

Pearson Edexcel International GCSE

Wednesday 15 May 2024

Morning (Time: 1 hour 30 minutes)

Paper

reference

4WHI1/01R

History

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 2002.

A new government was established by the Law of Brumaire. Government was supposed to be under the direction of three consuls: Sieyès, Ducos and Napoleon, who would have equal political authority. However, Napoleon ensured that did not happen. He made sure the constitution made him the First Consul and that it gave him total power. He claimed that this power was necessary for the stability of France. Napoleon could introduce legislation, appoint and dismiss ministers, and control foreign policy without consulting the views of others.

5

(a) What impression does the author give about Napoleon?

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

(6)

(b) Explain **two** effects of the reforms made by the Constituent Assembly on the Church in France in the years 1789–91.

(8)



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

EITHER

- (c) (i) 'In the years 1787–89, the main short-term cause of the French Revolution, was the meeting of the Estates General.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Estates General (May 1789)
- the Assembly of Notables (February 1787).

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

(16)

OR

- (ii) 'In the years 1792–94, the main consequence of the rule of the National Convention was the execution of Louis XVI.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the execution of Louis XVI (January 1793)
- the Edict of Fraternity (November 1792).

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.

Garibaldi's success in Sicily in 1860 put Cavour in a difficult situation. If he was seen to offer help to Garibaldi, then he would run the risk of appearing unfriendly towards France. Any help to Garibaldi would also upset those in Piedmont who feared the consequences of Garibaldi's revolutionary activity. However, Garibaldi was popular. If Cavour refused to help him, people would criticise Cavour for opposing someone working hard for the good of Italy. If Garibaldi decided to march on Rome, Cavour worried that it would result in opposition from France and a French invasion would follow. 5

- (a) What impression does the author give about Cavour's attitude towards Garibaldi?

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) 'The main consequence of the 1848 Revolutions in the Italian states was the impact on the papacy.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the papacy
- Piedmont.

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

(16)

OR

- (ii) 'In the years 1854–59, the Pact of Plombières was the main factor contributing towards Italian unification.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Pact of Plombières (1858)
- the Treaty of Villafranca (1859).

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.

In Munich, a group of students were becoming increasingly alarmed by the inhumanity of the Nazi regime. They formed the 'White Rose Group' and openly criticised Hitler. It was a highly courageous show of defiance. But it was a very dangerous thing to do. The Group's leaders were quickly arrested by the Gestapo. Their trial in the 'People's Court' took place within four days. It was inevitable that they would be found guilty and sentenced to death. They were executed immediately afterwards. Other students in the Group were sentenced to long-term imprisonment. 5

- (a) What impression does the author give about the White Rose Group?

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

(6)

- (b) Explain **two** effects of the work of Stresemann on Germany in the years 1924–29.

(8)



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

EITHER

- (c) (i) 'In the years 1919–23, the most significant challenge to the Weimar Republic came from the Spartacist uprising.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Spartacist uprising (1919)
- the Kapp Putsch (1920).

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

(16)

OR

- (ii) 'The Enabling Act was the main reason why the Nazis were able to set up a dictatorship in Germany in the years 1933–34.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Enabling Act (1933)
- the death of President von Hindenburg (1934).

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.

In 1946, Attlee, the British Prime Minister, was desperate to resolve how India should be governed in the future. The Cabinet Mission was asked to do everything possible to maintain a united India. Attlee wanted to avoid setting up a separate Pakistan. However, he was not opposed to the existence of separate Muslim states within a Hindu-dominated India. The Cabinet Mission stayed in India for more than three months, determined to break the deadlock between Congress and the Muslim League. After a great deal of debate and argument, both the Muslim League and Congress accepted the Cabinet Mission's proposals.

5

10

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

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

(6)

- (b) Explain **two** effects of the Simon Commission on the development of Indian independence.

(8)

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

EITHER

- (c) (i) 'The Rowlatt Acts were 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 Rowlatt Acts (1919)
- the Government of India Act (1919).

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

(16)

OR

- (ii) 'In the years 1920–27, the most significant feature of opposition to British rule 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 Muslim League.

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 Russia, published in 2001.

The Soviet authorities believed that to create communism, it was essential communist beliefs were taught. It was also clear that a modern economy needed a literate and numerate workforce. Education was made compulsory and, by 1939, each child spent seven compulsory years at school. Even adults 5 who could not read and write were encouraged to attend evening classes. The results were striking: by 1939, illiteracy had declined to just 4 per cent of the male and 18 per cent of the female population. This was made possible by a huge expansion in the number of teachers.

- (a) What impression does the author give about changes to education in the Soviet Union?

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

(6)

- (b) Explain **two** effects of the purges of the 1930s on the Soviet Union.

(8)



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

EITHER

- (c) (i) 'The main reason for Stalin's success in the leadership struggle was the weaknesses of Trotsky.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Trotsky's weaknesses
- Stalin's position within the Communist Party.

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

(16)

OR

- (ii) 'The most significant feature of Stalin's economic policies, in the years 1924–33, was industrialisation.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- industrialisation
- collectivisation.

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 Modern World, published in 2009.

Stalin was annoyed that Britain and the USA delayed opening a second front against Germany until 1944. He was convinced that they had been waiting until the Soviet Union was seriously damaged by the German invaders. Churchill was suspicious of Stalin's motives in Eastern Europe. He was convinced that Soviet troops would remain in countries after they were liberated from the Germans. 5

There were further issues in 1944. Soviet troops took no action as an uprising in Warsaw by the Polish resistance was brutally crushed by the Germans. This defeat left the Poles defenceless against the Soviet occupation that followed.

- (a) What impression does the author give about relations between the allies during the Second World War?

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

(6)

- (b) Explain **two** effects of Imre Nagy's actions on events in Hungary in 1956.

(8)

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

EITHER

- (c) (i) 'The main reason for the development of the Cold War, in the years 1947–49, was the actions of the USA.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the actions of the USA
- the Berlin Crisis (1948–49).

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

(16)

OR

- (ii) 'The most significant crisis in the Cold War in the 1960s was the Cuban crisis.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Cuba
- Czechoslovakia.

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 USA, published in 2007.

At first, President Ford insisted that he had no intention of pardoning Nixon. But, a month after Nixon's resignation, he did issue the pardon. Ford claimed it was necessary to end the national obsession with Watergate. Many Americans, however, were not in the mood to forgive Nixon. Many Americans refused to believe Ford's claims that he had not made a deal with Nixon over the pardon. There was a huge drop in Ford's approval rating, from 71 per cent to 49 per cent in one day, the steepest drop ever recorded. Even the President's press secretary resigned in protest. Ford was devastated by the hostile reaction to the pardon.

5

10

- (a) What impression does the author give about the impact of Gerald Ford's pardoning of Nixon?

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

(6)

- (b) Explain **two** effects of Phyllis Schlafly on the women's liberation movement in the USA.

(8)

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

EITHER

- (c) (i) 'The main reason why progress was made in the civil rights of black Americans 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 Supreme Court
- President Eisenhower.

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

(16)

OR

- (ii) 'The most significant development towards gaining civil rights in the 1960s was the growth of the Black Power movement.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Black Power movement
- the Civil Rights Act (1964).

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 2001.

The division of public services and spaces according to race was known as 'petty apartheid'. This meant racial separation at parks, beaches, post offices, transport, toilets, cinemas and seating at sporting events. However, the government found it costly and challenging to achieve. For example, the beach at Port Elizabeth was split into sections for whites, Asians, Coloureds and black Africans. This required signs and other efforts to organise the different sections. An expensive new underpass was built at Salt River Railway workshops to ensure white and non-white workers arrived separately – workers who would then work side-by-side in the same workshop.

10

- (a) What impression does the author give about 'petty apartheid' in South Africa?

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

(6)

- (b) Explain **two** effects of Steve Biko on the opposition to apartheid in South Africa.

(8)



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

EITHER

- (c) (i) 'The main consequence of Botha's reforms, in the years 1978–90, was an increase in opposition amongst Afrikaners.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Afrikaner opposition
- the State of Emergency (1985–90).

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

(16)

OR

- (ii) 'The main reason for the repeal of apartheid (1991) was the role played by FW de Klerk.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- FW de Klerk
- international opposition.

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

(16)

(Total for Question 8 = 30 marks)

TOTAL FOR PAPER = 60 MARKS

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Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

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Paper reference **4WHI1/01R**

History

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.
- Good luck with your examination.

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Question 4	☐	Question 5	☐	Question 6	☐
Question 7	☐	Question 8	☐		



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Question 3

Question 6

Question 8

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TOTAL FOR PAPER = 60 MARKS



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