

Pearson Edexcel International GCSE

Thursday 14 November 2024

Morning (Time: 1 hour 30 minutes)

Paper
reference

4HI1/01

History

Level 1/2

PAPER 1: Depth Studies

Questions and Extracts Booklet

Do not return this Booklet with the Answer Booklet.

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CONTENTS

Each option below contains one question, split into several parts.
Answer **TWO** complete questions.

Answer the questions in the Answer Booklet.

- 1 The French Revolution, c1780–99
- 2 Development of a nation: unification of Italy, 1848–70
- 3 Germany: development of dictatorship, 1918–45
- 4 Colonial rule and the nationalist challenge in India, 1919–47
- 5 Dictatorship and conflict in the USSR, 1924–53
- 6 A world divided: superpower relations, 1943–72
- 7 A divided union: civil rights in the USA, 1945–74
- 8 South Africa: from union to the end of apartheid, 1948–94



Answer TWO questions.

You should spend about 45 minutes on each question.

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A history of France*, published in 1982.

In French provinces there were demands for the punishment of officials who had been responsible for the Terror. This led to a new terror that became known as the 'White Terror'. In this new terror, these officials were attacked without mercy. They were badly injured and murdered in vicious attacks. In several towns, imprisoned officials were massacred in their cells or in the courtyards of the gaols. Many lawyers had supervised the cruelties of the Terror. They were hunted down in the White Terror and guillotined without trial in retaliation for their part in the Terror.

5

(a) What impression does the author give about the White Terror in France?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of Louis XVI's leadership on France in the years 1780–87.

(8)



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

EITHER

- (c) (i) 'In the years 1789–91, the most significant reform made by the Constituent Assembly was the reform of the legal system.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- reform of the legal system
- reform of local government.

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

(16)

OR

- (ii) 'The role of the Committee for Public Safety was the main reason for the Terror (1793–94).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Committee of Public Safety
- the rising in the Vendée (February 1793).

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

(16)

(Total for Question 1 = 30 marks)

2 Development of a nation: unification of Italy, 1848–70

Study Extract B.

Extract B: From *A history of Italy*, published in 2023.

The Revolutions of 1848 in the Italian states were led by intellectuals who wanted liberal governments throughout the Italian peninsula and Sicily. The Austrian Empire ruthlessly ruled the Italian states in northern Italy. The Italian revolutionaries wanted to get rid of this conservative Austrian leadership. The Austrians tried to strengthen their control with further oppression and more severe taxes. However, in Milan, about 20,000 Austrian troops were forced to withdraw from the city after a five-day battle. A more liberal provisional government was then formed in Milan by Italian revolutionaries. 5

- (a) What impression does the author give about the cause of the Revolutions of 1848 in the Italian states?

You **must** use Extract B to explain your answer.

(6)

- (b) Explain **two** effects of developments in Piedmont, in the years 1848–52, on Piedmont.

(8)



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

EITHER

- (c) (i) 'In the years 1854–59, the most significant event on the way to Italian unification was the war in the Crimea.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the war in the Crimea
- the Pact of Plombières (1858).

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

(16)

OR

- (ii) 'The main obstacle to Italian unity after 1861 was the problems in the South.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- problems in the South
- the problem of Venetia.

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

(16)

(Total for Question 2 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A history of Germany*, published in 2019.

On 5 January 1919, the Spartacists attempted an armed take-over of Berlin. However, they had no clear plan for seizing power. With the uprising at its peak, the Spartacist leader, Liebknecht, and his 53-person revolutionary committee hesitated. Rather than pushing forward to demand the overthrow of Ebert's newly formed government, Liebknecht went back to an office to write newspaper articles. Meanwhile, the government resisted this radical revolution. It called on the *Freikorps* that, equipped with machine guns and flamethrowers, easily crushed the Spartacists in a series of street battles. 5

(a) What impression does the author give about the Spartacist uprising in 1919?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Second World War on the German Home Front in the years 1939–45.

(8)



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

EITHER

- (c) (i) 'In the years 1923–28, the main reason for the growth of the Nazi Party was the impact of the Munich Putsch.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Munich Putsch (1923)
- Nazi Party re-organisation (1924–28).

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

(16)

OR

- (ii) 'In the years 1933–39, the Nazi policies that had the greatest impact on German people were policies towards women.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nazi policies towards women
- Nazi policies towards Catholics.

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

(16)

(Total for Question 3 = 30 marks)

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

Study Extract D.

Extract D: From *A history of India*, published in 2010.

Gandhi's aims for the future of India in the 1920s, were ridiculously unworkable. Gandhi believed that the people of India would be much happier if they lived in small, self-sufficient communities. These communities would grow their own food, spin their own thread and weave their own cloth. Of course, this idea was not possible. Bombay, Madras, Delhi and Calcutta were already busy modern cities. Millions of people living there could not possibly return to their rural ways of living. Gandhi's campaign of civil disobedience, with its many *hartals*, simply led to violence. 5

(a) What impression does the author give about Gandhi's aims for India in the 1920s?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of communal violence on India in the years 1946–47.

(8)



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

EITHER

- (c) (i) 'The impact of the Government of India Act (1935) was the main reason why British rule in India became more unpopular in the years 1930–37.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Government of India Act (1935)
- the Round Table Conferences (1930–32).

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

(16)

OR

- (ii) 'In the years 1939–45, the main impact of the Second World War on India was political.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- political impact
- economic impact.

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

(16)

(Total for Question 4 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A history of Stalin's Russia*, published in 1997.

Under Stalin, government policies towards family life tried to bring back more traditional values. This was an attempt to reverse the changes that had been encouraged in the 1920s. These had severely damaged family life in many parts of the USSR. Gangs of orphans and unwanted children had become a major problem in many cities. Some children had become beggars. Others had become thieves, who were often highly organised and violent. These problems led Stalin's government to introduce policies designed to improve family life. He decided that abortion, contraception and access to divorce should be restricted.

5

- (a) What impression does the author give about family life under Stalin's government?

You **must** use Extract E to explain your answer.

(6)

- (b) Explain **two** effects of the removal of the kulaks on the Soviet Union.

(8)



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

EITHER

- (c) (i) 'The main reason for the Moscow Show Trials (1936–38) was to remove Stalin's rivals.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Stalin's rivals
- the cult of personality.

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

(16)

OR

- (ii) 'The most significant feature of the Soviet Union's experience during the Second World War was the Battle of Stalingrad.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Battle of Stalingrad
- Soviet setbacks.

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

(16)

(Total for Question 5 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *A history of modern Europe*, published 2000.

Truman claimed that providing money was essential to enable democracy to triumph over dictatorship. With the Truman Doctrine, he pledged US military and financial support for those countries trying to resist the communist threat.

The Truman Doctrine moved US foreign policy from attempted cooperation with the USSR to confrontation. Truman's decision had momentous consequences for Europe. In the short-term, Congress agreed to provide funds for Greece and Turkey – both of which resisted communism. In the long term, the USA was now committed to resisting communism in Europe and across the world.

5

10

(a) What impression does the author give about the Truman Doctrine?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the moves towards Détente on the Cold War.

(8)



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

EITHER

(c) (i) 'The main reason for the Hungarian Uprising (1956) was Rakosi's rule.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Rakosi
- de-Stalinisation.

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

(16)

OR

(ii) 'The main consequence of the Soviet invasion of Czechoslovakia was international criticism of the Soviet Union's actions.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- international criticism
- Brezhnev Doctrine.

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

(16)

(Total for Question 6 = 30 marks)

7 A divided union: civil rights in the USA, 1945–74

Study Extract G.

Extract G: From *A history of the United States*, published 2009.

After Watergate became an issue, Nixon pretended he was still fully in charge. No one close to the White House believed that nothing had changed. Nixon delighted in the honours shown to him when on visits abroad, yet at home, he was unable to appear in public without risking protests. 5

The Senate and the courts found his actions over the Watergate scandal inexcusable. He had repeatedly claimed he was innocent of the crimes he had committed. In the end he had to resign. He left, angry and resentful, believing he had been betrayed. Actually, he had brought disaster on himself.

- (a) What impression does the author give about Nixon's reaction to the Watergate scandal?

You **must** use Extract G to explain your answer.

(6)

- (b) Explain **two** effects of the events at Little Rock (1957) on the USA.

(8)



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

EITHER

- (c) (i) 'The main reason for changes to the methods used by civil rights protesters in the 1960s was because they had new leaders.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- new leaders
- Martin Luther King.

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

(16)

OR

- (ii) 'The main consequences of the protest movements that emerged in the 1960s were the gains made by women.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- women
- the student movement.

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

(16)

(Total for Question 7 = 30 marks)

8 South Africa: from union to the end of apartheid, 1948–94

Study Extract H.

Extract H: From *A history of South Africa*, published 2001.

Political negotiations in the early 1990s led to widespread changes. Large companies speeded up recruitment of black people. Black people were able to use more hospitals. Universities accepted more black students. Many white South Africans began to discover that they had things in common with people of other races. The media, especially television, began to reflect black hopes and to encourage a more inclusive South African identity. More churches de-racialised. Church figures such as Archbishop Tutu emphasised a shared understanding of Christian prayer, biblical stories and forgiveness. Supermarkets also gave a wider range of people access to a consumer society.

5

10

- (a) What impression does the author give about South African society during the dismantling of apartheid?

You **must** use Extract H to explain your answer.

(6)

- (b) Explain **two** effects of the work of the ANC on resistance to apartheid in the years 1955–78.

(8)



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

EITHER

- (c) (i) 'The most significant development in the apartheid system, in the years 1948–54, was the Pass Laws (1952).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Pass Laws (1952)
- the Population Registration Act (1950).

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

(16)

OR

- (ii) 'The main reason why opposition grew in South Africa, in the years 1978–90, was the reforms of PW Botha.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Botha's reforms
- the ANC.

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

(16)

(Total for Question 8 = 30 marks)

TOTAL FOR PAPER = 60 MARKS

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Acknowledgements

Extract A taken from: *The French Revolution*, Christopher Hibbert © Penguin Books, 1982;

Extract B taken from: www.thecollector.com;

Extract C taken from: www.alphahistory.com;

Extract D taken from: *Britain and the Nationalist Challenge in India 1900-47*, Rosemary Rees © Pearson Education LTD, 2010;

Extract E taken from: *Stalin's Russia 1924-53*, Ben Walsh, Pearson Education 2008;

Extract F taken from: *Mastering Modern United States History*, John Traynor, Palgrave Macmillan 2001;

Extract G taken from: *A People and a Nation*, Mary Beth Norton et al, Houghton Mifflin Company 2007;

Extract H taken from: *South Africa since 1948*, Christopher Culpin, Hodder Murray 2000



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel International GCSE

Thursday 14 November 2024

Morning (Time: 1 hour 30 minutes)

Paper
reference

4HI1/01

History

Level 1/2

PAPER 1: Depth Studies

Answer Booklet

You must have:

Questions 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 **any two** questions.
- 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.

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