

Pearson Edexcel International GCSE

Friday 16 May 2025

Morning (Time: 1 hour 30 minutes)

Paper
reference

4HI1/01R

History

Level 1/2

PAPER 1: Depth Studies

Questions and Extract Booklet

Do not return this Booklet with the Answer Booklet.

Turn over ►

P76476RA

©2025 Pearson Education Ltd.
Y:1/1/1/1/1/



P 7 6 4 7 6 R A

for topic tests, revision resources: tyrionpapers.com



Pearson

BLANK PAGE



CONTENTS

Depth Studies

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.

The people who made up the Third Estate were neither members of the clergy nor nobility. Basically, this Estate was the peasants, who were 90 per cent of the population. The poverty of the peasants was made significantly worse because they had to pay taxes to noble landlords who paid no tax. Another burden was feudal dues, which peasants had to pay to the local lord. To make matters even worse, the poor peasants had to pay the tithe. Peasants resented that this tax usually went to some rich, aristocratic abbot who was in little need of the money.

(a) What impression does the author give about the peasants of the Third Estate?

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

(6)

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

(8)



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

EITHER

- (c) (i) 'In the years 1793–94, the main impact of the Terror was the attack on the Catholic Church.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Catholic Church
- the elimination of the Girondins.

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

(16)

OR

- (ii) 'The main reason for the fall of the Directory (1799) was the role of Napoleon Bonaparte.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Napoleon Bonaparte
- Directory weaknesses.

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, in Piedmont, Charles Albert introduced the *Statuto*, a new constitution. However, it did not allow a full parliamentary system and this angered many liberals in Piedmont and throughout the Italian peninsula. The King still held all of the important powers, including the right to authorise laws and appoint members to the upper house of parliament. The lower house of parliament was now to be elected but by a very small number of people, only 2 per cent of the population. This made the lower house very unrepresentative.

(a) What impression does the author give about the *Statuto*?

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

(6)

(b) Explain **two** effects of the problem of Rome on Italian unity in the years after 1861.

(8)

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

EITHER

- (c) (i) 'Economic expansion was the most important feature of Piedmont's development in the years 1849–54.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic expansion
- Church reform.

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

(16)

OR

- (ii) 'The actions taken by France was 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 actions taken by France
- Garibaldi.

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.

When the Weimar Constitution was introduced in 1919, many of its main features were not accepted by the German people. There was concern about the introduction of proportional representation and parliamentary government. The content of the Constitution was the result of a compromise between only three of the 10 political parties in the National Assembly. Therefore, the German people believed the Constitution had limited support and was unrepresentative. The Constitution led to the formation of coalition and minority governments that did not last very long.

(a) What impression does the author give about the Weimar Constitution?

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

(6)

(b) Explain **two** effects of the Allied bombing campaigns on Germany during the Second World War.

(8)



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

EITHER

- (c) (i) 'In the years 1923–29, the main reason for the recovery of Germany was the Locarno Treaties.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Locarno Treaties (1925)
- the *Rentmark* (1923).

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

(16)

OR

- (ii) 'In the years 1933–39, it was Nazi education policies that had the most significant impact on the lives of the German people.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nazi education policies
- Nazi policies to reduce unemployment.

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 2004.

The Government of India Act (1935) appeared to grant real power to the people of India in the way India was to be governed in the future. However, Nehru seriously criticised it and Jinnah described it as totally unacceptable. Only those who owned enough property could vote in the provincial elections. This meant that only 25 per cent of India's total population was allowed to vote. India was to be a federation of states, but the British Governor-General still had special powers. In the 'reserved' subjects of defence, foreign affairs and the administration of tribal areas, he had complete control.

(a) What impression does the author give about the Government of India Act (1935)?

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

(6)

(b) Explain **two** effects of the role of Jinnah on Indian unity in the years 1928–30.

(8)



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

EITHER

- (c) (i) 'In the years 1920–27, Gandhi was the main driving force behind the rise of Indian nationalism.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi
- the Hunter Report (1920) on Amritsar.

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

(16)

OR

- (ii) 'The impact of the 'Quit India' campaign was the main reason why India gained independence.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the 'Quit India' campaign
- the British Labour Government (1945).

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 2016.

Under Stalin, factory discipline was strict and punishments were severe. Lateness or absences were punished by sacking and that often meant losing your flat or house as well. Some workers tried to move to other jobs to escape the hard work and hard discipline. As a result, the secret police introduced internal passports that prevented workers from moving around within the Soviet Union.

Workers particularly suffered on the major engineering projects and there were many deaths and accidents. It is estimated that 100,000 workers died in the construction of one single canal.

- (a) What impression does the author give about working conditions in the Soviet Union?

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

(6)

- (b) Explain **two** effects of the German invasion on the Soviet Union during the Second World War.

(8)

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

EITHER

- (c) (i) 'The main reason for collectivisation, in the years 1928–41, was to remove the kulaks.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the kulaks
- industrialisation.

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

(16)

OR

- (ii) 'The most significant method used to control political opposition to Stalin's rule in the 1930s and 1940s was NKVD terror.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- NKVD terror
- purges.

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 2013.

At first, the Soviet Union hoped people in Eastern Europe would naturally choose communism in the free elections the West had called for. Most did not vote communist. So, the Soviet Union pushed for new 'free' elections, that they 'fixed'. Once communists were in power, the Soviet Union banned opposition parties, making each country a single-party state. The Soviet Union kept control by ensuring the countries had leaders who would obey Moscow, and by creating an atmosphere of fear and mistrust. The Soviet Union also ruthlessly used the police and army in these states to crush any kind of opposition.

- (a) What impression does the author give about how the Soviet Union increased its influence in Eastern Europe in the years 1945–49?

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

(6)

- (b) Explain **two** effects of the moves towards détente on the Cold War in the years 1963–72.

(8)



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

EITHER

- (c) (i) 'The most significant development in the Cold War, in the 1950s, was the Soviet invasion of Hungary.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Soviet invasion of Hungary
- the nuclear arms race.

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

(16)

OR

- (ii) 'The main reason for the crisis over Berlin, in the 1960s, was the refugee problem.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the refugee problem
- Khrushchev.

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 2005.

A large protest march from the city of Selma to the state capital at Montgomery began on Sunday 7 March. As the 600 marchers crossed the Pettus bridge out of the city, they were stopped by state troopers, some of whom were on horseback. Claiming that the marchers were breaking the law, state troopers and police confronted them. The troopers came towards the protesters with clubs, tear gas and bullwhips, trampling them with their horses. More than 50 protesters needed hospital treatment. The scenes outraged and sickened many television viewers.

(a) What impression does the author give about the Selma March?

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

(6)

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

(8)



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

EITHER

(c) (i) 'The main reason for the Red Scare, in the years c1945–54, was the Cold War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Cold War
- the Hiss and Rosenberg cases.

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

(16)

OR

(ii) 'The main consequence, in the 1950s, of civil rights protests was desegregation within transport.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- desegregation within transport
- education.

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 2023.

By 1971, the impact of Black Consciousness had grown well beyond university campuses. Former student leaders established a new wing of their organisation to spread the ideas of Black Consciousness across South African society. This was called the Black People's Convention (BPC). By the end of 1972, it had about 40 branches. As a result, black church leaders, artists, workers' groups and others were increasingly involved in controversial issues about race and South African society. In 1973, some leaders of the movement were banned. Despite this, prominent supporters of Black Consciousness became more outspoken and courageous in defying white supremacy.

(a) What impression does the author give about Black Consciousness?

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 why resistance to apartheid developed, in the years 1948–54, was hostility to the Group Areas Act (1950).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Group Areas Act (1950)
- prohibitions on mixed marriages.

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

(16)

OR

- (ii) 'The most significant contribution to the dismantling of apartheid, in the years 1990–94, was made by FW de Klerk.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- FW de Klerk
- Nelson Mandela.

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

(16)

(Total for Question 8 = 30 marks)

TOTAL FOR PAPER = 60 MARKS

BLANK PAGE

Acknowledgements

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

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

Extract E taken from Source: *'Understanding the Modern World'*; Ben Walsh, Dave Martin and David Ferriby, Hodder Education 2016.

Extract F taken from Source: *'Edexcel GCSE History A: The Making of the Modern World'*; Robin Bunce, Laura Gallagher, Nigel Kelly, Pearson Education limited 2013.

Extract G taken from Source: *'Modern America: The USA, 1865 to the present'*; Joanne de Pennington, Hodder Education 2005.

Extract H taken from Source: <https://artsandculture.google.com/story/steve-biko-the-black-consciousness-movement-steve-biko-foundation/GQWBgt1iWh4A8A?hl=en>.



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel International GCSE

Friday 16 May 2025

Morning (Time: 1 hour 30 minutes)

Paper
reference

4HI1/01R

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.

Turn over ►

P76476RA

©2025 Pearson Education Ltd.
Y:1/1/1/1/1/



P 7 6 4 7 6 R A 0 1 2 4

for topic tests, revision resources: tyrionpapers.com



Pearson

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

