

Pearson Edexcel International GCSE

Thursday 14 November 2024

Morning (Time: 1 hour 30 minutes)

Paper
reference

4WHI1/01

History (Modular)

Level 1/2

UNIT 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.

During the evening of 14 July, those who had stormed the Bastille were seen rejoicing in the streets of Paris. They marched up and down joyfully shouting the news of the fall of the Bastille, while guns were fired to celebrate their triumph. At the same time, crowds of sightseers surged into the Bastille to see the inside of this fearful place. They had heard so many horrific tales about it. While Paris celebrated the fall of the Bastille, voices were heard in the crowds urging the people to follow up their triumph by marching on Versailles.

- (a) What impression does the author give about the storming of the Bastille?

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

(6)

- (b) Explain **two** effects of France's involvement in the American War of Independence on France.

(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 2008.

In 1848, the Austrian rulers in Milan refused to respond to demands for reform. So, in protest, the citizens of Milan came up with an interesting way of registering their anger. The Austrian Government controlled the sale of tobacco in Milan, so the Milanese stopped smoking. Austrian soldiers and officers seen 5 smoking in the streets were harassed. Then, the Milanese erected barricades and took on the Austrians in a full-scale battle. Radetzky, the Austrian military commander, withdrew his troops, which led to the collapse of Austrian rule in the city.

- (a) What impression does the author give about Austrian rule in Milan in 1848?

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

(6)

- (b) Explain **two** effects of economic expansion on Piedmont in the years 1849–54.

(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 1999.

The Kapp Putsch was mis-timed and very poorly planned. To make matters worse, civil servants refused to follow Kapp's orders, and the *Reichsbank* refused him any financial support. Even foreign governments refused to recognise Kapp's authority. Also, Kapp and his supporters had no worthwhile policies and therefore could not establish an effective government. Kapp also made unrealistic promises in an effort to win public support. Even attempts to win support for Kapp's ideas through the use of propaganda leaflets failed. After four days, the *putsch* collapsed and Kapp resigned. 5

- (a) What impression does the author give about the Kapp Putsch?

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

(6)

- (b) Explain **two** effects of Nazi policies on Jewish people living in the occupied territories during the Second World War.

(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 2001.

At the beginning of the 1920s, Congress was seen as a small organisation, mainly based around Bengal and Bombay. It was dominated by the professional middle classes. During the 1920s, it dramatically increased its membership from under 100,000 to a peak of two million. Many of these new supporters came from wealthier sections of society. However, they also included railway and factory workers, and, in some regions, a few poor tenant farmers. Congress also made strenuous efforts to attract people from trade unions and women.

5

- (a) What impression does the author give about Congress in the 1920s.

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

(6)

- (b) Explain **two** effects of the role of Viceroy Mountbatten on the partition of India.

(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 2008.

Trotsky was not one of the original Bolsheviks, which made many 'Old Bolsheviks' suspect him. Several leading Bolsheviks disliked his arrogance and lack of respect for those less clever than himself. Trotsky had made no attempt to build a base of support in the party – a crucial mistake. It meant, for example, 5 that Trotsky had a difficult time when managing party meetings full of Stalin's supporters. He was also accused of being inconsistent and making decisions only for his personal gain. Above all, Trotsky completely underestimated Stalin, whom he regarded as his inferior.

- (a) What impression does the author give about Trotsky's situation in the leadership struggle of 1924–29?

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

(6)

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

(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 the Cold War, published in 2009.

The Council for Mutual Economic Assistance (Comecon) was founded in 1949. The Soviet Union claimed it would support member countries of Comecon in Eastern Europe. In reality, Comecon was used by the Soviet Union to control the economies of these nations. It also allowed the Soviet Union to use member countries' resources. 5

The member countries were made to specialise in certain industries. For example, Czechoslovakia and East Germany were strongly encouraged to concentrate on heavy industry, whilst Romania, Hungary and Bulgaria were told to produce food and raw materials. This specialisation was mainly useful for the Soviet Union. 10

- (a) What impression does the author give about Comecon?

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

(6)

- (b) Explain **two** effects of the Potsdam Conference on relations between the Soviet Union and the West.

(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 in 2002.

The Montgomery Bus Boycott inspired both further action by Southern black Americans and Northern white support for black civil rights. In particular, it inspired Martin Luther King to establish the Southern Christian Leadership Conference (SCLC). SCLC became exceptionally effective as it was far harder for whites to persecute a black Christian organisation. 5

Perhaps the most important aspect of the Boycott was that it was achieved by black people. They had shown that they could organise successful protests in dignified and respectable ways. Furthermore, black protest had developed from a minority middle-class movement, into a black mass movement. 10

(a) What impression does the author give about the Montgomery Bus Boycott?

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

(6)

(b) Explain **two** effects of the Red Scare 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 that 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 in 2015.

On 16 June 1976, 15,000 students held a demonstration in Soweto. The police fired at the students and two were killed. One of those killed was Hector Peterson, a thirteen-year-old boy. There was an outcry and more demonstrations were held, both in Soweto and other parts of South Africa. Again, the police used violence and more students were killed. Government forces encouraged migrant workers to beat up demonstrators. At the end of the year, the government said that 600 protesters had been killed; the true figure was probably 1,000. 5

- (a) What impression does the author give about the actions of the authorities in Soweto in 1976?

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

(6)

- (b) Explain **two** effects of the ANC on South Africa in the years 1990–94.

(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* By Christopher Hibbert © Penguin, 1982

Extract B taken from: *The Unification of Italy 1815-70* By Martin Collier © Heinemann, 2008

Extract C taken from: *Years of Weimar and the Third Reich* By David Evans and Jane Jenkins © Hodder and Stoughton, 1999

Extract D taken from: *India 1885-1947* By Ian Copland © Pearson Education LTD, 2001

Extract E taken from: *The impact of Stalin's Leadership on the USSR 1924-41*, John Laver, Nelson Thornes Ltd, 2008

Extract F taken from: *International Relations in the era of the Cold War*, John Wright & Steve Waugh, Hodder Education

Extract G taken from: *American History 1860-1990*, Alan Farmer & Vivienne Sanders, Hodder Education

Extract H taken from: *South Africa 1948-2000*, Martin Roberts, Longman



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 **4WHI1/01**

History (Modular)

Level 1/2

UNIT 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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Question 7	☐	Question 8	☐		



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