

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Monday 20 May 2019

Afternoon (Time: 1 hour 30 minutes)

Paper Reference **8H10/2F**

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'

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.

Turn over ►

P56757A

©2019 Pearson Education Ltd.

1/1/1/1/1




Pearson

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 importance of the 1919 Government of India Act?

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 the support given by India to Britain in the First World War?

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)

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



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 attitudes towards international sanctions against South Africa in the mid-1980s?

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 Verwoerd’s aims and beliefs in the years 1960–61?

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 (a))

Handwriting practice area with horizontal dotted lines.

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



(This is for part (b))

Handwriting practice area with horizontal dotted lines.

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



(This is for part (b))

Handwriting practice area with horizontal dotted lines.

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



(This is for part (b))

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



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 Gandhi was the main reason for progress towards Indian independence in the years 1920–42?

(Total for Question 3 = 20 marks)

OR

- 4 The Simon Commission was appointed in 1927.

How accurate is it to say that British policy in India, in the years 1927–39, resulted in progress towards greater rights for Indians?

(Total for Question 4 = 20 marks)

OR

- 5 How accurate is it to say that Mountbatten was responsible for the partition of India in 1947?

(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 impact of the Second World War was responsible for the National Party's victory in the 1948 election?

(Total for Question 6 = 20 marks)

OR

- 7 The Rivonia Trial took place in 1963–64.

To what extent did the methods of the African National Congress (ANC) change in the years 1948–64?

(Total for Question 7 = 20 marks)

OR

- 8 How accurate is it to say that the 1976 Soweto Uprising did not threaten the system of apartheid?

(Total for Question 8 = 20 marks)

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



Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ☒ Question 5 ☒
Question 6 ☒ Question 7 ☒ Question 8 ☒

Dotted lines for writing the answer to the chosen question.

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



Lined writing area with horizontal dashed lines.

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



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

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 sets of horizontal dotted lines.

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



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

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 sets of horizontal dotted lines.

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



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

Large writing area with horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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



Pearson Edexcel Level 3 GCE

Monday 20 May 2019

Afternoon

Paper Reference **8H10/2F**

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'

Sources Booklet

Do not return this Booklet with the question paper.

Turn over ►

P56757A

©2019 Pearson Education Ltd.

1/1/1/1



Pearson

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 a Royal Proclamation made by the King-Emperor, George V, 23 December 1919. The Proclamation was issued on the same day that the Government of India Act was passed.

We have tried to give to the people of India the many blessings which we have ourselves. There is one gift which still remains and, without which, the progress of a country cannot be complete: the right of her people to direct her affairs and to safeguard her interests. The defence of India against foreign aggression is our imperial duty. The control of her domestic concerns is a burden which India may legitimately aspire to take upon her own shoulders. The burden is too heavy to be borne in full until time and experience have brought the necessary strength. The opportunity will now be given for experience to grow and for responsibility to increase. 5

Source for use with Question 1(b).

Source 2: From Lord Hardinge, *My Indian Years 1910–1916*, published 1948. These personal reminiscences of Lord Hardinge's time as the Viceroy of India were published after his death. Here he is talking about his view of India and the First World War whilst he was Viceroy.

The outbreak of war against Germany met with a very patriotic response from public opinion in India. India as a whole was determined to throw her full weight into the struggle and to prove her complete solidarity with the British Empire. 10

In all my speeches, I expressed my confidence in the people of India. They would ensure that nothing would prevent the Government of India from its purpose of helping gain victory wherever British Indian troops might be deployed. My confidence was fully justified. During the twenty months of war that took place whilst I was still in India, there were no serious disturbances and only a few minor plots, mostly originating from outside India. The people showed themselves to be thoroughly patriotic and loyal. The sentiment of mutual cooperation was inspiring. 15 20

Immediately on the outbreak of the war, India offered two complete divisions of infantry and one of cavalry for service overseas. I demanded that these splendid divisions should be sent to France. After some pressure, my view was accepted by the Cabinet and these fine divisions arrived in France just in time to fill a gap in the British line that could not otherwise have been filled. 25

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

Source for use with Question 2(a).

Source 3: From an article written by Desmond Tutu in the *New York Times* newspaper, 16 June 1986. Tutu was a leading anti-apartheid campaigner. At this time, he was Archbishop of Cape Town and had been awarded the Nobel Peace Prize in 1984. Here he is discussing sanctions against South Africa.

A clear message resounds in recent surveys in South Africa in which more than 70% of blacks supported sanctions against the Government. Blacks are saying: ‘We are suffering already. To end it, we will support sanctions, even if it causes more suffering.’

To whom is the international community willing to listen? To the victims of apartheid or to those who benefit from apartheid? I would be more impressed with those businesses who want to remain in South Africa if they said, honestly, ‘We are concerned for our profits,’ instead of the excuses that the businesses are there for our benefit. We don’t want you. Please do us a favour: get out and come back when we have a democratic and fair South Africa. 5
10

There has been progress, but we do not want apartheid improved. We do not want apartheid made comfortable. We want it dismantled.

Source for use with Question 2(b).

Source 4: From a speech made by Hendrik Verwoerd to the South African Parliament, 3 February 1960. This speech was made by Verwoerd in reply to Harold Macmillan’s ‘wind of change’ speech to the South African Parliament.

The tendency in Africa for nations to become independent, and at the same time to do justice to all, does not only mean being just to the black man of Africa, but also to be just to the white man of Africa. 15

We call ourselves European, but actually we represent all the white men of Africa. They are the people who brought civilisation here. They made the present developments of black nationalists possible by bringing them education, by showing them this way of life, by bringing in industrial development, by bringing in the ideals which western civilisation has developed. 20

We white men in this southernmost portion of Africa, have such a stake here that this is our only motherland. We have nowhere else to go. We settled a country that was bare, and the Bantu came into this country and settled certain portions for themselves. It is right to grant the fullest rights to those people whose forefathers settled in South Africa. But similarly, we believe in balance, we believe in allowing exactly those same full opportunities to remain within the grasp of the white man who has made all this possible. 25

BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.