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<div style="border: 1px solid black; padding: 5px;"> Edexcel GCE </div>					<div style="border: 1px solid black; padding: 5px;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> </div>									
<div style="border: 1px solid black; padding: 10px;"> <h1 style="margin: 0;">History</h1> <p style="margin: 0;">Advanced Subsidiary</p> <p style="margin: 0;">Unit 2</p> <p style="margin: 0;">Option D: The British Empire Challenged</p> </div>														
<div style="border: 1px solid black; padding: 5px;"> Tuesday 22 May 2012 – Afternoon Time: 1 hour 20 minutes </div>					<div style="border: 1px solid black; padding: 5px;"> Paper Reference 6HI02/D </div>									
<div style="border: 1px solid black; padding: 5px;"> You must have: Sources Insert (enclosed) </div>								<div style="border: 1px solid black; padding: 5px; width: 50px; height: 30px;"> Total Marks </div>						

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 question part (a) and part (b) of the topic for which you have been prepared. There is a choice of questions in part (b).
- 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.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

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PEARSON

6HI02/D – The British Empire Challenged

Choose EITHER D1 (Question 1) OR D2 (Question 2) for which you have been prepared.

D1 – Britain and Ireland, 1867–1922

Study the relevant sources in the Sources Insert.

Answer Question 1, parts (a) and (b). There is a choice of questions in part (b).

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

You should start the answer to part (b) (i) OR part (b) (ii) on page 9.

Question 1

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 1, 2 and 3.

How far do the sources suggest that the Irish reaction to the 1921 Anglo-Irish Treaty was a positive one?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20)

EITHER

***(b) (i) Use Sources 4, 5 and 6 and your own knowledge.**

Do you agree with the view that the position of Irish tenant farmers improved in the last quarter of the 19th century?

Explain your answer, using Sources 4, 5 and 6 and your own knowledge.

(40)

OR

***(b) (ii) Use Sources 7, 8 and 9 and your own knowledge.**

Do you agree with the view that Asquith was responsible for the difficulties in resolving the Home Rule crisis of 1912–14?

Explain your answer, using Sources 7, 8 and 9 and your own knowledge.

(40)

(Total for Question 1 = 60 marks)



6HI02/D – The British Empire Challenged

Choose EITHER D1 (Question 1) OR D2 (Question 2) for which you have been prepared.

D2 – Britain and the Nationalist Challenge in India, 1900–47

Study the relevant sources in the Sources Insert.

Answer Question 2, parts (a) and (b). There is a choice of questions in part (b).

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

You should start the answer to part (b) (i) OR part (b) (ii) on page 9.

Question 2

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 10, 11 and 12.

How far do the sources suggest that Gandhi was an effective leader?

Explain your answer, using the evidence of Sources 10, 11 and 12.

(20)

EITHER

***(b) (i) Use Sources 13, 14 and 15 and your own knowledge.**

Do you agree with the view that in the period 1900–19 the British only made concessions to India in order to strengthen their hold on the sub-continent?

Explain your answer, using Sources 13, 14 and 15 and your own knowledge.

(40)

OR

***(b) (ii) Use Sources 16, 17 and 18 and your own knowledge.**

Do you agree with the view that the main reason for the speed with which independence was granted to India in 1947 was to prevent 'the onset of a civil war' (Source 16, lines 48–49)?

Explain your answer, using Sources 16, 17 and 18 and your own knowledge.

(40)

(Total for Question 2 = 60 marks)



(a) continued

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P 3 8 3 4 4 A 0 5 2 0

(a) continued

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((a) continued)

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((a) continued)

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((b) continued)

Lined area for text entry, consisting of approximately 25 horizontal dotted lines.



(b) continued

Dotted lines for writing.



((b) continued)

Lined writing area consisting of 25 horizontal dotted lines for text entry.





((b) continued)

Ruled area for writing with horizontal dotted lines.



((b) continued)

Ruled writing area consisting of approximately 27 horizontal dotted lines.

TOTAL FOR PAPER = 60 MARKS



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Edexcel GCE

History

Advanced Subsidiary

Unit 2

Option D: The British Empire Challenged

Tuesday 22 May 2012 – Afternoon

Sources Insert

Paper Reference

6HI02/D

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PEARSON

Choose EITHER D1 (Question 1) OR D2 (Question 2) for which you have been prepared.

D1 – Britain and Ireland, 1867–1922

Sources for use with Question 1 (a)

SOURCE 1

(From a letter sent by Michael Collins to his friend John O’Kane, 6 December 1921. Collins had just signed the Anglo-Irish Treaty.)

1 When you have sweated, toiled, had mad dreams, hopeless nightmares, you find
yourself in London’s streets, cold and dank in the night air. Think – what have I got
for Ireland? Something which she has wanted these past seven hundred years. Will
anyone be satisfied at the bargain? Will anyone? I tell you this: early this morning
5 I signed my death warrant.

SOURCE 2

(From a speech by David Lloyd George to the House of Commons, 14 December 1921)

Ireland is radiant because her long quarrel with Britain has been settled by
the granting of liberties to her own people. Ireland can now take part in the
partnership of the Empire, not only without loss of self-respect, but with an increase
of honour to herself and of glory to her own nation. By this agreement we win a
10 deep, abiding, and passionate loyalty.

SOURCE 3

(From a speech by Éamon de Valera in the debate on the Treaty in the Irish Parliament, the Dáil, on
19 December 1921)

I am against this Treaty because it will not end the centuries of conflict between the
two nations of Great Britain and Ireland. Does the Dáil think that the Irish people
have changed so much within the past year or two that they now want to get into
the British Empire after seven centuries of fighting? The Irish people would not
15 want me to save them materially at the expense of their national honour.

Sources for use with Question 1 (b) (i)

SOURCE 4

(From Martin Collier, *Britain and Ireland 1867–1922*, published 2008)

By the end of the nineteenth century, considerable progress had been made in the status of tenant farmers in Ireland. They could purchase their property and legally own the land which many felt was morally theirs. The government had used legislation to improve the situation of the tenant farmer in the face of bitter and
20 substantial campaigning.

SOURCE 5

(From a speech by an MP, Lord George Hamilton, in the House of Commons in 1883. He was taking part in a debate about the revision of the 1881 Land Act.)

We know, from painful experience, that in the west and in the mountain regions of Ireland there are numbers of small tenants, bordering upon insolvency, whose distress and low standard of living have too frequently been brought to the attention of this House. Outside these areas, the mass of the tenants are yearly
25 improving, both in substance and circumstances – if clothing, general appearance, savings banks and other deposits are any evidence of social condition. To reduce inequality, and to convert the occupier into the owner by fair terms, seems to many people to be the most natural and permanent solution of agrarian troubles in Ireland.

SOURCE 6

(From Cormac Ó Gráda, *Ireland: a New Economic History 1780–1939*, published 1995)

30 Landlord exploitation cannot explain the origins of the Land War, nor can it be proved that the tenants won the battles of 1880–82 or 1887–90. The struggles of the 1880s and 1890s, far from putting an end to evictions, only provoked many more of them, and failed to reduce rents significantly. In the short run at least, a coalition of tough landlords fought tenants to a draw in the Plan of Campaign (1886–91).
35 Worse still, the Land War put an end to landlord investment and distracted farmers from the business of farming.

Sources for use with Question 1 (b) (ii)

SOURCE 7

(From Jeremy Smith, *Britain and Ireland, From Home Rule to Independence*, published 2000)

Prime Minister Asquith's policy of 'wait and see', in the years 1912–14, in the face of blatantly unconstitutional activity, was part of a catalogue of failure. This stemmed from his original blunder of not providing some type of separate treatment for
40 Ulster in the original bill, through to doing nothing to prevent both sides arming themselves.

SOURCE 8

(From Donald Read, *England 1868–1914*, published 1979)

Both Nationalists and Unionists had modified their positions since 1912; but because their remaining differences appeared irreconcilable, Ireland stood on the brink of civil war by the last days of July 1914. Yet Asquith still remained hopeful.
45 His mind was moving towards a proposal for the permanent exclusion of Ulster. This would have forced both sides to choose between acceptance or resorting to violence and Asquith did not believe that the leaders on either side would want to risk civil war when each had gained so much.

SOURCE 9

(From a speech made by Andrew Bonar Law at a Unionist meeting at Blenheim Palace in July 1912)

In our opposition to the Home Rule Bill we shall not be guided by the considerations,
50 or bound by the restraints, which would influence us in an ordinary constitutional struggle. In my opinion, if an attempt were made to deprive these men of their birthright, they would be justified in resisting by all means in their power, including force. I can imagine no length of resistance to which Ulster will go, in which I should not be ready to support them, and in which they will not be supported by the
55 overwhelming majority of the British people.

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Choose EITHER D1 (Question 1) OR D2 (Question 2) for which you have been prepared.

D2 – Britain and the Nationalist Challenge in India, 1900–47

Sources for use with Question 2 (a)

SOURCE 10

(From a letter written by Lord Chelmsford, the Viceroy of India, to King George V, May 1919)

1 Mr Gandhi is a man of great saintliness of character, but hopelessly unpractical and unaware in everyday matters. Mr Gandhi is held in estimation by everyone who comes across him and this fact makes the task of dealing with him much more difficult than if he were a mere agitating politician.

SOURCE 11

(From a letter written by Mohammed Ali Jinnah to Gandhi, October 1920)

5 I thank you for your kind suggestion offering me 'to take my share in the new life that has opened up before the country'. If by 'new life' you mean your methods and your programme, I am afraid I cannot accept them. I am fully convinced that it must lead to disaster. Your methods have already caused split and division in almost every institution that you have approached. In the public life of the country,
10 your methods have caused divisions, not only amongst Hindus and Muslims, but between Hindus and Hindus and Muslims and Muslims, and even between fathers and sons. People generally are desperate all over the country and your extreme programme has, for the moment, struck the imagination mostly of the inexperienced youth and the ignorant and the illiterate. All this means complete
15 disorganisation and chaos.

SOURCE 12

(From an article written by Gandhi in *Young India*, a weekly journal, 23 February 1922)

How can there be any compromise while the British lion continues to shake his gory claws in our faces? It is high time that the British people were made to realise that the fight that was commenced in 1920 is a fight to the finish, whether it lasts one month or one year or many months or many years. I shall only pray and hope that
20 God will give India sufficient humility and sufficient strength to remain non-violent to the end.

Sources for use with Question 2 (b) (i)

SOURCE 13

(From Rosemary Rees, *India, 1900–47*, published 2006)

The British made concessions to Indian opinion in that they invited Indian participation in the decision-making process. They did this by way of the Morley-Minto reforms and the Indian Councils Act of 1909, the Montagu-Chelmsford
25 Report and the Government of India Act of 1919. Yet these concessions can be seen as a way of strengthening the Raj and their control within India, as exemplified by the Rowlatt Acts. Whilst many Indians were satisfied with the concessions made by the British, there was a steady growth of opinion that Indians should be in complete control of their own affairs.

SOURCE 14

(From the Montagu-Chelmsford Report, published 1918)

30 We believe profoundly that the time has now come when the sheltered existence which we have given India cannot be prolonged without damage to her national spirit; that we have a richer gift for her people than any that we have yet given them; that nationhood within the Empire represents something better than anything India has gained so far; that the placid, pathetic contentment of the masses is
35 not the soil on which such Indian nationhood will grow, and that in deliberately disturbing it we are working for her highest good.

SOURCE 15

(From Frank McDonough, *The British Empire 1815–1914*, published 1994)

Between 1905 and 1914 the Liberal government introduced important reforms affecting India. These reforms were clearly a response to the nationalist demand for greater involvement by Indians in the machinery of British rule. These reforms
40 did ease the tension caused by the partition of Bengal, but they were no more than a tentative beginning to finding a solution to the problem of British rule.

Sources for use with Question 2 (b) (ii)

SOURCE 16

(From Lawrence James, *The Illustrated Rise and Fall of the British Empire*, published 1999)

India's progress to self government in 1947 was a compelling drama that unfolded at two levels. On the upper, British and Indian statesmen, politicians, lawyers and administrators sat in rooms in Delhi and endeavoured to construct an apparatus
45 of government that would satisfy the whole of India. They were participants in a race against time for, on the lower level and in the cities, towns and countryside, hundreds of thousands of Indians were beginning to turn against and kill each other. As the violence spread and the casualties multiplied, onlookers feared the onset of a civil war which the principal actors were powerless to stop.

SOURCE 17

(From the diary of Hugh Dalton, 24 February 1947. Dalton was Chancellor of the Exchequer in Britain at this time.)

50 If you are in a place where you are not wanted, and where you have not got the force, or perhaps the will, to squash those who don't want you, the only thing to do is to come out. I don't believe that one person in a hundred thousand in this country cares about it, as long as British people are not being mauled about out there.

SOURCE 18

(From T. E. Vadney, *The World Since 1945*, published 1991)

55 The devastation of the British economy by the Second World War meant that the UK would have to reduce its global activities. And in the face of decades of nationalist agitation in India the British had no choice but to surrender their political claims. Indeed, they had been moving towards allowing some form of autonomy even before the war.

Acknowledgements

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