

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

# History

## Paper 2

Wednesday 10 June 2015 – 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.**

*Turn over* ►

P44324A

©2015 Pearson Education Ltd.

1/1/1/1/1/1



**PEARSON**

**BLANK PAGE**

## Contents

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

### Section A – Historical Investigation

A1 The French Revolution, c1780–94	Page 4
A2 The origins and course of the First World War, 1905–18	Page 6
A3 Russia in Revolution, 1914–24	Page 8
A4 The USA, 1917–29	Page 10
A5 Colonial rule and the nationalist challenge in India, 1919–47	Page 12
A6 The fall of communism in Europe, 1979–91	Page 14

### Section B – Breadth Study in Change

B1 Changing nature of warfare, 1803–1908	Page 16
B2 Changes in medicine, c1845–c1945	Page 17
B3 The changing role of international organisations: The League and the UN, 1919–2000	Page 18
B4 Conflict, crisis and change: The Middle East, c1919–c1995	Page 19
B5 Conflict, crisis and change: China, c1911–c1989	Page 20
B6 Change in Africa from colonialism to independence, 1939–2000	Page 21
B7 The changing nature of warfare, c1936–c2003	Page 22

**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 causes of the French Revolution. Study Sources A, B, C and D and then answer all the questions that follow.

**Source A: An eighteenth century painting of Queen Marie Antoinette, the wife of King Louis XVI.**



**Source B: From the memoirs of a French noble, written in 1800.**

Some members of the nobility, including myself, gave enthusiastic support to the ideas of the various philosophers. Voltaire won us over and Rousseau touched our hearts. We felt a secret pleasure when we saw philosophers attack our outdated institutions. However, we did not take these attacks as a serious threat to our position in society. Our centuries of dominance made us believe that we were indestructible.

**Source C: From a history textbook, published in 2000.**

During the Enlightenment new ideas from philosophers, such as Voltaire and Rousseau, were becoming popular in France, even with some members of the nobility. These ideas questioned the power of the Church, the nobility and the monarchy and also criticised the way that society worked. The ideas of the Enlightenment were a serious threat to the dominant position of the monarchy and the First and Second Estates.

**Source D: From a history of the French Revolution, published in 1992.**

There was growing discontent in France in the years before 1789. This was partly due to the influence of the Enlightenment. There was also much criticism of the extravagant lifestyle and overspending of Louis XVI and his wife, Marie Antoinette. Moreover, this discontent increased due to frequent rises in the price of bread in France in the 1780s as a result of a series of poor harvests. Industry also declined and many people became unemployed.

**Study Source A.**

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

**Study Sources B and C.**

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

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

- (c) 'The main cause of the French Revolution was the influence of the Enlightenment'.

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

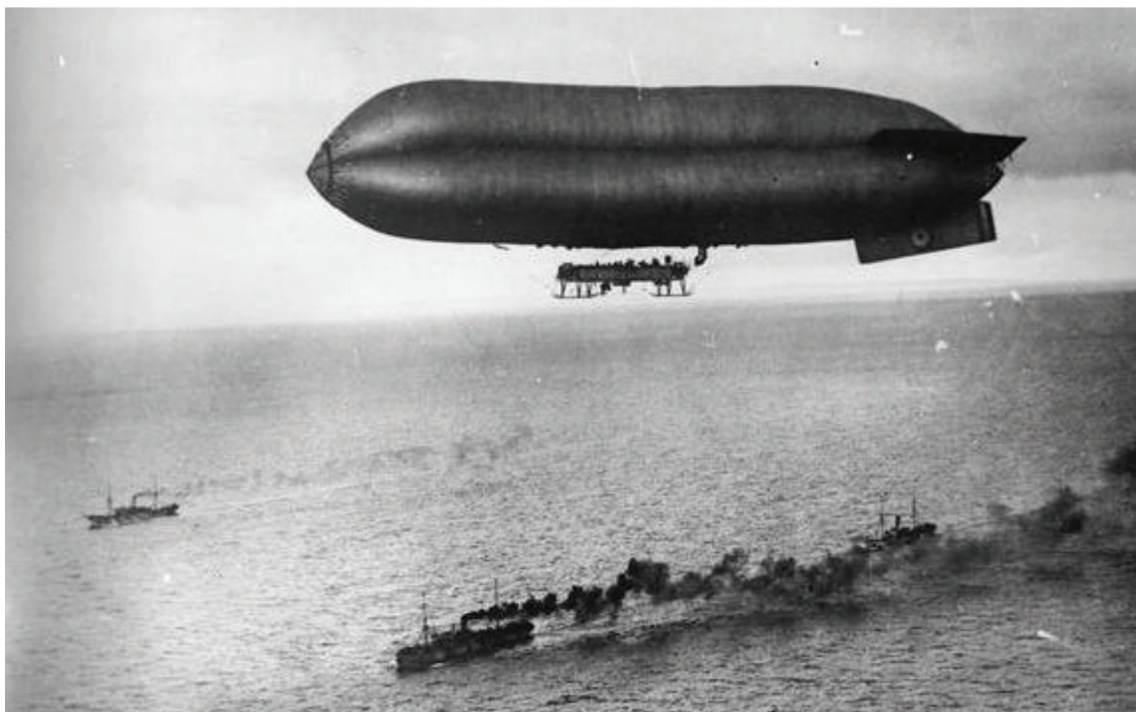
(15)

**(Total for Question A1 = 25 marks)**

---

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

This question is about the German threat to Britain at sea. Study Sources A, B, C and D and then answer all the questions that follow.

**Source A: A photograph taken in 1918 of a British convoy escorted by warships and an airship.****Source B: The first official German statement issued on 1 June 1916 about the Battle of Jutland.**

On May 31st, our High Seas fleet fought the main part of the British fleet, which was considerably superior to our forces. During a heavy battle, which began in the afternoon and continued through the night, we had great success against the British fleet. A large number of British battleships suffered damage including the battlecruisers *Queen Mary* and *Indefatigable*. Our High Seas fleet suffered few losses and, today, returned into our ports.

**Source C: The first official British statement issued on 1 June 1916 about the Battle of Jutland.**

The British battlecruiser fleet did most of the fighting and suffered heavy losses including the *Queen Mary*, *Indefatigable* and *Invincible*. The German fleet, aided by low visibility, avoided a battle with our main forces and returned to port, though not before receiving severe damage from our battleships. The enemy's losses were serious and included one battlecruiser as well as a number of light cruisers and destroyers.

**Source D: From a history textbook, published in 2001.**

The British naval blockade, as well as the battles of Heligoland Bight (August 1914), Dogger Bank (January 1915) and Jutland, were successful in dealing with the threat posed by the German High Seas fleet. In addition, the German threat posed by unrestricted U-Boat warfare was greatly reduced by the introduction of Q-boats, the convoy system and raids on the U-boat bases.

**Study Source A.**

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

**Study Sources B and C.**

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

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

- (c) 'The main cause of the failure of the German threat to Britain at sea was the Battle of Jutland'.

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 War Communism and the New Economic Policy (NEP). Study Sources A, B, C and D and then answer all the questions that follow.

**Source A: A photograph showing a peasant family in Russia during the famine of 1921.**

© David King Collection

**Source B: From an account by an English visitor to Russia during the period of War Communism. She is describing the suffering of peasant refugees in 1921.**

Whole families were herded into tents. Starving old men with very thin bodies looked at us with deathly stares. Women and children were also undernourished and unable to move, talk or play. They live on the tiny remains of last year's harvest and whatever else they can find including acorns, tree bark, insects and even animal droppings. All the time they grow thinner and thinner. Some of them die and the rest get ready to follow them.

**Source C: From *My Disillusionment in Russia*, written by an American woman in 1923. She is describing the situation in Petrograd in 1920 during the period of War Communism.**

Petrograd was almost in ruins, as if a hurricane had swept over it. The streets were dirty and deserted. All life had gone from them. The people walked about like living corpses. The shortage of food and fuel was slowly weakening the city. Grim death was clutching at its heart. Very thin men, women and children suffering from frostbite were everywhere, searching for a piece of bread to eat or a stick of wood to burn.



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

In 1921, Lenin introduced the New Economic Policy. Discontent with War Communism was at its height. The food shortages of 1920 led to a full-scale famine in 1921. In the countryside, the Red Army had to put down a number of full-scale rebellions by the peasants. In the cities, the severe winter of 1920–21 brought repeated strikes especially after the bread ration was reduced by one third. The crisis worsened when discontent in Petrograd spread to the sailors at the Kronstadt naval base.

**Study Source A.**

- (a) What can you learn from Source A about Russia in 1921? (3)

**Study Sources B and C.**

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

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

- (c) 'The main cause of the introduction of the New Economic Policy was the suffering of the peasants.'

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 the reasons for the introduction of Prohibition. Study Sources A, B, C and D and then answer all the questions that follow.

**Source A: A poster issued by the Anti-Saloon League in 1919. It shows two children standing outside a saloon.**



**Source B: From an Anti-Saloon League pamphlet published in 1918.**

The American's patriotic duty is to abolish the pro-German, crime-producing, food-wasting, youth-corrupting, home-wrecking, un-American liquor traffic. Alcohol has caused more than three quarters of poverty and crime and a half of the cases of insanity. It corrupts politics and public servants, corrupts the Government and corrupts public morals. It lowers in a dreadful way the standard of efficiency of the Nation and greatly reduces the national wealth.

**Source C: From a speech to Congress in 1919 by a supporter of Prohibition.**

Scientific research has demonstrated that alcohol is a poison. It lowers to an appalling degree the character of our citizens, thereby weakening public morals and democracy. It produces widespread crime, poverty and insanity. Alcohol results in disease and premature death for hundreds and thousands of citizens, and leads to their children being born disabled.

**Source D: From a history of the USA between the wars, published in 1997.**

Opposition to alcohol was mainly due to the work of groups such as the Anti-Saloon League and the Women's Christian Temperance Movement which had campaigned for years and won strong support from Protestant Churches. In the years before 1919, the campaign gained some very powerful supporters such as industrialists who believed that workers would be more reliable if they did not drink. Politicians also supported it because it won them votes in rural areas. The Prohibition movement gained even more support after the US entry into the First World War in 1917.

**Study Source A.**

- (a) What can you learn from Source A about the drinking of alcohol in the USA? (3)

**Study Sources B and C.**

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

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

- (c) 'The main cause of the introduction of Prohibition was the work of the Anti-Saloon League.'

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 key developments in British rule in India during the 1930s. Study Sources A, B, C and D and then answer all the questions that follow.

**Source A: A photograph showing delegates at the First Round Table Conference in London, November 1930.**

© Topfoto

**Source B: From a speech by a British Conservative MP to the Indian Society, December 1930.**

I am opposed to granting dominion status to India. Above all it must be made plain that the British Nation has no intention of failing in its duty to the Indian masses. We have no intention of giving away that most truly bright and precious jewel in the crown of the King. India, more than all our other dominions and colonies, constitutes the glory and strength of the British Empire. The loss of India would lead to the downfall of the British Empire.

**Source C: From a speech by one of the leaders of the Muslim League during the First Round Table Conference.**

I have not come to ask for dominion status. I do not believe in the attainment of dominion status. The one thing to which I am committed is complete independence for India. The very fact that Hindus and Muslims are quarrelling today shows that they will not stand for British domination for one single minute. British domination over India is doomed.

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

Gandhi refused to attend the first and third Round Table Conferences. Instead he led a campaign of civil disobedience against British rule. He attended the second conference and claimed to represent all the people of India, a view which was not shared by other delegates from India, especially the Muslim League. The passing of the Government of India Act in 1935 seemed to please no group because the British still held great powers and gave little away to the local assemblies. The Muslims, led by Jinnah, were concerned that the Act would give too much to Congress.

**Study Source A.**

- (a) What can you learn from Source A about the First Round Table Conference? (3)

**Study Sources B and C.**

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

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

- (c) 'The main cause of the growth of opposition to British rule in India in the 1930s was the failure of the Round Table Conferences.'

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 Solidarity movement in Poland. Study Sources A, B, C and D and then answer all the questions that follow.

**Source A: A photograph showing the visit of Pope John Paul II to Poland in June 1979. He was the first Polish pope.**



(Source A (A6) - © Keystone/Staff/Getty Images.)

**Source B: From a report by Polish writers and thinkers in 1981. They compared the standard of living between leading Communist Party members and the rest of the Polish people.**

There is inequality and injustice everywhere. There are hospitals that are so poorly supplied that our relatives die in the corridors. However, there are other hospitals that are equipped with private rooms and full medical care for each room. We pay fines for minor traffic offences but some people cause fatal road crashes while drunk and are let off. In many places there are shops with few, if any, supplies especially of meat. In other places, there are much better supplied shops that ordinary people cannot enter.

**Source C: From a speech by Lech Walesa to workers in the Gdansk shipyard in 1980.**

Shipyard workers, writers and thinkers listen to me! Is it any wonder that people are in despair? They must begin queuing outside the butcher's early in the morning and they may still find there is no meat to buy. We demand that prices be brought down, back to their previous levels. If they're not, then there'll be strikes tomorrow. We want to form our own trade union which will allow workers to manage the economy through joint control with the government.

**Source D: From a history textbook, published in 1997.**

In 1979, the visit of Pope John Paul II to Poland was met with great enthusiasm and showed the strength of the Catholic religion and the extent of opposition to communism. In the following year, protest movements highlighted the high prices and the food and fuel shortages that the Polish people faced. Shipyard workers at Gdansk went on strike. They were led by Lech Walesa who founded Solidarity, the first trade union within communist eastern Europe.

**Study Source A.**

- (a) What can you learn from Source A about Pope John Paul II's visit to Poland in 1979? (3)

**Study Sources B and C.**

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

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

- (c) 'The main cause of support for the Solidarity movement was the visit of Pope John Paul II to Poland in 1979'.  
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 the Battle of Austerlitz, published in 2005.**

Napoleon tricked his opponents into thinking he was weaker than he actually was. He encouraged the Austro-Russian army of 85,000 to attack his apparently weak right flank. A French counter-attack split and defeated the enemy forces. Thousands of fleeing troops drowned when ice on a frozen lake broke under the weight of men and guns. Russian and Austrian losses numbered 27,000 men and the French captured 180 cannon.

- (a) What does this Source tell us about the Battle of Austerlitz (1805)? (3)
- (b) Explain the key features of **either** the Crimean War (1853–56) **or** the Austro-Prussian War (1866). (7)
- (c) How far did sea warfare change in the years 1805–1908?

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

- The Battle of Trafalgar (1805)
- The development of submarines

(15)

**(Total for Question B1 = 25 marks)**



**B2: Changes in medicine, c1845–c1945**

**Source: From a history textbook, published in 1998.**

Cholera epidemics and the work of Chadwick and Snow did much to encourage changes in public health provision. The cholera epidemic of 1865–66 caused such a scare that this time the authorities did more to deal with poor conditions. Within ten years, a Sanitary Act had been passed which forced local authorities to appoint sanitary inspectors. Parliament could now insist on the removal of nuisances and on the provision of sewers and good water supplies.

- (a) What does this Source tell us about changes in public health provision in the nineteenth century? (3)
- (b) Explain the key features of the development of **either** anaesthetics **or** antiseptics in the second half of the nineteenth century. (7)
- (c) How far were the two World Wars responsible for changes in medical treatment in the years 1900–45?

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

- Developments in surgery during the First World War
- The development of penicillin

(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 1997.**

The General Assembly of the League of Nations, which met annually and included representatives of all the member states, decided general policy. The Council of the League of Nations was a much smaller body. It met at least three times a year and dealt with political disputes. It had four permanent members – Britain, France, Italy and Japan – and four other members who were elected by the General Assembly for a period of three years. All decisions made by the Council had to be unanimous.

- (a) What does this Source tell us about the organisation of the League of Nations? (3)
- (b) Explain the key features of the peacekeeping role of **either** the League of Nations in the Abyssinian Crisis (1934–36) **or** the United Nations in Somalia (1991–95). (7)
- (c) How far did the work of international agencies of the League and the UN improve living conditions in the years 1920–2000?

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

- Changes in health
- Changes in education

(15)

**(Total for Question B3 = 25 marks)**

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

**Source: From a history of world affairs, published in 1989.**

The Peel Commission published its report in July 1937. The report stated that the British mandate was unworkable because of Jewish and Arab differences in Palestine. The report proposed that Palestine should be partitioned into three zones: an Arab state, a Jewish state, and a neutral territory containing the holy places. Although, at first, the British government accepted the report, it was rejected by the Arabs. The Jews were divided, with some supporting and others opposing the proposals.

- (a) What does this Source tell us about the report published by the Peel Commission? (3)
- (b) Explain the key features of **either** Jewish immigration to Palestine in the years 1920–36 **or** the British withdrawal from Palestine (1947–48). (7)
- (c) How far did the involvement of the Superpowers change the Arab-Israeli conflict in the years 1956–95?

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

- The wars of 1967 and 1973
- The Camp David Agreements

(15)

**(Total for Question B4 = 25 marks)**

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

**Source: From a history textbook, published in 1997.**

In 1926, Chiang Kai-shek, supported by the communists, set out on the Northern March to destroy the warlords of central and northern China. Starting from Canton, the Kuomintang had captured Hankow, Shanghai and Nanking by 1927 and Beijing (Peking) the following year. Much of Chiang's success was due to massive local support among peasants attracted by communist promises of land. The capture of Shanghai was helped by a rising organised by Chou En-lai, a member of the Kuomintang and also a communist.

- (a) What does this Source tell us about Chiang Kai-shek's Northern March? (3)
- (b) Explain the key features of **either** the 1911 Revolution **or** the May the Fourth Movement (1919). (7)
- (c) How far did the organisation of agriculture change in China in the years 1949–89?

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

- The attack on landlords
- Changes under Deng

(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 1989.**

The government of the Congo was reorganised under Mobutu. He was able to put down the resistance of Katanga. In 1968, with the assistance of the Organisation of African Unity, Mobutu cleared the country of the white mercenaries who had encouraged rebellion. In 1970, Mobutu was confirmed as president and, in the following year, the state was renamed Zaire, the original name of the Congo River. Mobutu kept close ties with the West to which he exported Zaire's copper, zinc, diamonds and coffee.

- (a) What does this Source tell us about the achievements of Mobutu in the Congo (Zaire)? (3)
- (b) Explain the key features of the achievements of **either** Habib Bourguiba in Tunisia **or** Ben Bella in Algeria. (7)
- (c) How far was Nelson Mandela able to bring about change in South Africa in the years 1956–99?

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

- Mandela's arrest, treason trials and imprisonment
- Mandela's release from prison in 1990

(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 2007.**

*Blitzkrieg* relied on a large number of tanks which were used as a spearhead to attack the enemy's areas of weakness. Tanks drove deep behind enemy lines to cause maximum confusion and prevent the enemy regaining the initiative. Supporting the tanks were large numbers of soldiers travelling in lorries and on motor bikes. Further support was given by the German air force, especially from their dive bombers (*Stukas*). These were sometimes fitted with sirens and terrified the civilian population.

- (a) What does this Source tell us about *Blitzkrieg*? (3)
- (b) Explain the key features of **either** the importance of aircraft carriers in the War in the Pacific (1941–45) **or** the German use of V weapons (1944–45). (7)
- (c) How far did the development of atomic and nuclear weapons change warfare in the years 1945–2003?

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

- The dropping of the atomic bombs in 1945
- The theory of Mutually Assured Destruction (MAD)

(15)

**(Total for Question B7 = 25 marks)**

---

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

**BLANK PAGE**

**BLANK PAGE**

Pearson Education Ltd. gratefully acknowledges the following sources used in the preparation of this paper:

**A1 Source C:** *The Early Modern World*, J Kidd, R Rees and R Tudor, © 2000, Pearson Education Limited.

**A1 Source D:** *The French Revolution*, P Mantin, © 1992, Pearson Education Limited.

**A2 Source A:** © Imperial War Museums (Q 20842)

**A2 Source D:** *Essential Modern World History: Students Book*, Steve Waugh, © 2001, Nelson Thornes.

**A3 Source D:** © *Russia and the USSR, 1905-1991*, Philip Ingram 1997, Cambridge University Press.

**A4 Source D:** © *The USA, 1914-41 (Hodder Twentieth Century History)*, Peter Mantin 1997, Hodder Education.

**A6 Source D:** *Essential Modern World History: Students Book*, Steve Waugh, © 2001, Nelson Thornes.

**B2 Source:** Reprinted by permission of HarperCollins Publishers Ltd. © 1988 Richard Staton.

**B3 Source:** Norman Lowe, *Mastering Modern World History*, 1997, Palgrave Macmillan. Reproduced with permission of Palgrave Macmillan.

**B5 Source:** Norman Lowe, *Mastering Modern World History*, 1997, Palgrave Macmillan. Reproduced with permission of Palgrave Macmillan.

**B7 Source:** © *The World at War 1938-45*, Steve Waugh and John Wright 2007, Hodder Education.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



Write your name here	
Surname	Other names
<b>Pearson Edexcel</b> <b>Level 1/Level 2 Certificate</b> <b>Pearson Edexcel International GCSE</b>	Centre Number <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
Candidate Number <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
<h1 style="margin: 0;">History</h1> <h2 style="margin: 0;">Paper 2</h2>	
Wednesday 10 June 2015 – Morning <b>Time: 1 hour 30 minutes</b>	Paper Reference <b>KH10/02</b> <b>4HI0/02</b>
<b>You must have:</b> Questions and Sources Booklet (enclosed)	Total Marks <input style="width: 50px; height: 30px;" type="text"/>

### 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.
- Remember that clear English and careful presentation of your answers is important.
- Check your answers if you have time at the end.

Turn over ►

P44324A

©2015 Pearson Education Ltd.

1/1/1/1/1/1



PEARSON

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)



(b)

Handwriting practice grid with 20 columns and 30 rows. Each row is defined by a solid top line, a dashed midline, and a solid bottom line. The grid is contained within a rounded rectangular border.



((b) continued)

Grid area for writing the answer.



(c)

Handwriting practice grid with a dotted midline and a solid baseline. The grid is composed of 20 columns and 30 rows. The first row is pre-filled with the letter 'c' in the first column, and the rest of the grid is empty for practice.



((c) continued)

Handwriting practice grid with a dotted midline and a solid baseline. The grid is contained within a rounded rectangular border.



((c) continued)

Handwriting practice grid with a dotted midline and a solid baseline. The grid is enclosed in a rounded rectangular border.



((c) continued)

**(Total for Question = 25 marks)**

**TOTAL FOR SECTION A = 25 MARKS**





**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)

Handwritten answer area for question (a) on a grid background. The area contains faint, illegible handwriting.



(b)

Graph paper grid for plotting or drawing.



((b) continued)

Handwriting practice grid consisting of a large rectangular area with a grid of vertical lines and horizontal dotted lines. The grid is intended for practicing letter formation and spacing.



(c)

Handwriting practice grid with a dotted midline and a solid baseline. The grid is composed of vertical lines and horizontal lines, with a dotted line in the middle of each row. The grid is intended for practicing letter formation and alignment.



((c) continued)

Handwriting practice grid consisting of a large rectangular area with a grid of vertical lines and horizontal dotted lines. The grid is intended for practicing letter formation and spacing.



((c) continued)

Handwriting practice grid with a dotted midline and a solid baseline. The grid consists of 20 rows, each with a dotted line at the top and a solid line at the bottom, providing a guide for letter height and placement.



((c) continued)

Grid area for writing answers.

**(Total for Question = 25 marks)**

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



**BLANK PAGE**

