

Edexcel International GCSE

History

4HI0

Wednesday 5 June 2013 – Morning

Time: 2 hours 30 minutes

Paper Reference

4HI0/01

Questions and Sources Booklet.

Do not return this booklet with the Answer Booklet.

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Section A

Themes

Answer TWO questions from this Section.
You should spend about 1 hour on this Section.

A1: Development of a nation: Unification of Italy, 1852–70

- (a) Study the events which occurred in the years 1855–70.

Rome becomes part of Italy	Piedmont enters the Crimean War	Death of Cavour	The Battle of Solferino	Piedmont enters the Austro-Prussian War
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either** Piedmont and the Crimean War **or** Piedmont and the Austro-Prussian War

Describe **one** effect on Italian unification of the event you have chosen.

(4)

- (c) Why did Napoleon III support the movement for Italian unification in the years 1858–59? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: From a modern textbook

In May 1860, Garibaldi sailed with a thousand volunteers to Sicily. With the help of local rebels, Garibaldi's forces defeated the government troops at Calatafimi. He crossed the Straits of Messina in August 1860 and, within a month, Garibaldi had entered Naples.

Use the source, and your own knowledge, to explain how Garibaldi was able to conquer Sicily and Naples in 1860.

(10)

(Total for Question A1 = 25 marks)

A2: Development of a nation: Unification of Germany, 1848–71

(a) Study the events which occurred in the years 1849–67.

The setting up of the North German Confederation	Bismarck becomes Minister-President of Prussia	The 'Blood and Iron' speech	The start of the military alliance between Prussia and Italy	Frederick William IV of Prussia refuses to become emperor of Germany
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The North German Confederation

or

Frederick William IV of Prussia refuses to become emperor of Germany

Describe **one** effect on German unification of the event you have chosen.

(4)

(c) Why was Prussia able to defeat Denmark in 1864 and Austria in 1866? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

Napoleon III was envious of the North German Confederation. Because of this, Bismarck wanted to provoke a war with France. Such a war could bring the southern German states into a German empire. The Ems Telegram led France to declare war on Prussia.

Use the source, and your own knowledge, to explain why Bismarck provoked a war with France in 1870.

(10)

(Total for Question A2 = 25 marks)

A3: Development of dictatorship: Germany, 1918–45

- (a) Study the events which occurred in the years 1925–34.

The Enabling Act	The Nazi Party wins 230 seats	The Locarno Treaties	The death of Hindenburg	The Kellogg-Briand Pact
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either** **or**

Describe **one** effect on Germany of the event you have chosen.

(4)

- (c) Why was there opposition to the Weimar Republic in the years 1919–23?
Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: From a modern textbook

In April 1933, the *Sturmabteilung* (SA) organised a boycott of Jewish shops and, within a year, local councils had banned Jews from public places. In 1935, Jews were denied German citizenship through the Nuremberg Laws. The Nazi campaign against Jews was stepped up during and after *Kristallnacht*.

Use the source, and your own knowledge, to explain how the position of the Jews in Germany changed in the years 1933–39.

(10)

(Total for Question A3 = 25 marks)

A4: Development of dictatorship: Italy, 1918–43

(a) Study the events which occurred in the years 1919–43.

Mussolini becomes a Nazi puppet ruler	Giolitti resigns as prime minister	The start of the Battle of Wheat	The Versailles Peace Settlement	The Lateran Treaty
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The Battle of Wheat

or

The Versailles Peace Settlement

Describe **one** effect on Italy of the event you have chosen.

(4)

(c) Why was Mussolini able to become leader of Italy in October 1922? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The Acerbo Law of 1923 enabled the Fascists to control Parliament. Mussolini set up a police state and opponents of the Fascist regime, such as Matteotti, were either murdered or exiled. The Fascists took control of all key appointments and introduced censorship.

Use the source, and your own knowledge, to explain how Mussolini was able to remove opposition to Fascist rule in the years 1923–30.

(10)

(Total for Question A4 = 25 marks)

A5: Russia: Autocracy and revolt, 1881–1914

(a) Study the events which occurred in the years 1881–1912.

The Lena Goldfield strike	The formation of the Socialist Revolutionary Party	The second <i>duma</i>	Alexander III becomes Tsar	The assassination of Stolypin
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on Russia of the event you have chosen.

(4)

(c) Why was there growing opposition to Tsar Nicholas II in the years 1894–1905? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The 1905 Revolution was followed by a mixture of reform and repression. After the election of the first *duma*, Stolypin carried out land reform to win over the peasants. At the same time, Stolypin introduced strict repressive measures including the execution of 4000 people.

Use the source, and your own knowledge, to explain the effects of the 1905 Revolution.

(10)

(Total for Question A5 = 25 marks)

A6: Russia: Dictatorship and conflict, 1924–53

(a) Study the events which occurred in the years 1924–40.

The beginning of the first Five-Year Plan	The beginning of the Show Trials	Lenin's funeral	The assassination of Trotsky	The murder of Kirov
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The Show Trials

or

The murder of Kirov

Describe **one** effect on the Soviet Union of the event you have chosen.

(4)

(c) Why did Stalin carry out a policy of collectivisation in the Soviet Union in the years 1929–41? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

By the end of the 1930s, the Soviet Union was second only to the USA in industrial production. There were huge new industrial centres such as Magnitogorsk. However, there were few consumer goods and there were harsh living and working conditions for many of the industrial workers.

Use the source, and your own knowledge, to explain the effects of industrialisation on the Soviet Union in the years 1928–41.

(10)

(Total for Question A6 = 25 marks)

A7: A divided union: Depression and recovery in the USA, 1929–45

(a) Study the events which occurred in the years 1929–42.

Roosevelt elected president for the second time	The setting up of the Works Progress Administration (WPA)	The beginning of the Fireside Chats	Internment of the Japanese Americans	The Wall Street Crash
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The Fireside Chats

or

Internment of the Japanese Americans

Describe **one** effect on the USA of the event you have chosen.

(4)

(c) Why did Roosevelt win the presidential election of 1932? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The First New Deal stabilised the banking system and provided work for millions. The Second New Deal improved the position of trade unions and provided some welfare for the old and sick. However, Alphabet Agencies such as the WPA only provided short-term jobs and there were still high levels of unemployment by 1938.

Use the source, and your own knowledge, to explain the effects of the New Deal on the USA in the years 1933–41.

(10)

(Total for Question A7 = 25 marks)

A8: A divided union: Civil Rights in the USA, 1945–74

(a) Study the events which occurred in the years 1950–70.

The publication of Betty Friedan's <i>The Feminine Mystique</i>	The setting up of the Students for a Democratic Society (SDS)	The beginning of the Montgomery Bus Boycott	The Kent State University deaths	Alger Hiss found guilty
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** The Students for a Democratic Society (SDS) **or** The Montgomery Bus Boycott

Describe **one** effect on the USA of the event you have chosen.

(4)

(c) Why did a 'Red Scare' develop in the USA in the years 1945–50? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

From 1965 to 1967, American cities suffered a wave of race riots. There was discontent over poor living conditions and police brutality. Stokely Carmichael talked about 'Black Power'. He won support from a number of young black Americans who were impatient with the slow pace of Martin Luther King's peaceful methods.

Use the source, and your own knowledge, to explain why there was support for Black Power in the USA in the years 1965–70.

(10)

(Total for Question A8 = 25 marks)

A9: A world divided: International relations between the wars, 1919–39

(a) Study the events which occurred in the years 1919–38.

The re-occupation of the Rhineland	The Anglo-German naval agreement	The Treaty of Versailles	The setting up of the Lytton Commission	The <i>Anschluss</i>
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The re-occupation of the Rhineland

or

The Treaty of Versailles

Describe **one** effect on international relations of the event you have chosen.

(4)

(c) Why was there increasing international cooperation in the 1920s? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

Britain and France wished to avoid war at all costs because of the horrors of the First World War and the economic problems caused by the Depression. Moreover, many people in Britain felt that the Treaty of Versailles had been unfair on Germany. They were also afraid of the Soviet Union and the spread of communism.

Use the source, and your own knowledge, to explain why Britain and France supported a policy of appeasement in the years 1937–39.

(10)

(Total for Question A9 = 25 marks)

A10: A world divided: Superpower relations, 1945–62

(a) Study the events which occurred in the years 1945–61.

The U2 incident	The beginning of the Korean War	The Soviet Union tests its first atomic bomb	The Bay of Pigs invasion	The Yalta Conference
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on the relations between the USA and the Soviet Union of the event you have chosen.

(4)

(c) Why was there opposition in Hungary to Soviet control in 1956? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The Truman Doctrine of 1947 was the start of the USA's policy of containment in Europe. This was followed by the Marshall Plan. Stalin retaliated by setting up Cominform and Comecon. Relations worsened due to the Berlin Crisis of 1948–49 and the setting up of the North Atlantic Treaty Organisation (NATO).

Use the source, and your own knowledge, to explain why relations between the USA and the Soviet Union changed in the years 1946–50.

(10)

(Total for Question A10 = 25 marks)

TOTAL FOR SECTION A = 50 MARKS

Section B

Depth Studies

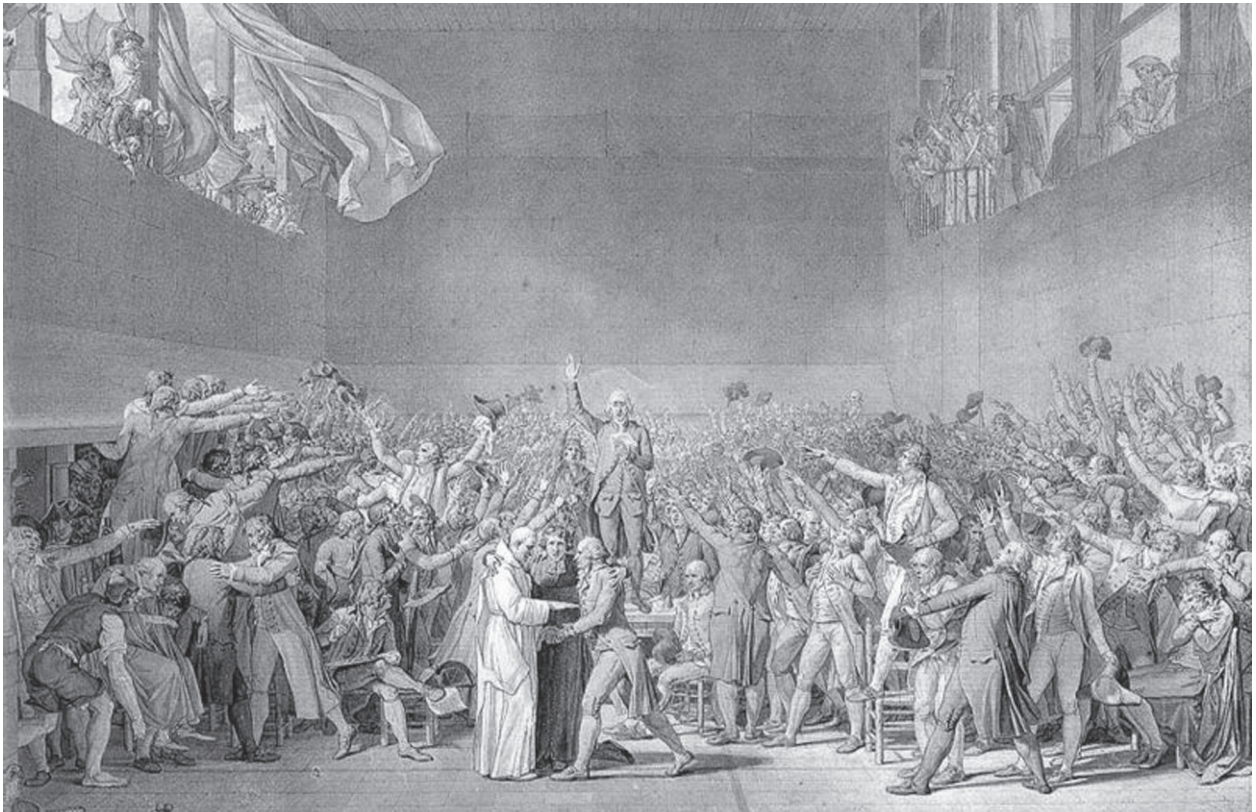
Answer ONE question from this Section.

You should spend about 45 minutes on this Section.

B1: The French Revolution, 1789–94

This question is about the causes of the French Revolution. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A painting showing the swearing of the Tennis Court Oath by National Assembly deputies, 20 June 1789.



Source B: From a speech made to the National Assembly by a businessman, June 1789.

The system of taxes in France is criminal. It should have been changed years ago. I find them difficult enough to pay and I have some wealth. I can't imagine how the others in the Third Estate cope. What makes it worse is how these clergymen and nobles get away without paying the taxes.

Source C: From a speech made to the National Assembly by a peasant, June 1789.

Our lives are hard enough without having to pay all these taxes and having to work for nothing on the local noble's land at harvest time. The King does nothing to stop the farm animals that belong to this noble wandering all over my land, ruining my crops. I am fed up. France needs to change.

Source D: From a history of the French Revolution, published in 1996.

There was growing discontent in 1788 and 1789 due to bad harvests and the increasing price of bread. In 1788, in a desperate attempt to collect even more taxes, Louis XVI called a meeting of the Estates General. When the King tried to break up the Estates General, members of the Third Estate met in a nearby tennis court on 20 June 1789. Several people made speeches and the meeting made an oath saying they would not move until the King made improvements. The meeting was followed by increasing violence in Paris and the storming of the Bastille.

Study Source A.

- (a) What can you learn from Source A about the Tennis Court Oath? (3)

Study Sources B and C.

- (b) Does Source B support the evidence of Source C about the causes of discontent in France? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the outbreak of revolution in France in 1789 was high taxes'
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B1 = 25 marks)

B2: The First World War, 1914–18

This question is about the use of tanks and the defeat of Germany. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A British painting showing tanks being used during an Allied offensive, August 1918.



Source B: From *A Company of Tanks* written in 1920 by a British tank commander. He is describing the use of tanks during August 1918.

We had repeated the success of Cambrai, breaking through the German trenches and taking a great number of German prisoners. The thick mist at dawn had protected the tanks, but it had not been dense enough to seriously handicap the drivers. The advance, spearheaded by the tanks, had been rapid, and only in one or two villages had the enemy shown any strong defence.

Source C: From an account written by a British commander in 1947. He is describing the Western Front in 1918.

Tanks only really affected the morale of the British soldiers. From what I saw, it was clear that the troops were pleased to see them. Tanks were some use for crushing enemy machine gun posts and artillery. They were less effective in moving across enemy territory where there were huge craters and damaged trenches.

Source D: From a textbook about the First World War, published in 1993.

By mid-1918, the Germans had several weaknesses. Their soldiers were exhausted after Ludendorff's failed offensives of March–June. The German war effort had been seriously disrupted by the British naval blockade. On the other hand, the Allies had several advantages. Their armies were being constantly reinforced by the arrival of fresh American troops. The unified command under General Foch enabled the Allies to coordinate their attacks.

Study Source A.

- (a) What can you learn from Source A about the use of tanks on the Western Front in 1918? (3)

Study Sources B and C.

- (b) Does Source B support the evidence of Source C about the use of tanks on the Western Front in 1918? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the defeat of Germany in 1918 was the use of tanks'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B2 = 25 marks)

B3: Russia in Revolution, 1914–24

This question is about Russia in the First World War. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing Russian soldiers captured by the Germans in 1915.



Source B: From a statement made by Rodzianko, a member of the *duma*, March 1916.

I said to the Tsar – ‘This cannot continue much longer. No one opens your eyes to the true role which Rasputin is playing. His presence in Your Majesty’s Court undermines confidence in your Supreme Power and may have an evil effect’. My report did some good – Rasputin was sent away to Tobolsk, but a few days later, on the demand of the Tsarina, this order was cancelled.

Source C: From a letter from Tsarina Alexandra to Tsar Nicholas II, who was at the Eastern Front, March 1916.

My Dear, I heard that horrid Rodzianko thinks that Rasputin is a bad influence. Rodzianko wants the *duma* to be called. Oh please don't allow this. The *duma* wants to discuss things which are not its business and this will bring more discontent. Listen to our friend Rasputin, God sent him to us. We must pay attention to what Rasputin says. Forgive me, but I don't like the choice of the Minister for War, Polivanov. He is the enemy of our friend Rasputin.

Source D: From a history of Russia, published in 1997.

By the end of 1916, there was widespread discontent in Russia. This was due to military defeats, food and fuel shortages and inflation. Even when fuel and food were available they frequently failed to reach the people in towns and cities because of Russia's inadequate transport system. The government of Russia was in chaos due to the influence of Rasputin over Tsarina Alexandra.

Study Source A.

- (a) What can you learn from Source A about Russia in the First World War? (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the influence of Rasputin? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of discontent in Russia in 1916 was the influence of Rasputin'. Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B3 = 25 marks)

B4: The USA, 1917–29

This question is about the leisure industry in the USA in the 1920s. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of the entrance hall of a cinema in the USA in the 1920s.



Source B: From an article about Jazz in a US magazine published in 1921, with the title *Does Jazz Put the Sin in Syncopation?*

Jazz has become very popular in this country. It has been used by barbaric people to stimulate brutality. Scientists have also shown that Jazz has a demoralising effect on the human brain. It stimulates the most extreme reactions, is harmful and dangerous and its influence is totally bad.

Source C: From an article written by a popular Jazz musician in 1923.

Jazz is entering more and more into the daily lives of people because of the influence of negro musicians. They are not held back by tradition. They have new ideas and constantly experiment. They are causing new blood to flow into the veins of music. Jazz has come to stay because it is an expression of the times – breathless, exciting, creative and superactive.

Source D: From a textbook about the USA, published in 1998.

The prosperity of the 1920s brought a change of lifestyle for many Americans. They had more leisure time and more money to spend. The leisure industry grew, with dance halls and clubs opening. Jazz became popular and the 1920s is often known as the 'Jazz Age'. Furthermore, by 1930, 40 per cent of all homes in the USA had a radio set. The 1920s was also a golden era for spectator sports such as baseball, boxing and American football. In addition, more and more people went to the cinema. By 1926, there were over 17,000 cinemas.

Study Source A.

- (a) What can you learn from Source A about the cinema in the USA in the 1920s? (3)

Study Sources B and C.

- (b) Does Source B support the evidence of Source C about Jazz music in the USA in the 1920s? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the growth of the leisure industry in the 1920s was the development of the cinema.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question B4 = 25 marks)

B5: Colonial rule and the nationalist challenge in India, 1919–47

This question is about Gandhi and his methods. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of Gandhi speaking to his supporters before he set off on the Salt March in 1930.



Source B: From an article in *The New York Times*, 1931.

The Congress Party's campaign of civil disobedience has been called off. This campaign included defying the salt laws, non-payment of taxes and boycotting factories and shops which sell British goods. The British government has agreed that the local people will be permitted to manufacture salt on the seacoasts. The government will continue to control its manufacture inland. Many Congress Party members will now be released from prison.

Source C: From *Mahatma Gandhi*, by Jawaharlal Nehru, published in 1949.

The Congress Party, under Gandhi's leadership, put tremendous pressure on the British Government through its policy of civil disobedience, including the Salt March. But the real importance of these methods, to my mind, lay in the effect they had on our own people, and especially the village masses. Non-cooperation gave them self-respect and confidence. They acted courageously and did not submit so easily to unfair treatment by British officials.

Source D: From a modern world history, published in 1989.

Many Indian nationalists were disappointed with the Government of India Acts of 1919 and 1935. The Rowlatt Acts and the Amritsar Massacre had also increased the unpopularity of British rule in India. In addition, Gandhi changed the Indian Congress Party into a mass movement by persuading the Indian people to take part in non-violent, passive resistance to British rule. This included refusing to cooperate with British officials or pay British taxes.

Study Source A.

- (a) What can you learn from Source A about the Salt March of 1930? (3)

Study Sources B and C.

- (b) Does Source B support the evidence of Source C about the effects of the methods used by the Congress Party? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the growth of the Congress Party, in the years 1919–39, was the leadership of Gandhi'.
Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question B5 = 25 marks)

B6: The fall of Communism in Europe, 1979–91

This question is about the Velvet Revolution in Czechoslovakia, 1989. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing students on a march in Prague, December 1989, in support of Vaclav Havel. They are holding a photograph of Havel and a poster which says 'The Truth Will Win'



Source B: From an article in *The New York Times*, 27 November 1989.

Millions of Czechs and Slovaks stopped work and walked into the streets at midday today, bringing Prague and the rest of the country to a standstill. It was a powerful demonstration of national solidarity in support of free elections and in opposition to Communist domination. This carefully organized and non-violent general strike, which lasted from noon to 2 p.m., seemed a stunning criticism of Communist rule in Czechoslovakia.

Source C: From an interview with Vaclav Havel in 2009 to mark the twentieth anniversary of the Velvet Revolution.

In the end, it was a student demonstration forcibly put down by the police on 17 November that provided the trigger for the revolution. So I came back to Prague first thing the next morning, and we began to make plans. I set up the Civic Forum to organise the growing opposition to the Communist government. Within a few days factory workers joined the demonstrators and the Civic Forum organised a general strike for 27 November. This brought Prague to a standstill.

Source D: From a modern world history, published in 1996.

On 17 November 1989, riot police stopped a peaceful student demonstration in Prague. This event sparked a series of popular demonstrations and Vaclav Havel, a leading opponent of the Communist government, set up the Civic Forum. This organised a two-hour general strike. Alexander Dubcek, the hero of 1968, also spoke to a large crowd in Prague. Members of the Communist government could not make their minds up what to do and did nothing.

Study Source A.

- (a) What can you learn from Source A about the Velvet Revolution? (3)

Study Sources B and C.

- (b) Does Source B support the evidence of Source C about the Velvet Revolution? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the success of the Velvet Revolution was the leadership of Vaclav Havel'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B6 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS

Section C

Study in Change

Answer ONE question from this Section.

You should spend about 45 minutes on this Section.

C1: Revolution and change in Europe, 1789–1848

Source: From a history of Europe, published in 1981.

Louis Philippe lost his throne in February 1848 due to his increasing failures at home and abroad. However, the government of the Second Republic, which had replaced Louis Philippe, was not popular with the workers of Paris because it was dominated by wealthy nobles. In June 1848, there was a bloody and unsuccessful uprising of the people of Paris. In December of the same year, Louis Napoleon was elected Prince-President of the Republic.

- (a) What does this Source tell us about the 1848 revolution in France? (3)
- (b) Describe the key features of the revolutions of 1848 in **either** Italy **or** Hungary. (7)
- (c) In what ways did the Vienna Settlement of 1815 bring about changes in relations between the Great Powers in the years 1815–47?

You may use the following information to help you with your answer and any other information of your own.

- The Vienna Settlement and The Congress System, 1815–22
- Involvement in the Greek War of Independence, 1822–30
- Involvement in the Belgian War of Independence, 1830–39
- The growth of nationalism and liberalism

(15)

(Total for Question C1 = 25 marks)

C2: The changing nature of warfare, 1803–1905

Source: From a history of the Napoleonic Wars, published in 2004.

Eventually, the Russian winter forced Napoleon to begin the retreat from Moscow in October 1812. However, the French found that their retreat was blocked by the River Beresina. A few bridges were quickly built across the icy waterway but the Russian artillery caused panic. French discipline was lost as men crowded across the only escape routes available to them. The Russians claimed to have counted 13,000 frozen French corpses on the Russian side of the Beresina.

- (a) What does this Source tell us about Napoleon's retreat from Moscow in 1812? (3)
- (b) Describe the key features of **either** the Battle of Ulm (1805) **or** the Battle of Trafalgar (1805). (7)
- (c) In what ways did land and sea warfare change in the years 1854–1905?

You may use the following information to help you with your answer and any other information of your own.

- The Crimean War, 1854–56, and the Prussian Wars of unification, 1862–71
- British colonial conflicts
- Developments in surface vessels
- The development of the submarine

(15)

(Total for Question C2 = 25 marks)

C3: Changes in medicine, c.1845–c.1945

Source: From a history of medicine, published in 1996.

In the mid-nineteenth century, there was considerable opposition to the use of anaesthetics. Some people thought that doctors did not know how much to give or what side effects there might be, especially as some patients died as a result of being given anaesthetics. Other people argued that pain was natural during operations. Some church members insisted that the Bible said women were supposed to suffer from pain in childbirth.

- (a) What does this Source tell us about opposition to the use of anaesthetics in the mid-nineteenth century? (3)
- (b) Describe the key features of the work of **either** Pasteur **or** Lister. (7)
- (c) In what ways did public health provision change in the years 1845–1900?

You may use the following information to help you with your answer and any other information of your own.

- The impact of cholera
- The work of Chadwick and Snow
- Public health reform
- Changes in the later nineteenth century

(15)

(Total for Question C3 = 25 marks)

C4: The changing role of international organisations: The League and the UN, 1919–2000

Source: From a history of the twentieth century, published in 1996.

The League was weakened because powerful European countries were not always members. Germany was not a member until 1926 and left in 1933. The USSR was not a member until 1934, whilst Japan left in 1933 and Italy four years later. Most important, the USA was never a member. Without such major powers, the League lacked authority and sanctions were ineffective. The League was over-dependent on the leadership of France and Britain.

- (a) What does this Source tell us about the membership of the League of Nations? (3)
- (b) Describe the key features of **either** the Council of the League of Nations **or** the Security Council of the United Nations. (7)
- (c) In what ways did the work of international agencies change in the years 1919–2000?

You may use the following information to help you with your answer and any other information of your own.

- The League of Nations Mandates and Slavery Commissions
- The League of Nations Health Organisation
- The International Labour Organisation (ILO)
- The World Health Organisation (WHO)

(15)

(Total for Question C4 = 25 marks)

C5: Conflict, crisis and change: The Middle East, c.1919–c.1973

Source: From a history of the twentieth century, published in 2005.

The British, weakened by the Second World War, felt unable to cope with the problem of Palestine and asked the United Nations to deal with it. In November 1947, the United Nations voted to divide Palestine, setting aside roughly half of it to form an independent Jewish state. The UN Plan was accepted by the Jewish leaders but rejected by the Arab states. Early in 1948, Britain withdrew all of its troops and in May a new state of Israel was declared.

- (a) What does this Source tell us about the formation of the state of Israel? (3)
- (b) Describe the key features of **either** the Balfour Declaration of 1917 **or** Jewish immigration into Palestine in the 1930s. (7)
- (c) In what ways did relations between Israel and its Arab neighbours change in the years 1948–73?

You may use the following information to help you with your answer and any other information of your own.

- The first Arab-Israeli War, 1948–49
- The Suez Crisis, 1956
- The Six Day War, 1967, and the Yom Kippur War, 1973
- Support of the USA

(15)

(Total for Question C5 = 25 marks)

C6: Conflict, crisis and change: China, c.1934–c.1989

Source: From a history of China, published in 1997.

In the spring of 1957, Mao was shocked by the way intellectuals responded to his 'Hundred Flowers Campaign'. He had hoped for criticism of people who opposed communist ideals. Instead, Mao faced criticism of his own leadership. The main effect of the 'Hundred Flowers Campaign' was the 'Anti-Rightist' campaign. Many people who had spoken out ended up under arrest. Within a year, Mao had launched the Great Leap Forward.

- (a) What does this Source tell us about the effects of the Hundred Flowers Campaign? (3)
- (b) Describe the key features of **either** the Long March (1934–35) **or** the war with Japan (1937–45). (7)
- (c) In what ways did the organisation of the economy in China change in the years 1949–89?

You may use the following information to help you with your answer and any other information of your own.

- The attack on landlords
- The First Five-Year Plan, 1953–57
- The Great Leap Forward, 1958–62
- Changes in industry and agriculture under Deng Xiaoping

(15)

(Total for Question C6 = 25 marks)

C7: Change in Africa from colonialism to independence, 1945–2000

Source: From a history of the twentieth century, published in 2005.

Nyerere's approach to change in Tanzania was different from any other African ruler. He decided to rule the country using socialist methods. All important businesses, including those owned by foreigners, were nationalised and five-year development plans were introduced. Village self-help projects such as cooperatives were encouraged and they were given aid by the government. Foreign loans and investments were reduced to a bare minimum.

- (a) What does this Source tell us about the work of Nyerere in Tanzania? (3)
- (b) Describe the key features of **either** the Civil War in the Congo during the 1960s **or** the independence movement in Algeria. (7)
- (c) In what ways did the system of apartheid in South Africa change in the years 1948–95?

You may use the following information to help you with your answer and any other information of your own.

- The introduction of apartheid in 1948
- Apartheid in the 1950s and 1960s
- Changes under Botha and de Klerk
- The role of the African National Congress (ANC)

(15)

(Total for Question C7 = 25 marks)

C8: The changing nature of warfare, c.1936–c.2003

Source: From a modern world history, published in 2001.

The German U-Boats were very successful in sinking Allied shipping in the years 1939–42. This was because of the new wolf-pack tactics used by the U-Boat commanders. In addition, from the middle of 1940, the Germans were able to use U-Boat bases along the whole coast of Europe, from Norway to the Spanish frontier. Furthermore, Britain did not have the aircraft to cover convoys across the whole Atlantic. This left an area of the mid-Atlantic, known as the 'black gap', where there was no cover.

- (a) What does this Source tell us about German U-Boats during the Second World War? (3)
- (b) Describe the key features of **either** the dropping of the atom bombs in 1945 **or** the theory of Mutually Assured Destruction (MAD). (7)
- (c) In what ways did methods of aerial warfare change in the years 1939–91?

You may use the following information to help you with your answer and any other information of your own.

- The Battle of Britain and the Blitz
- The Allied bombing of Germany during the Second World War
- The Arab-Israeli War, 1967
- The First Gulf War, 1990–91

(15)

(Total for Question C8 = 25 marks)

TOTAL FOR SECTION C = 25 MARKS
TOTAL FOR PAPER = 100 MARKS

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Surname

Other names

Edexcel
International GCSE

Centre Number

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Candidate Number

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History
4HI0

Wednesday 5 June 2013 – Morning
Time: 2 hours 30 minutes

Paper Reference

4HI0/01

You must have:

Questions and Sources Booklet (enclosed)

Total Marks

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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 **FOUR** questions. **TWO** questions from Section A, **ONE** question from Section B and **ONE** question from Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Do not return the question paper with the answer book.

Information

- The total mark for this paper is 100.
- 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.
- Write your answers neatly and in good English.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

P41557A

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PEARSON

Section A

You must answer TWO questions from this Section.

Indicate your first question choice from Section A on this page.
You will be asked to indicate your second question choice from Section A on page 9.

Put a cross in the box indicating the first question you have chosen.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

A1 A2 A3 A4 A5

A6 A7 A8 A9 A10

(a)

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(3)



**Indicate your second question choice from Section A on this page.
You will be asked to indicate your question choice from Section B on page 16.**

**Put a cross in the box indicating the second question you have chosen.
If you change your mind, put a line through the box
and then indicate your new question with a cross .**

A1	<input type="checkbox"/>	A2	<input type="checkbox"/>	A3	<input type="checkbox"/>	A4	<input type="checkbox"/>	A5	<input type="checkbox"/>
A6	<input type="checkbox"/>	A7	<input type="checkbox"/>	A8	<input type="checkbox"/>	A9	<input type="checkbox"/>	A10	<input type="checkbox"/>

(a)

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(3)



((d) continued)

Dotted lines for writing.

(10)

(Total for Question = 25 marks)

TOTAL FOR SECTION A = 50 MARKS



Section B

You must answer ONE question from this Section.

**Indicate your question choice from Section B on this page.
You will be asked to indicate your question choice from Section C on page 23.**

**Put a cross in the box indicating the question you have chosen.
If you change your mind, put a line through the box
and then indicate your new question with a cross .**

B1 B2 B3 B4 B5 B6

(a)

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(3)



((b) continued)

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(7)



(c)

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((c) continued)

Ruled writing area consisting of 20 horizontal dotted lines.



((c) continued)

Ruled lines for writing, consisting of horizontal dotted lines.



Section C

You must answer ONE question from this Section.

Indicate your question choice from Section C on this page.

Put a cross in the box indicating the question you have chosen.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

C1	<input type="checkbox"/>	C2	<input type="checkbox"/>	C3	<input type="checkbox"/>	C4	<input type="checkbox"/>
C5	<input type="checkbox"/>	C6	<input type="checkbox"/>	C7	<input type="checkbox"/>	C8	<input type="checkbox"/>

(a)

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(3)



((b) continued)

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(7)



((c) continued)

Dotted lines for writing.



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