

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel  
International GCSE**

Centre Number

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Candidate Number

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**Monday 1 June 2020**

Morning (Time: 1 hour 30 minutes)

Paper Reference **4HI1/01R**

**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.

Turn over ►

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**Answer TWO questions.**

**You should spend about 45 minutes on each question.**

**Indicate your first question choice on this page. You will be asked to indicate your second question choice on page 10.**

**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 .**

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

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(Total for Question = 30 marks)

**TOTAL FOR PAPER = 60 MARKS**



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# Pearson Edexcel International GCSE

## Monday 1 June 2020

Morning (Time: 1 hour 30 minutes)

Paper Reference **4HI1/01R**

### History

Level 1/2

**Paper 1: Depth Studies**

**Questions and Extracts Booklet**

**You must have:**

Answer Booklet

Turn over ►

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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 the French Revolution*, published in 1993.

The coup of 1799 was certainly a muddled affair, and it was lucky to succeed at all. The coup was originally planned by the abbé Sieyès, who intended to use Napoleon to destroy the Directory. Sieyès wanted to take control and lead a new government. But Napoleon grew impatient and this changed the whole nature of the coup because Napoleon eventually gained control of events. However, Napoleon seemed to be hesitant and indecisive. These facts, though, were speedily disguised by Napoleonic propaganda.

(a) What impression does the author give about the coup of 1799?

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

(6)

(b) Explain **two** effects of the French war with Austria and Prussia on France.

(8)



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

**EITHER**

(c) (i) 'The main long-term cause of the French Revolution was the role of Louis XVI.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the role of Louis XVI
- poor harvests.

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

(16)

**OR**

(ii) 'In the year 1789, the Grande Peur was the most significant event of the revolution.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Grande Peur (July/August 1789)
- the setting up of the National Assembly (June 1789).

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.

Although appearing threatening, the revolutions of 1848 were limited and actually achieved little. There was little significant support from the peasantry. Often, those who called for revolution were seen by the peasants as worse than their current leaders. The revolutionary demand for a united Italy was based on Mazzini's ideas, which did not address the issue of land ownership. In Sicily, the peasantry invaded the common lands, but were quickly and easily thrown off the land. The new Sicilian Parliament then refused to pass any land reform measures.

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

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

(6)

- (b) Explain **two** effects of the Franco-Prussian War on Italy in 1870.

(8)

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

**EITHER**

- (c) (i) 'Political change was the most important feature of Piedmont's development in the years 1848–54.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- political change
- economic expansion.

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

(16)

**OR**

- (ii) 'The battles of Magenta and Solferino were the main reason for the defeat of Austria in 1859.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the battles of Magenta and Solferino
- Napoleon III.

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 2001.

The years 1924–29 were ‘golden years’. With money flowing in from America in the form of both long and short term loans, the economy was prospering. Public work schemes provided new modern stadiums, apartment blocks and opera houses. New welfare schemes tackled poverty and provided the unemployed with help. Wages significantly increased and working hours were regulated. There was even a drop in the number of strikes. Industrial production boomed and, by 1927, Germany was producing goods at an impressive rate.

(a) What impression does the author give about Germany in the years 1924–29?

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

(6)

(b) Explain **two** effects of the Nuremberg Laws (1935) on the lives of Jews living in Germany.

(8)

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

**EITHER**

- (c) (i) 'The main reason why the Treaty of Versailles was hated by many Germans was that it weakened Germany's military strength.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Germany's military strength
- reparations.

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

(16)

**OR**

- (ii) 'The main problem facing the Nazi Government in Germany and the occupied territories, in the years 1939–45, was opposition to Hitler's rule.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- opposition to Hitler's rule
- allied bombing.

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 2001.

In January 1930, Gandhi launched a campaign of mass protest, law breaking and non-payment of taxes. The British Governor, Irwin, underestimated the cleverness of Gandhi's strategy. The emphasis on everyday issues, such as the harmful salt tax, made Gandhi's position look reasonable in the eyes of the world. Gandhi informed Irwin that he and seventy of his supporters planned to march to the coastal town of Dandi and break the law by picking up salt tax-free. This symbolic act proved to be massive in its effect on the issue of independence. Its impact spread across the whole subcontinent.

(a) What impression does the author give about Gandhi's Salt March (1930)?

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

(6)

(b) Explain **two** effects of the appointment of Mountbatten as Viceroy of India on the partition of India.

(8)

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

**EITHER**

- (c) (i) 'The main reason for the growth of nationalism in India, in the years 1919–27, was Gandhi's civil disobedience campaign.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi's civil disobedience campaign
- the Government of India Act (1919).

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

(16)

**OR**

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

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic impact
- 'Quit India' campaign.

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 Twentieth Century*, published in 2009.

Stalin's motives for the purges were driven by the fact that he never felt very secure. This was obvious from his dealings with his political enemies during his rise to power. He was aware that some other old leaders were cleverer than he was. The purges were also a convenient way of ensuring Stalin was not blamed for failures and setbacks. This provided the reason for getting rid of Stalin's enemies.

Some have suggested that the purges provide evidence that Stalin suffered from paranoia.

- (a) What impression does the author give about the reasons why Stalin carried out the purges?

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

(6)

- (b) Explain **two** effects of Stalin's family policies on family life in the Soviet Union in the years 1924–41.

(8)



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

**EITHER**

- (c) (i) 'The main reason why Stalin was successful in the leadership struggle was Trotsky's weaknesses.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Trotsky's weaknesses
- Stalin's position as General Secretary.

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

(16)

**OR**

- (ii) 'The main consequence of collectivisation was a worsening of living conditions in the countryside.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- living conditions in the countryside
- industrialisation.

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.

When the SALT talks resumed, after being delayed by American anger at Soviet rearmament, the talks were slow and drawn out. It was not until 1972 that both sides were ready to sign a final agreement. It was hard to convince the other side to limit weapons production. Neither side was willing to agree on limiting newer, more advanced weapons. The USA was unwilling to give way on offensive nuclear weapons, in which they had an advantage and with which they thought they could win an arms race.

(a) What impression does the author give about the SALT talks?

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

(6)

(b) Explain **two** effects of ideological differences on relations between the Soviet Union and the USA in the years 1943–49.

(8)

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

**EITHER**

(c) (i) 'The main reason for the Hungarian Uprising of 1956 was Soviet control.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Soviet control
- de-Stalinisation.

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

(16)

**OR**

(ii) 'The main consequence of the Soviet invasion of Czechoslovakia was the establishment of the Brezhnev Doctrine.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Brezhnev Doctrine
- international criticism of the Soviet Union.

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 Twentieth Century*, published in 2009.

Once the civil rights movement began its actions in the 1950s, Klan groups were re-established to challenge the movement. Houses were bombed by Klansmen, people intimidated and even assassinated. In Atlanta alone, over 40 homes were bombed in 1951–52. Many murders were never reported. As Black Americans could not vote and juries were often white only, Black Americans did not expect to get proper justice. Klansmen had close links with the local police and government, and used these to continue their intimidation. Some leaders of the civil rights movement were brutally murdered.

(a) What impression does the author give about the activities of the Ku Klux Klan?

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

(6)

(b) Explain **two** effects of McCarthyism on the USA in the 1950s.

(8)

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

**EITHER**

- (c) (i) 'The main reason for the growth of Black Power in the 1960s was the influence of Stokely Carmichael.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Stokely Carmichael
- reduction in white support for civil rights.

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

(16)

**OR**

- (ii) 'The most significant development in protest movements during the 1960s and 1970s was the growth of the student movement.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the student movement
- the women's 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 *South Africa 1948–2000*, published in 2001.

Verwoerd's policies were astonishingly narrow-minded. He ignored the obvious unfairness of just 13 per cent of the land being for 70 per cent of the population. With the black population increasing, his hope for 'whiter' cities was a fantasy. The country's growing manufacturing industries needed a well-educated and well-trained black workforce living close to their factories. Yet, as the Minister responsible for the Bantu Education Act, he declared that there was no point educating Bantu children above the level needed for certain forms of labour. Verwoerd refused to face the realities of South Africa's economic and population growth.

(a) What impression does the author give about Verwoerd's policies?

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

(6)

(b) Explain **two** effects of the anti-pass law demonstrations (1959) on South Africa.

(8)

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

**EITHER**

- (c) (i) 'The main reason why resistance to apartheid developed, in the years 1948–54, was hostility to the Group Areas Act.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Group Areas Act (1950)
- the Population Registration Act (1950).

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

(16)

**OR**

- (ii) 'The most significant individual in dismantling apartheid, in the years 1990–94, was Nelson Mandela.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nelson Mandela
- FW de Klerk.

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

(16)

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**(Total for Question 8 = 30 marks)**

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**TOTAL FOR PAPER = 60 MARKS**

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