

Pearson Edexcel International GCSE

Thursday 5 June 2025

Morning (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 ►

P76478A

©2025 Pearson Education Ltd.
Y:1/1/1/1/



P 7 6 4 7 8 A

for topic tests, revision resources: tyrionpapers.com



Pearson

BLANK PAGE



CONTENTS

Investigation and Breadth Studies in Change

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** Balkan nationalism before 1914 **OR** new weapons used during the First World War.

(6)

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

Source A: From an interview with a British Navy seaman who fought at the Battle of Jutland.

From my ship, we could hear ferocious firing but it was so misty that we couldn't see who was firing on whom. Suddenly, I saw a terrific amount of smoke and flames but when it died down, there was nothing left to be seen.

Later, I found out that this had been our battlecruiser, HMS Queen Mary. It had been badly hit and had sunk. Over 1,000 men had perished with it.

Source B: From a report made by Admiral Beatty, a senior British Naval officer, 19 June 1916. Here he is describing the outcome of the Battle of Jutland.

It is impossible to be sure about the losses we inflicted on the enemy. Visibility was poor throughout the battle. However, all reports suggest that Germany's losses were great. This was because our men were better trained and maintained discipline under the heaviest fire.

In such an intense battle, and being outnumbered by the enemy, it was inevitable that we also should suffer severe losses. I wish to express my deepest regret at the loss of so many men.

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

Explain your answer.

(8)

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

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

The Battle of Jutland was not a victory for the British. Certainly, the German Navy chose not to challenge the British Navy for the rest of the war, but began greater use of submarines instead. These U-boats caused great problems for the British, sinking enormous numbers of ships.

The British claimed that the Germans had given up first at Jutland and fled. However, Britain suffered greater losses. Britain lost 14 ships to Germany's 11. While Germany lost 2,551 men, Britain lost 6,097.

Extract C suggests that the Battle of Jutland was not a victory for the British.

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 influence of Rasputin on the royal family **OR** the 1917 Decrees.

(6)

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

Source A: From the petition of the workers of St Petersburg, January 1905. The petition was drafted to be presented to Tsar Nicholas II on what became known as Bloody Sunday.

We seek justice. We are poverty-stricken and oppressed. We are overworked and treated like slaves. We lack the freedom to assemble and discuss our needs, and to take action to improve our working and living conditions.

Your Majesty, consider our requests without anger. We mean no disrespect to you. But if you do not respond to our prayers, then we are prepared to die here, in front of your palace.

Source B: From the memoirs of a Bolshevik writer, published in 1930. Here he is describing Bloody Sunday.

Thousands of people supported the petition of the workers of St Petersburg. It was both an emotional appeal for justice and a daring set of demands. It asked for an eight-hour working day and other workers' rights. More importantly, it also demanded the election of a *duma* and other democratic freedoms.

From all areas of the city, the petitioners set off to see their 'little father, the Tsar'. However, soldiers machine-gunned them down and hundreds were killed.

How far does Source A support the evidence of Source B about discontent in Russia in 1905?

Explain your answer.

(8)

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

Extract C: From an article on the 1905 Revolution, published in 2023.

Many factors contributed to the unrest in 1905. In the early 1900s, there was widespread unemployment. Also, defeat by Japan added to the view that Tsarist government was incompetent.

However, the 1905 Revolution was caused mainly by political factors. The middle classes were unhappy that they had no say in how the country was governed. Also, the massive problems caused by industrialisation had led to the growth in support for revolutionary groups demanding major political change. Nicholas could have avoided revolution in 1905 if he had been more open to political reform.

Extract C suggests that unrest in Russia in 1905 was caused mainly by political factors.

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** consumerism in the 1920s **OR** Roosevelt's policies to deal with agriculture.

(6)

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

Source A: From an article on the Ku Klux Klan, published in an American magazine in 1922.

We detest the Klan. It is ignorant and intolerant towards those who are not White Protestants like them. It is cowardly. Its members hide from responsibility for their actions by covering their faces. They break the law and falsely claim that they are true Americans, defending our way of life from foreigners.

But we should not ban them. There are already laws to deal with the Klan. The only way to defeat them is to show them that they are wrong.

Source B: From an interview with a resident of a small town in Ohio. Here he is describing the Ku Klux Klan during the 1920s.

I knew a few members of the Klan. Some were very good people. They told me that they wore sheets for disguise.

What united them was prejudice against Catholics, Black people and anyone who was foreign-born. There were many foreigners here, working in factories. I heard of the Klan burning crosses to warn them, and to simply stir up trouble. A lot of Klan members carried guns. It's lucky that people didn't get killed.

How far does Source A support the evidence of Source B about the Ku Klux Klan in the USA during the 1920s?

Explain your answer.

(8)

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

Extract C: From an article about immigration into the USA during the 1920s, published in 2023.

The USA was hostile to immigration during the 1920s, when millions of people arrived to escape poverty in Europe. Many Americans believed that foreign culture and religion would threaten their way of life. They feared that immigrants would compete with them for jobs and housing.

However, many Americans continued to defend an 'Open Door' policy for immigrants. During the 1920s boom, there were still jobs that needed filling. Also, the outcry over the Sacco and Vanzetti case showed that there was some sympathy for immigrants.

Extract C suggests the USA was hostile to immigration during the 1920s.

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 Gulf of Tonkin incident **OR** the jungle war (1965–68).

(6)

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

Source A: From a report issued to the press by the US Army, 18 March 1968. Here it is referring to the US Army operation at My Lai in Vietnam.

On 16 March, a force of US soldiers raided a Viet Cong stronghold surrounding My Lai. This was the third time US troops had targeted this area. They had suffered significant casualties in recent attacks.

‘The operation went smoothly,’ commented the US commander. ‘We landed enough soldiers to capture My Lai in under an hour.’

During the raid, 128 Viet Cong were killed, and enemy guns and documents were captured.

Source B: From a report in a US newspaper, 12 November 1969. It was the first to report the truth of the events at My Lai that had occurred over a year before.

My Lai was a Viet Cong fortress. This attack was launched soon after US soldiers had been ambushed there in February 1968. Another recent US assault on My Lai had suffered heavy losses.

The US soldiers interviewed did not deny that many women and children were shot. One said, ‘Our order was to clear the area of Viet Cong and we did. You can’t afford to guess whether someone is Viet Cong or not. Either they shoot you or you shoot them.’

How far does Source A support the evidence of Source B about the attack on My Lai?

Explain your answer.

(8)

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

Extract C: From an article on the My Lai massacre, published in 2009.

The controversy over My Lai did damage morale in the Army. Among US troops in Vietnam, frustration rose, and drug and alcohol use increased greatly. At home, the brutality of the incident, and the efforts made to cover it up, increased anti-war feeling.

However, the My Lai massacre did not seriously damage the USA's overall war effort. By the early 1970s, Nixon was withdrawing troops from South Vietnam anyway. Also, many Americans sympathised with the problems of soldiers who were suffering terrible losses from guerrilla attacks.

Extract C suggests the My Lai massacre did not seriously damage the USA's 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** state visits (1969–87) **OR** border openings with Hungary and Austria (1989).

(6)

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

Source A: From an order issued by the GDR Government in 1977. Here it is describing the introduction of positive action plans that were intended to encourage equality for women at work.

Plans to encourage women workers are to be agreed in all factories. Each factory manager must involve women in the preparation of these plans and must see them carried out to the satisfaction of the women he employs.

The plans should improve working and living conditions for women. Plans must promote the skills of women in the workplace. They should improve the training of women and prepare them for managerial positions.

Source B: From an account by an engineer in the GDR. Here she is recalling reporting to her manager on the first day of a new job in 1986.

My manager didn't look very enthusiastic.

'A woman?', he said. 'With a child, too?'

'Yes,' I said, 'so I will need the childcare and apartment that I am entitled to. I will also take my day off for housekeeping each month, and if anyone at the nursery gets ill, I'll have to stay home with my baby.'

I got childcare and an apartment, and I was very happy and grateful. But they allocated me a boring job for which I was overqualified.

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

Explain your answer.

(8)

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

Extract C: From an article on women's lives in the GDR, published in 2012.

The SED Government introduced generous policies to encourage greater gender equality. As a result, by the 1980s, the GDR had the highest rate of childbirth in Europe and also the highest rate of female employment.

However, in reality, the SED made little progress towards equality for women. Many women had to fulfil the difficult and demanding role of both worker and housewife. Also, prejudices continued to exist. Although 40 per cent of members of the East German Parliament were women, not one became a senior government minister.

Extract C suggests that the SED made little progress towards equality for women in the GDR.

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 relationships between the US Government and Native Americans in 1803 were different from relationships between the US Government and Native Americans in 1849. (6)
- (b) Explain **TWO** causes of the failure of Custer's Last Stand (1876). (8)

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

EITHER

- (c) (i) How significant was Jefferson's Presidency in attempts to increase the role of the Federal Government 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 significant was the Reconstruction Act (1867) in changing relations between the Northern and Southern States of the USA in the years 1850–77?

You may use the following in your answer:

- the Dred Scott case (1857)
- 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 nursing in 1848 was different from nursing in 1860. (6)
- (b) Explain **TWO** causes of the dangers in surgery in 1848. (8)

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

EITHER

- (c) (i) How significant was Elizabeth Garrett in developing the role of women in medicine in the years 1860–1914?

You may use the following in your answer:

- Elizabeth Garrett
- Marie Curie.

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

(16)

OR

- (ii) How far was success in the fight against infection the most significant development in medical treatment in the years 1920–48?

You may use the following in your answer:

- the fight against infection
- the NHS.

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 before the Perry Mission in 1853 was different from Japan after the Perry Mission. (6)
- (b) Explain **TWO** causes of Japan's return to military dictatorship in the 1930s. (8)

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

EITHER

- (c) (i) How significant was the Anglo-Japanese Alliance (1902) in changing relations between Japan and the West in the years 1895–1919?

You may use the following in your answer:

- the Anglo-Japanese Alliance
- the First World War.

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

(16)

OR

- (ii) How far did Japanese society change in the years 1895–1929?

You may use the following in your answer:

- the Taisho Democracy
- censorship.

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 lives of agricultural workers in China in 1949 were different from their lives in 1963.

(6)

(b) Explain **TWO** causes of the formation of the United Front in 1923.

(8)

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

EITHER

(c) (i) How far were Chiang Kai-shek's mistakes during his rule (1925–49) the reason for the increased strength of the Chinese Communist Party in these years?

You may use the following in your answer:

- Chiang Kai-shek's mistakes
- the battle of Huai-Hai (1948–49).

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

(16)

OR

(ii) How far was the Cultural Revolution the most significant government policy in bringing about change in Chinese society in the years 1965–89?

You may use the following in your answer:

- the Cultural Revolution
- westernisation under Deng.

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 approach of the League in promoting health was similar to the approach of the UN in promoting health. (6)
- (b) Explain **TWO** causes of the UN's involvement in the Bosnia Crisis (1992–95). (8)

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

EITHER

- (c) (i) How far was the lack of an army the main reason for the growing failure of the League to maintain peace in the years 1919–39?

You may use the following in your answer:

- the lack of an army
- Manchuria (1931–33).

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

(16)

OR

- (ii) How far was the Yom Kippur War the key turning point in the UN's involvement in the Middle East in the years 1947–73?

You may use the following in your answer:

- the UN's role in Palestine (1947–49)
- the Yom Kippur War (1973).

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 2011 was different from warfare in 2000. (6)

(b) Explain **TWO** causes of the use of guerrilla warfare in Afghanistan in the fighting against the Soviet Union in the years 1979–89. (8)

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

EITHER

(c) (i) How far did sea warfare change in the years 1939–82?

You may use the following in your answer:

- aircraft carriers
- submarines.

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

(16)

OR

(ii) How far did aerial warfare change in the years 1935–75?

You may use the following in your answer:

- the Italian invasion of Abyssinia (1935)
- the conflict in Vietnam.

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 Arab attitudes towards the British in Palestine before the Peel Commission (1936) were different from Arab attitudes towards the British after the Peel Commission.

(6)

(b) Explain **TWO** causes of the British withdrawal from Palestine in 1948.

(8)

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

EITHER

(c) (i) How far was the Six-Day War (1967) 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 Six-Day War (1967).

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

(16)

OR

(ii) How far were changes in the Middle East peace process, in the years 1973–2003, the result of US intervention?

You may use the following in your answer:

- Kissinger
- the Oslo Accords (1993).

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 towards sexual minorities in 2010 were different from attitudes towards sexual minorities in 1988. (6)
- (b) Explain **TWO** causes of the Sex Disqualification (Removal) Act (1919). (8)

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

EITHER

- (c) (i) How far was the women's strike at Dagenham (1968) the key turning point in the fight for women's equality in the years 1944–75?

You may use the following in your answer:

- Butler's Education Act (1944)
- the women's strike at Dagenham (1968).

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

(16)

OR

- (ii) In the years 1944–86, how far were improved rights and opportunities for Commonwealth immigrants the result of government legislation?

You may use the following in your answer:

- the British Nationality Act (1948)
- Claudia Jones.

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

Acknowledgements

Source A1 A taken from: <https://www.iwm.org.uk/history/voices-of-the-first-world-war-jutland>

Source A1 B taken from: <https://www.worldwar1.co.uk/despatches/beatty-jutland.html>

Extract A1 C taken from: <https://www.nationalarchives.gov.uk/education/resources/jutland-death-sea/>

Source A2 A taken from: <https://alphahistory.com/russianrevolution/bloody-sunday-petition-1905/>

Source A2 B taken from: <https://spartacus-educational.com/RUS1905.htm>

Extract A2 C taken from: <https://www.bbc.co.uk/bitesize/guides/zwvx34j/revision/4>

Source A3 A taken from: <https://babel.hathitrust.org/cgi/pt?id=chi.78324000&seq=780>

Source A3 B taken from: <https://www.maag.yosu.edu/oralhistory/cd1/OH1235.pdf>

Extract A3 C taken from: <https://www.bbc.co.uk/bitesize/guides/zkng87h/revision/2>

Source A4 A taken from: <https://shec.ashp.cuny.edu/items/show/805>

Source A4 B taken from: <https://alphahistory.com/vietnamwar/seymour-hersh-my-lai-1969/>

Extract A4 C taken from: <https://www.history.com/topics/vietnam-war/my-lai-massacre-1>

Source A5 A taken from: <https://vc.bridgew.edu/cgi/viewcontent.cgi?article=1423&context=jiws>

Source A5 B taken from: https://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1107

Extract A5 C taken from: https://germanhistorydocs.ghi-dc.org/sub_docintro.cfm?sub_id=38§ion_id=15



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel International GCSE

Thursday 5 June 2025

Morning (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.

Turn over ►

P76478A

©2025 Pearson Education Ltd.
Y:1/1/1/1/



for topic tests, revision resources: tyrionpapers.com



Pearson

((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)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



((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

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

