

**Pearson Edexcel Level 1/Level 2 Certificate
Pearson Edexcel International GCSE**

History

Paper 2

Friday 23 May 2014 – Morning

Time: 1 hour 30 minutes

Paper Reference

KH10/02

4H10/02

Questions and Sources Booklet.

Do not return this booklet with the Answer Booklet.

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- Answer **two** questions, **one** question from Section A and **one** question from Section B.

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Section A

Historical Investigation

Answer ONE question from this Section.
You should spend about 45 minutes on this Section.

A1: The French Revolution, c1780–94

This question is about the Terror. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: An illustration from a radical newspaper, September 1793. It shows the execution of members of the clergy during the Terror.



Source B: From a speech by Robespierre, February 1794.

Many have been executed, including those that threaten our Republic. What is our aim? The enjoyment of liberty and equality. Terror is used to achieve that. In a republic there are no citizens other than republicans. The Royalists, the traitors, are all enemies. Terror is nothing else than justice: prompt, severe, unchangeable. The Revolutionary Government owes nothing to the Enemies of the People but death.

Source C: From the official list of those executed during the Terror, 1793.

Jean Baptiste Henry, aged 18, a tailor, convicted of having sawn down a tree of liberty. Executed 6 September, 1793.

Jean Julien, wagoner, condemned to death for shouting 'Long live the King'.

Henry Marboeuf, convicted of having hoped for the arrival of the Austrians and Prussians and for keeping food for them. Executed the same day.

Marie Plaisant convicted of having claimed that she was an aristocrat. Executed the same day.

Source D: From a history textbook, published in 2000.

During Robespierre's time in power over 14,000 people were executed, many of whom were innocent people sentenced after accusations by jealous neighbours. The Terror was a reaction to supposed threats to the Revolution. Leaders of the Revolution felt threatened by enemies abroad and the possibility of invasion by the coalition of Britain, Austria and Prussia. There were rumours of a Royalist plot to overthrow the Republic. In the Vendée there was a serious rising against the Revolution. Moreover, the price of bread rose again.

Study Source A.

- (a) What can you learn from Source A about the Terror? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the Terror? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the Terror was the threat from Royalists'
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A1 = 25 marks)

A2: The origins and course of the First World War, 1905–18

This question is about the outbreak of war. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: An illustration from an Austro-Hungarian newspaper, early July 1914. It shows the assassination of Archduke Franz Ferdinand and his wife Sophie at Sarajevo.



Source B: From a telegram sent by an American reporter in Vienna to the *New York Times*, 1 July 1914.

Before the Archduke Franz Ferdinand went to Bosnia last Wednesday, the Serbian Minister expressed doubt as to the wisdom of the journey, saying the country was in a very troubled state. The Minister advised the Archduke to leave his wife at home, because Bosnia was no place for a woman in its present disturbed state. General opinion here connects the assassins with a Serbian group. It is felt that the Serbians have been treated too leniently in the past by the Austrian government.

Source C: From a telegram sent by the Austrian government to King Peter of Serbia, July 1914.

The Sarajevo assassinations were planned in Belgrade, the Serbian capital. The arms and explosives used by the murderers were provided by Serbian officers. The passage of the criminals and their weapons into Bosnia was organised by the chief of the Serbian frontier service.

Source D: From a textbook about the First World War, published in 2007.

The assassination of Archduke Franz Ferdinand provided Austria-Hungary with the ideal excuse to declare war on Serbia. However, this was the outcome of years of rivalry between the two countries, worsened by the Austrian annexation of Bosnia in 1908. Austria-Hungary was determined to prevent the creation of a Greater Serbia which would threaten the stability of the Austro-Hungarian Empire. The Balkan Wars of 1912–13 further increased this threat as Serbia doubled in size.

Study Source A.

- (a) What can you learn from Source A about the assassinations at Sarajevo? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the assassinations at Sarajevo? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the outbreak of war between Austria-Hungary and Serbia was the assassination of Archduke Franz Ferdinand at Sarajevo.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

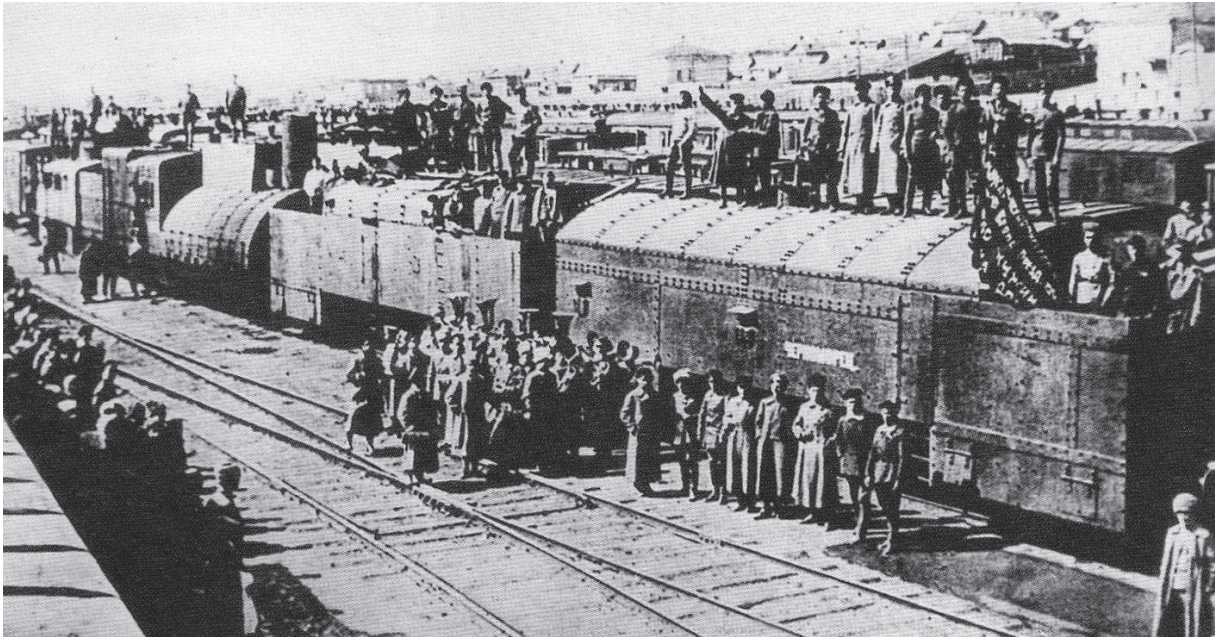
(15)

(Total for Question A2 = 25 marks)

A3: Russia in Revolution, 1914–24

This question is about the Russian Civil War. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph taken in 1919 showing a Bolshevik armoured train.



Source B: From *Memoirs of a Revolutionary* by Victor Serge, published in 1945.

The disaster of the Whites was the result of several major mistakes: cruelty and terror in areas under their control where they committed numerous atrocities; their failure to have the intelligence and courage to carry out reform in the territories they had seized from the Bolsheviks; restoring control of these areas to privileged groups such as generals, senior clergy and landlords.

Source C: From the diary in May 1919 of a White commander during the Russian Civil War.

We had to remove any opposition in areas under our control. Mounted White soldiers entered the village, met the Bolshevik committee and put the members of the committee to death. After the executions, the houses of the committee members were burned and the male population under 45 were whipped. Then the population was ordered to deliver for the soldiers, without payment, bread and the best cattle, horses, pigs and fowl.

Source D: From a history of Russia, published in 2009.

The Red Army was united and disciplined and it was brilliantly led by Trotsky. The Bolsheviks controlled the internal lines of communication. This enabled the Red Army to move troops quickly and effectively by rail. The Whites, in contrast, were not united. They were made up of many different groups with different aims. They were also widely spread out so they were unable to co-ordinate their campaigns against the Reds. The Whites had limited support from the population, especially the peasants.

Study Source A.

- (a) What can you learn from Source A about the Bolsheviks during the Russian Civil War? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the Whites during the Russian Civil War? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the Bolshevik victory in the Russian Civil War was the mistakes of the Whites'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A3 = 25 marks)

A4: The USA, 1917–29

This question is about immigration and the Red Scare. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A cartoon published in a US newspaper, May 1921.



Source B: From a speech by a Republican Senator in 1921 about immigration.

The steamship companies haul them over to America and as soon as they step off the ships our problems begin – communism, anarchy and kidnappers challenge our government and our flag. Thousands come here who will never take the oath in support of our constitution and become citizens of the USA. Their main loyalty remains with their country of origin. They fill places which belong to the wage-earners of America. They are no service whatever to our people. They are a menace and a danger to us every day.

Source C: From an article published in a US magazine, January 1920.

We must stop immigration from certain countries where violence and anarchy are the fashion. We have no room for imported Reds who preach revolution. No Reds should apply here. No Reds should be made here. It takes time and money to train a worker. However, if an immigrant comes to our great new country and helps to develop it, we want him. Our country is big enough to take a bit of a chance with an immigrant if, in the long run, it will benefit the average American to do so.

Source D: From a history of the USA, published in 2009.

US involvement in the war fuelled anti-German feelings. Post-war unemployment due to the closure of armaments factories meant there was less need for workers. Many Americans feared that immigrants would bring with them dangerous political ideas such as communism, especially after the Red Scare of 1919–20. Immigrants were blamed for the increase in drunkenness and violence. In the 1920s, immigrants who were not WASP – white, Anglo-Saxon and Protestant – were not welcome.

Study Source A.

- (a) What can you learn from Source A about immigration to the USA in the 1920s? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about immigration? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of opposition to immigration was the fear of communism'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A4 = 25 marks)

A5: Colonial rule and the nationalist challenge in India, 1919–47

This question is about the impact of the Second World War on India. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing marchers being attacked with tear-gas in Bombay, August 1942. The march was in support of the 'Quit India' campaign.



Source B: From a secret report by the British India Office, 14 July 1943, about the activities of Chandra Bose.

That traitor Bose has spoken on the radio – to India and to Germany. In these broadcasts he again paid tribute to his friendship with the enemies of Britain: Germany and Japan. He urged all Indians outside India to support the Indian National Army (INA) which he had set up in order to drive the British out of India. Members of this army were seen on parade on 8 July in Singapore before a meeting between Bose and Tojo, the Japanese Prime Minister.

Source C: From an oath given by Chandra Bose in Singapore in October 1943 after being elected the Supreme Commander of the Indian National Army.

In the name of God, I take this sacred oath, that to free India and the 380 million of my countrymen, I, Subhas Chandra Bose, will continue the sacred war of freedom till the last breath of my life. It shall be for me my highest duty to look after the welfare of 380 million of my Indian brothers and sisters. Even after winning freedom from Britain, I will always be prepared to shed even the last drop of my blood for the preservation of India's freedom.

Source D: From a history textbook, published in 1989.

The Second World War strengthened Indian nationalism. In 1939, the British government declared that India was at war with Germany without consulting the Indian leaders. Chandra Bose set up the Indian National Army to force the British out of India. Churchill sent the Cripps Mission to promise India independence once the war ended. Gandhi persuaded Congress to turn down the offer and he then set up the 'Quit India' campaign.

Study Source A.

- (a) What can you learn from Source A about the 'Quit India' campaign? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the activities of Chandra Bose? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of growing opposition to British rule in India during the Second World War was the activities of Chandra Bose.'

Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A5 = 25 marks)

A6: The fall of communism in Europe, 1979–91

This question is about the policies of Gorbachev and the collapse of communism. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing Gorbachev and his wife, Raisa, in Moscow in 1987.



Source B: From an article published in a British newspaper, 27 December 1987.

During the last 12 months, the Soviet Union has become a different place thanks to Gorbachev. Who would have imagined a year ago that a book written by a Soviet leader would be a bestseller in the West? Russians can now think and speak more freely without fear of punishment. They can emigrate and are doing so in increasing numbers. Seeing and reading certain plays, films and novels which were once banned are no longer dangerous.

Source C: From an interview with a Russian woman in April 1990.

Yes, Gorbachev has brought in much change and has given us much more freedom especially to speak and to criticise. We used to be a country, but now we're a big debating society. No-one does anything. There's no food, no cars, nothing in the shops. What's the point in having money when there's nothing to buy? I've come to hate Gorbachev. He's worse than useless. I hate the Communists as well. They've wrecked this country and they don't have the faintest idea how to put things right.

Source D: From a history of Russia, published in 2006.

The main problem was that in the 1980s the Soviet Union was trying to be a superpower with an economy that was declining. The declining economy affected living standards. There were drastic shortages of almost everything. In addition, the invasion of Afghanistan and the struggle to control it, became a massive drain on Soviet finances. Gorbachev's policies were too little, too late. Many citizens expected immediate benefits. When these did not happen, there was opposition and chaos.

Study Source A.

- (a) What can you learn from Source A about Gorbachev? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the changes brought about by Gorbachev? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the collapse of communism in the Soviet Union was the policies of Gorbachev'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A6 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

Section B

Breadth Study in Change

Answer ONE question from this Section.
You should spend about 45 minutes on this Section.

B1: Changing nature of warfare, 1803–1908

Source: From a history of Europe, published in 1997.

The Prussian victory in 1866 was due to the superiority of their armed forces. The Prussian army had been reorganised and retrained. The command structure had been modernised. Advance planning and preparation, particularly in the use of railways for moving troops, meant that Prussian mobilisation was much more efficient than that of the Austrian army. At the battle of Sadowa (Königgrätz), the Prussians made effective use of the needle-gun, which had a fire rate four times greater than any Austrian weapons.

- (a) What does this Source tell us about the reasons for the Prussian victory during the Austro-Prussian War (1866)? (3)
- (b) Explain the key features of **either** the Franco-Prussian War (1870–71) **or** the development of the submarine. (7)
- (c) How far did land and sea warfare change in the years 1803–56?

You may use the following information to help you with your answer and any other information of your own.

- The significance of the Napoleonic campaigns
- Developments in warships in the first half of the nineteenth century

(15)

(Total for Question B1 = 25 marks)

B2: Changes in medicine, c1845–c1945

Source: From a history of medicine, published in 1997.

Louis Pasteur made several contributions towards medicine. One was the destruction of germs in liquids through a process of slow heating, known as pasteurisation. This was very appropriate for milk and reduced the number of cases of glandular fever. His other contribution was immunisation against several deadly diseases. He created the first vaccines for rabies and anthrax. His experiments supported the germ theory of disease.

- (a) What does this Source tell us about the work of Pasteur? (3)
- (b) Explain the key features of the work of **either** Chadwick **or** Florey and Chain. (7)
- (c) How far did hospital treatment change in the years 1845–1918?

You may use the following information to help you with your answer and any other information of your own.

- Florence Nightingale and developments in nursing
- The work of Lister and developments in antiseptics

(15)

(Total for Question B2 = 25 marks)

B3: The changing role of international organisations: The League and the UN, 1919–2000

Source: From a history textbook, published in 2005.

The Security Council is the real power behind the United Nations. It has 15 members, five of whom are permanent. For a decision to be made, nine countries, including all five permanent members, must agree. The Security Council can raise armed forces, offer arbitration in a dispute between states and call for economic sanctions. It also controls the admissions of new members and plays an important part in the selection of the Secretary-General.

- (a) What does this Source tell us about the Security Council of the United Nations? (3)
- (b) Explain the key features of the work of **either** the League of Nations Mandates Commission **or** the United Nations Educational, Scientific and Cultural Organisation (UNESCO). (7)
- (c) How far did the peacekeeping role of international organisations change in the years 1923–64?

You may use the following information to help you with your answer and any other information of your own.

- The League of Nations and Manchuria
- The United Nations and the Congo

(15)

(Total for Question B3 = 25 marks)

B4: Conflict, crisis and change: The Middle East, c1919–c1995

Source: From a history of the twentieth century, published in 2005.

The Suez War began with the planned Israeli invasion of Egypt on 29 October 1956. This was a brilliant success, and within a week the Israelis had captured the entire Sinai peninsula. Meanwhile, the British and French bombed Egyptian airfields and landed troops in Port Said at the northern end of the Suez Canal. The Americans, who were afraid of upsetting all the Arab states and forcing them into closer ties with the Soviet Union, refused to support Britain.

- (a) What does this Source tell us about the Suez Crisis of 1956? (3)
- (b) Explain the key features of **either** the Peel Commission (1937) **or** the United Nations Partition Plan (1947). (7)
- (c) How far did relations between Israel and its Arab neighbours change in the years 1967–93?

You may use the following information to help you with your answer and any other information of your own.

- The Six Day War, 1967
- The Camp David Agreements, 1979

(15)

(Total for Question B4 = 25 marks)

B5: Conflict, crisis and change: China, c1911–c1989

Source: From a history of China, published in 1997.

During the Great Leap Forward, some communes suffered because of the incredible haste with which they were set up and the lack of technical expertise. Because the peasants were busy elsewhere, crops were neglected. There were also bad harvests from 1959 to 1961. The withdrawal of Soviet help in 1960 made matters worse. However, the main reason for the failure of the Great Leap Forward was the leadership of Mao. He set almost impossible targets.

- (a) What does this Source tell us about the reasons for the failure of the Great Leap Forward? (3)
- (b) Explain the key features of **either** attacks on landlords (1949–50) **or** the Hundred Flowers Campaign (1956–57). (7)
- (c) How far did threats to the government of China change in the years 1911–49?

You may use the following information to help you with your answer and any other information of your own.

- Warlords, 1916–28
- Mao and the Chinese Communist Party (CCP), 1928–49

(15)

(Total for Question B5 = 25 marks)

B6: Change in Africa from colonialism to independence, 1939–2000

Source: From a history of the twentieth century, published in 2005.

President Botha introduced important changes which he hoped would be enough to silence critics of apartheid inside and outside South Africa. Blacks were allowed to join trade unions and go on strike and to elect their own local township councils. A new constitution was introduced in 1984 setting up two new houses of parliament – one for coloureds and one for Asians, but not one for Africans. In 1986, the Pass Laws were abolished.

- (a) What does this Source tell us about changes in apartheid in South Africa under President Botha? (3)
- (b) Explain the key features of the achievements of **either** Kenyatta in Kenya **or** Nyerere in Tanzania. (7)
- (c) How far did independence movements bring about change in the Congo and West Africa in the period c1950–c1980?

You may use the following information to help you with your answer and any other information of your own.

- Changes in the Congo
- Independence in Nigeria

(15)

(Total for Question B6 = 25 marks)

B7: The changing nature of warfare, c1936–c2003

Source: From a history of the Second World War, published in 2004.

The Germans launched their V1 offensive against Britain on 13 June 1944. At first it was successful and caused many people to evacuate London. Anti-aircraft guns and British fighter planes then intercepted many of the V1s. The V2 was far more dangerous. It was too fast to be intercepted and was launched from a mobile launcher which could be withdrawn within 30 minutes of firing. About 2,000 V2s were fired at Britain, causing about 9,000 casualties.

- (a) What does this Source tell us about V1 and V2 weapons? (3)
- (b) Explain the key features of **either** the D-Day landings (1944) **or** the impact of terrorism at the beginning of the twenty-first century. (7)
- (c) How far did methods of sea warfare change in the years 1936–91?

You may use the following information to help you with your answer and any other information of your own.

- Changes during the Second World War, 1939–45
- Changes during the First Gulf War, 1990–91

(15)

(Total for Question B7 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

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Surname

Other names

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Candidate Number

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History

Paper 2

Friday 23 May 2014 – Morning
Time: 1 hour 30 minutes

Paper Reference
KH10/02
4HI0/02

You must have:

Questions and Sources 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** question from Section A and **one** question 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 50.
- 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.
- Keep an eye on the time.
- Remember that clear English and careful presentation of your answers is important.
- Check your answers if you have time at the end.

Turn over ►

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Section A

You must answer ONE question from this Section.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

A1

A2

A3

A4

A5

A6

(a)

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(b)

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(c)

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((c) continued)

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(c) continued

Lined writing area with horizontal dotted lines.



Section B

You must answer **ONE** question from this Section.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

B1

B2

B3

B4

B5

B6

B7

(a)

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