

Please check the examination details below before entering your candidate information

Candidate surname					Other names			
Pearson Edexcel		Centre Number			Candidate Number			
International GCSE		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			
Monday 1 June 2020								
Morning (Time: 1 hour 30 minutes)					Paper Reference 4HI1/01			
History								
Level 1/2								
Paper 1: Depth Studies								
You must have: Questions and Extracts Booklet							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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(Total for Question = 30 marks)



Indicate your second question choice on this page.

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

Chosen question number: Question 1 ☒ Question 2 ☒ Question 3 ☒
 Question 4 ☒ Question 5 ☒ Question 6 ☒
 Question 7 ☒ Question 8 ☒

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((c)(i) **OR** (c)(ii) continued)

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Pearson Edexcel International GCSE**Monday 1 June 2020**

Morning (Time: 1 hour 30 minutes)

Paper Reference **4HI1/01****History****Level 1/2****Paper 1: Depth Studies****Questions and Extracts Booklet****You must have:**

Answer Booklet

Turn over ►**P62281A**

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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 1989.

In the years 1788–89, poor harvests were damaging for all. Poor harvests led to landless day labourers in the countryside being robbed of precious work. As a result, they had to struggle to avoid starving altogether. Small land holders experienced crippling debt and poverty as a consequence of poor harvests. Eviction from their land always followed. In desperation, many turned to the churches for a handout of bread and milk. In the cities, the doubling of bread prices led to severe hardship for workers.

(a) What impression does the author give about the effects of poor harvests?

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

(6)

(b) Explain **two** effects of the Thermidorian Reaction on France in the years 1794–95.

(8)

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

- (c) (i) 'The King's flight to Varennes was the main reason why France became a Republic in 1792.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the King's flight to Varennes
- the role of the Jacobins.

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

(16)

OR

- (ii) 'The most significant impact of the Terror, in the years 1793–94, was the control of the French people.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- control of the French people
- elimination of the Girondins.

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 2008.

Many Italians felt betrayed by Piedmont's forced creation of a centralised Italian state. Piedmontese politicians, including Cavour, had very little understanding of the southern area of Italy. The south's poverty and its backwardness meant it was unsuitable for unification with Piedmont. Cavour's immediate aim was to crush any opposition in the south. There was still what remained of Garibaldi's army and there were also peasants demanding land and freedom. Cavour dispatched forces to the south with orders to crush opposition at all costs.

- (a) What impression does the author give about 'Piedmontisation' during Italian unification?

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

(6)

- (b) Explain **two** effects of the *Statuto* on Piedmont.

(8)

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

- (c) (i) 'The Crimean War was the most significant turning point on the way to Italian Unification in the years 1854–59.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Crimean War
- the defeat of Austria (1859).

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

(16)

OR

- (ii) 'The role of the great powers was the main factor in bringing about Italian Unification in the years 1859–61.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the great powers
- the Proclamation of the Kingdom of Italy.

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 2000.

The bomb plot of July 1944 failed because of a series of factors. The wooden building in which the bomb exploded surprisingly limited the impact of the explosion. During the briefing the bomb was unluckily moved away from where Hitler was. Hitler was partly shielded from the impact of the blast by the leg of an oak table. Also, the conspirators were unable to communicate successfully with each other. The failure of the July bomb plot showed the difficulties of trying to overthrow the regime.

- (a) What impression does the author give about the July Bomb Plot (1944)?

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

(6)

- (b) Explain **two** effects of the work of Gustav Stresemann on Germany in the years 1923–29.

(8)

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

- (c) (i) 'The most significant challenge to the Weimar Republic, in the years 1919–23, came from uprisings by the Right.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- uprisings by the Right
- the Spartacist uprising.

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

(16)

OR

- (ii) 'The use of intimidation and violence, in the years 1928–33, was the main reason for Nazi success.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- intimidation and violence
- propaganda.

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.

Many Indians used the Satyagraha Campaign to do things that the campaign had not intended. Extreme violence occurred at different times and in different provinces. The Bombay strike turned into four days of looting and burning. In Rangpur, the mob attacked money lenders. In the region of Malaba, Muslims rampaged against Muslim landlords, and also killed British people and wealthy Hindus. In northern India, Hindus forced Muslims to 'wash away their pollution' by immersing them in water tanks, and many drowned. Satyagraha was becoming Gandhi's worst nightmare.

(a) What impression does the author give about the Satyagraha Campaign?

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

(6)

(b) Explain **two** effects of India's involvement in the Second World War on the campaign for Indian independence.

(8)

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

- (c) (i) 'The impact of the Amritsar Massacre was the main reason why British rule in India was unpopular in 1919.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Amritsar Massacre
- the Government of India Act.

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

(16)

OR

- (ii) 'In the years 1927–37, the Salt March had the most significant impact on the progress towards Indian independence.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Salt March
- the Simon Commission.

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 the Modern World*, published in 2016.

Much of the blame for Trotsky's failure in the leadership struggle lies with Trotsky himself. He was hugely overconfident. He often offended senior party members. More importantly, he failed to take the opposition seriously. He made little effort to build up support in the ranks of the party and he seriously underestimated Stalin. As Trotsky felt secure that he was superior to Stalin, he did not see the need to criticise him. It seemed to Trotsky almost a joke that Stalin should be his rival. Trotsky saw Stalin as a man in the background, and less able than he himself was.

- (a) What impression does the author give about Trotsky's approach to the leadership struggle?

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

(6)

- (b) Explain **two** effects of the Five-year Plans on industry in the Soviet Union.

(8)

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

- (c) (i) 'The most significant changes to life in the Soviet Union, in the years 1924–41, were in education.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- education
- life in the countryside.

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

(16)

OR

- (ii) 'Stalin's war leadership was the main reason for Soviet setbacks in the years 1941–42.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Stalin's war leadership
- the purges of the armed forces in the 1930s.

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 *Superpower Relations 1944–1990*, published in 2009.

De-Stalinisation encouraged reform by criticising Stalin's system of terror, and by Khrushchev's suggestion that there could be other ways to socialism. In the Soviet Union's satellite states of Eastern Europe, de-Stalinisation led to calls by the general public for reforms in their nations. In the summer of 1956, Hungarian reformers started demonstrations in order to put pressure on the government. Khrushchev sensed the danger in a wave of disturbances sweeping through Eastern Europe. The Hungarian leader, Matyas Rakosi, a loyal Stalinist, was removed by the Soviets. However, Rakosi's replacement could not control the increasingly violent demonstrations.

- (a) What impression does the author give about the impact de-Stalinisation had on Soviet control of Hungary?

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

(6)

- (b) Explain **two** effects of the Soviet invasion of Czechoslovakia (1968) on international relations.

(8)

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

- (c) (i) 'The main reason for the Berlin Crisis of 1948–49 was the actions of the western powers.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the actions of the western powers
- the Soviet blockade of Berlin.

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

(16)

OR

- (ii) 'The most significant feature of the move towards Détente in the years 1963–72, was the SALT talks and treaty.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the SALT talks and treaty
- the Test Ban Treaty.

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 in 1998.

Protests grew increasingly bloody and hot-tempered in 1970. Anti-war protests increased after President Nixon announced that America had extended the war in Vietnam into Cambodia, a neutral country bordering Vietnam. In May 1970, at Kent State University in Ohio, national guardsmen confronted student anti-war protesters with heavy use of tear gas. Soon afterward, with no provocation, soldiers opened fire into a group of fleeing students. Four young people were killed, shot in the back. There was outrage throughout the country, campuses closed down, and students by the thousands came to Washington to demonstrate against the war.

(a) What impression does the author give about the anti-Vietnam War protests?

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

(6)

(b) Explain **two** effects of Black Power on the civil rights movement.

(8)

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

- (c) (i) 'The main reason why progress was made in civil rights in the 1950s was the influence of the Supreme Court.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the influence of the Supreme Court
- the Montgomery Bus Boycott.

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

(16)

OR

- (ii) 'The most significant feature of the Watergate scandal was the new laws that resulted from it.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- new laws
- the impact on President Nixon.

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 *South Africa 1948–2000*, published in 2001.

By 1949, the African and Indian political leaders had become convinced that they must work together against their common enemy, the Nationalist government. At the same time, the Youth Leaguers within the ANC were growing impatient; they forced the ANC leader, who disliked mass action, to resign. The Youth League leaders, who were now in control, decided on a programme of action – strikes, demonstrations and non-cooperation with the government. A National Day of Protest in June 1950 was an early example of this more fiery resistance.

- (a) What impression does the author give about resistance to the Nationalist Government?

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

(6)

- (b) Explain **two** effects of the Bantu Self-Government Act (1959) on South Africa.

(8)

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

- (c) (i) 'The main reason for the growth of resistance to apartheid, in the years 1955–78, was the development of Black Consciousness.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Black Consciousness
- Sharpeville.

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

(16)

OR

- (ii) 'The main consequence of Botha's reforms was the increase in Afrikaner resistance.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Afrikaner resistance
- the State of Emergency.

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

(16)

(Total for Question 8 = 30 marks)

TOTAL FOR PAPER = 60 MARKS

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