace talks. Over 30 000 Vietcong guerrillas were killed and it took four years to recover from the losses. However, the defeat of the Tet Offensive was not a victory for the USA. American citizens were shocked by the casualties and destruction they saw on television, in a war they were supposed to be winning. Many now believed that it should be ended as soon as possible.

Extract C suggests that the defeat of the Tet Offensive was not a victory for the USA.

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** economic problems in the 1980s **OR** Gorbachev's visit to the GDR in October 1989.

(6)

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

Source A: From *Women – Peace and Socialism*, a document issued by the Politburo that was circulated in the GDR in 1962.

Often, women in work are over-burdened, and their duties as mothers and housewives are overlooked. Instead of helping women, many men invent reasons that are supposed to prove that promoting women in the workplace is impossible. Some say that employing women is not 'efficient', that men are more reliable and would not be absent from work as often. Also, there is the false suggestion that women have less understanding than men of technical and business problems.

Source B: From a speech made by Erich Honecker to SED party leaders in 1979.

One of the greatest achievements of socialism in our country is to have introduced equal legal rights for women in every-day life – no capitalist country can claim this. The important thing now is how to enable women to make use of these rights. Although men are increasingly sharing domestic responsibilities, it remains a fact that the main burden of work in the home is carried by women. We must also improve childcare so that women can still go out to work.

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

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 lives of women in the GDR had improved enormously by 1987. Maternity benefits and child allowances were the most generous in the world. Women were entitled to one day off work each month to carry out household duties. Also, universities and colleges provided flexible arrangements for student mothers. However, women were still mostly employed in low-skill jobs. Even though women made up half of all doctors and teachers, they were rarely promoted to senior positions. There were very few women in the government.

Extract C suggests that the lives of women in the GDR had improved enormously by 1987.

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 attitudes to federal government before Shays' Rebellion (1786) were different from attitudes to federal government after Shays' Rebellion.

(6)

- (b) Explain **TWO** causes of Custer's defeat in the Battle of the Little Bighorn (1876).

(8)

EITHER

- (c) (i) How significant was the Louisiana Purchase for the Westward expansion of the United States in the years 1803–61?

You may use the following in your answer:

- the Louisiana Purchase (1803)
- the California Gold Rush (1849).

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

(16)

OR

- (ii) How far was the Civil War the key turning point in settling the issues created by slavery in the years 1850–77?

You may use the following in your answer:

- the Compromise of 1850
- the Civil War.

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

(16)

(Total for Question B1 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which surgery in 1905 was different from surgery in 1920. (6)

(b) Explain **TWO** causes of the development of penicillin in the years 1920–48. (8)

EITHER

(c) (i) How far did medical treatment change in the years 1848–75?

You may use the following in your answer:

- hospitals
- antiseptics.

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

(16)

OR

(ii) How far did public health provision change in the years 1848–75?

You may use the following in your answer:

- the Public Health Act (1848)
- the work of Snow.

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 economy in 1919 was different from Japan's economy in 1931. (6)
- (b) Explain **TWO** causes of the modernisation of Japan in the years 1853–95. (8)

EITHER

- (c) (i) How far did Japanese society change in the years 1912–45?

You may use the following in your answer:

- the Taisho Democracy
- Konoe's New Order.

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

(16)

OR

- (ii) How far was war responsible for Japan's emergence as a world power in the years 1895–1945?

You may use the following in your answer:

- the industrial revolution in the Meiji period
- expansion of the Japanese empire.

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 role of women in China in 1949 was different from the role of women in China in 1963.

(6)

- (b) Explain **TWO** causes of student unrest in China in the years 1986–89.

(8)

EITHER

- (c) (i) How far did the influence of the Soviet Union in China change in the years 1921–89?

You may use the following in your answer:

- the United Front
- the Sino-Soviet split.

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

(16)

OR

- (ii) How far was the first Five-year Plan the key turning point in China's economy in the years 1949–89?

You may use the following in your answer:

- the first Five-year Plan
- Deng's economic policies.

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 work of the refugee commission of the League was similar to the work of the United Nations High Commission for Refugees. (6)

(b) Explain **TWO** causes of the success of the League of Nations in Upper Silesia in 1921. (8)

EITHER

(c) (i) How far did international organisations' approach to peacekeeping change in the years 1930–64?

You may use the following in your answer:

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

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

(16)

OR

(ii) How far did the involvement of the Great Powers in international organisations change in the years 1935–73?

You may use the following in your answer:

- Abyssinia (1935–36)
- Palestine.

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 in the Six-Day War (1967) was different from air warfare in the Iraq War (2003). (6)
- (b) Explain **TWO** causes of the success of guerrilla tactics in the Vietnam War. (8)

EITHER

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

You may use the following in your answer:

- gas
- Blitzkrieg.

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

(16)

OR

- (ii) How significant were technological developments in changing the arms race in the years 1945–2000?

You may use the following in your answer:

- intercontinental ballistic missiles
- arms limitation talks.

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 terms of the Balfour Declaration were different from the terms of the Peel Commission report.

(6)

(b) Explain **TWO** causes of the second Intifada (2000).

(8)

EITHER

(c) (i) How far was the Suez Crisis the key turning point for international involvement in the Middle East in the years 1946–83?

You may use the following in your answer:

- the Suez Crisis (1956)
- the Camp David Agreements.

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

(16)

OR

(ii) How significant was Kissinger's Shuttle Diplomacy in improving the chances for peace in the Middle East in the years 1967–93?

You may use the following in your answer:

- Kissinger's Shuttle Diplomacy (1973–75)
- the Oslo Peace Accords (1993).

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