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Pearson Edexcel
Level 3 GCE

Centre Number

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History

Advanced Subsidiary

Paper 2: Depth study

Option 2F.1: India, c1914–48: the road to independence

**Option 2F.2: South Africa, 1948–94: from apartheid state to
'rainbow nation'**

Tuesday 22 May 2018 – Afternoon

Time: 1 hour 30 minutes

Paper Reference

8H10/2F

You must have:

Sources 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.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 40.
- 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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SECTION A

Choose EITHER Option 2F.1 (Question 1) OR Option 2F.2 (Question 2),
for which you have been prepared.

Option 2F.1: India, c1914–48: the road to independence

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the response of Indian nationalists to the Cabinet Mission of 1946?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) Study Source 2 in the Sources Booklet before you answer this question.

How much weight do you give to the evidence of Source 2 for an enquiry into communal violence in India and Pakistan following independence?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 1 = 20 marks)

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Choose EITHER Option 2F.1 (Question 1) OR Option 2F.2 (Question 2),
for which you have been prepared.

Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the events that led up to the Soweto Uprising in June 1976?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) Study Source 4 in the Sources Booklet before you answer this question.

How much weight do you give to the evidence of Source 4 for an enquiry into the aims of the United Democratic Front?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 2 = 20 marks)



(This is for part (b))

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SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

Option 2F.1: India, c1914–48: the road to independence

EITHER

- 3 How accurate is it to say that the most significant factor in the growth of nationalism, in the years 1914–22, was the impact of the Amritsar Massacre?

(Total for Question 3 = 20 marks)

OR

- 4 How accurate is it to say that civil disobedience campaigns, in the years 1920–30, made it impossible for the British to govern India effectively?

(Total for Question 4 = 20 marks)

OR

- 5 How far was British control of India weakened in the years 1930–42?

(Total for Question 5 = 20 marks)

Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

EITHER

- 6 How accurate is it to say that the role of the National Party government was the main reason why campaigns against apartheid were not successful in the years 1948–59?

(Total for Question 6 = 20 marks)

OR

- 7 How accurate is it to say that the economic recovery of South Africa, during the 1960s, was the main reason for the strengthening of apartheid in this decade?

(Total for Question 7 = 20 marks)

OR

- 8 How far did external pressures on the National Party weaken its control over South Africa in the years 1974–83?

(Total for Question 8 = 20 marks)

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TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS



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Sources Booklet

Paper Reference

8HI0/2F

Do not return this booklet with the question paper.

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Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2F.1: India, c1914–48: the road to independence

Source for use with Question 1(a).

Source 1: From an editorial by Gandhi in his weekly newspaper *Harijan*, published 20 May 1946. The Cabinet Mission had reported its findings on 16 May 1946.

After four days of careful examination of the State Paper issued by the Cabinet Mission and the Viceroy on behalf of the British Government, my belief remains that it is the best document the British Government could have produced in the circumstances. It reflects our weakness, if we would only see it. The Congress and the Muslim League did not, could not, agree. We would be severely mistaken if, at this time, we foolishly satisfy ourselves that the differences are a British creation. The Mission has not come all the way from England to exploit our differences. They have come to devise the easiest and quickest method of ending British rule. We must be brave enough to believe their declaration until this is disproved. This does not, however, mean that what is best from the British standpoint is also best, or even good, from the Indian standpoint. Their best may possibly be harmful.

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Source for use with Question 1(b).

Source 2: From a telegram sent by Clement Attlee, the British Prime Minister, to Muhammad Ali Jinnah, Prime Minister of Pakistan, 15 September 1947. Jinnah had asked Attlee for help in dealing with the communal violence.

My colleagues and I have watched with anxiety and deep sympathy the grave developments in India and Pakistan since 15th August. It is obvious that the situation had very nearly got completely out of hand, but there is no doubt in our minds that the Indian Government is trying to restore order and to prevent violence spreading over still wider areas. Indeed there appear to be real signs of improvement in the last few days. You, with your own difficulties, cannot but appreciate the magnitude of the task. Problems would, to some extent, have been inevitable, even if partition had taken place in an atmosphere of complete friendliness and goodwill. Nothing can help so much as continued contact, frank discussion and co-operation between the two Governments of India and Pakistan. Thus the inevitably slow process of healing the tragic breach could be started. The establishment of the two Dominions as neighbours living in peace and security could begin. If the two Governments finally break adrift, it is impossible to see how the spread of violence all over India and Pakistan could be prevented.

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Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

Source for use with Question 2(a).

Source 3: From a statement made by Dan Montisi to the Truth and Reconciliation Commission, 22 July 1996. This was set up after the ending of apartheid so that victims of human rights violations could give testimony about their experiences. Here Montisi is discussing events in Soweto in June 1976. At the time he was a high school student and was one of the organisers of the march that took place on 16 June 1976.

On the 13th of June we met and formed an action committee. We decided that we had got to explore the possibility of coming up with demonstrations in order to indicate and display our displeasure regarding the enforcement of Afrikaans as the language used for teaching. We had quite a number of student activists in my school who were able to participate quite actively in informing the students in the area. 5

When we met finally on the 15th of June in order to inform the students about the day, there was a lot of enthusiasm and excitement among students because they were not going to let Afrikaans ruin their future. So on the placards, they had to condemn Afrikaans and, at the same time, make known their displeasure about apartheid government in general. 10

On the 16th we met in my school immediately after assembly. The teachers were not informed.

Source for use with Question 2(b).

Source 4: From the United Democratic Front’s Declaration of Independence, 20 August 1983. This declaration was adopted at the first mass rally of the organisation, which was attended by 10,000–15,000 people.

We, the freedom-loving people of South Africa, say with one voice to the whole world that we cherish the vision of a united, democratic South Africa based on the will of the people. We will strive for the unity of our people through united action against the evils of apartheid and all other forms of exploitation. We stand for the creation of a true democracy in which all South Africans will participate in the government of our country. We stand for a single, non-racial, South Africa with no Bantustans and Group Areas. We say all forms of oppression and exploitation must end. 15 20

We say no to the new constitution which will create yet another undemocratic constitution in the country of our birth. We say no to the Koornhof* laws which will deprive more and more African people of their birthright. We say yes to the birth of the United Democratic Front on this day. 25

We resolve to stand together in our common struggle and commit ourselves to work together to mobilise all organisations – women’s, students’, religious, sporting and other community organisations – and trade unions under the common banner of the United Democratic Front.

*Koornhof – the Cabinet Minister responsible for implementing Botha’s reforms to the apartheid system in the years 1982–84

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