

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

--	--	--	--	--

--	--	--	--

Pearson Edexcel Level 3 GCE

Time 1 hour 30 minutes

Paper
reference

9HI0/2F

History

Advanced

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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 ►

P69337A

©2022 Pearson Education Ltd.

Q:1/1/



Pearson

SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1 How far could the historian make use of Sources 1 and 2 together to investigate attitudes to the actions of General Dyer in Amritsar?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2 How far could the historian make use of Sources 3 and 4 together to investigate the significance of the Soweto Uprising?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 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 1** **Question 2**

Area with horizontal dotted lines for writing answers.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION A = 20 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



P 6 9 3 3 7 A 0 1 1 2 0

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 'The impact of the salt *satyagraha* (1930) was more significant than the impact of any other civil disobedience campaign in the years 1920–42.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

- 4 How accurate is it to say that Gandhi's poor political skills were the principal reason for the failure of the Second Round Table Conference in 1931?

(Total for Question 4 = 20 marks)

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

EITHER

- 5 How accurate is it to say that the Treason Trial (1956–61) was the most significant challenge faced by the anti-apartheid movement in the years 1948–61?

(Total for Question 5 = 20 marks)

OR

- 6 'It was principally the economic recovery that strengthened apartheid in the years 1961–68.'

How far do you agree with this statement?

(Total for Question 6 = 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 . 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**

Area with horizontal dotted lines for writing answers.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



P 6 9 3 3 7 A 0 1 7 2 0

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



P 6 9 3 3 7 A 0 1 9 2 0

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

Time 1 hour 30 minutes

Paper
reference

9HI0/2F

History

Advanced

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 ►

P69337A

©2022 Pearson Education Ltd.

Q:1/1/



P 6 9 3 3 7 A



Pearson

Sources for use with Section A.

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

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

Sources for use with Question 1.

Source 1: From a speech made by Viscount Finlay in the House of Lords, 19 July 1920. He was proposing that the House of Lords should express its support for the actions of General Dyer in Amritsar. This proposal was passed by the House of Lords.

I strongly feel that an injustice has been done to a very distinguished and deserving officer. This case may affect the efficiency of our Empire in the future. One of the foundations of our Empire has been the feeling that every officer might rely upon his superiors standing by him, as long as the officer acted honestly and performed his duty. 5

The basis upon which General Dyer has been condemned is that, in dealing with the mob at Amritsar, he was mainly concerned with the effects of his action on the rest of the Punjab. It has been stated in very emphatic terms by the Secretary of State* that, in doing this, General Dyer committed a terrible error. Dyer has been told that he ought to have simply restored order in Amritsar. 10

In the Jallianwala Bagh, Dyer found an enormous gathering of men, many of them criminals of the worst type. It is difficult to get an estimate, but there is no doubt that it was an enormous meeting. General Dyer's own estimate is from 15,000 to 20,000. It is absolutely untrue that any women or children were present. Women in India do not attend meetings and there were no children. 15

The meeting was assembled in open defiance of the Proclamations that had been made that day. If General Dyer had hesitated, all would have been lost.

*Secretary of State – the Secretary of State for India, Edwin Montagu



Source 2: From 'The Amritsar Massacre', an article published in the *Grey River Argus* newspaper, 12 November 1920. The *Grey River Argus* newspaper was published in New Zealand that, at the time, was a Dominion within the British Empire.

The five British members (the Majority) of the Hunter Committee on the disorders in the Punjab have issued a report. It covers up the truth regarding the Government of the Punjab and martial law. In this inhuman document, they excuse some of the worst examples of military tyranny. They select two acts of General Dyer at the Jallianwala Bagh as 'open to criticism' – his firing without giving people a chance to disperse and his firing after the crowd had begun to scatter. They add a weak criticism regarding unusual punishments, such as the crawling order, and they disapprove of too much flogging. They defend the use of martial law both for preventing rebellion and for punishment. 20 25

The three Indian members (the Minority), while agreeing with the Majority regarding some facts, declare that the conduct of General Dyer was inhuman and un-British. They severely criticise the administration and the long continuance of martial law. They reject the Majority's theory that the riots amounted to 'rebellion'. 30

Mr Montagu agrees with the Minority. He has persuaded the Cabinet to join him in condemning the actions of the Punjab Government. He declares that General Dyer's action was a 'complete violation' of the principle of the minimum use of military force. Montagu also criticises Dyer's inhumanity in neglecting the wounded and describes the crawling order as an offence against 'every principle of civilised government'. 35



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

Sources for use with Question 2.

Source 3: From Nelson Mandela, *Message from Robben Island after the Soweto Uprising*, written 1977. This letter to the people of Soweto was smuggled out of prison on Robben Island. The letter took more than two years to reach the ANC in exile, who later published it.

The rattle of gunfire and the rumbling of armoured vehicles since June 1976 have once again shown the real face of apartheid.

In the midst of the present crisis, while our people count the dead and nurse the injured they ask what lies ahead? We can expect nothing from our rulers. They are the ones who give orders to the soldier crouching over his rifle. Our rulers will move along the fixed paths of vague promises, minor changes to apartheid and the constitution, massive arrests and detentions. The verdict of 16 June is loud and clear: apartheid has failed. Our young people were at the forefront of this 1976/77 wave of unrest. 5

Both within and beyond our borders, the prospects of victory grow bright. The first condition for victory is black unity. Every effort to divide our people must be prevented. Our people – African, Coloured, Indian and democratic Whites – must be united into a single massive and solid wall of resistance, of united mass action. 10

The revulsion of the world against apartheid is growing. The world is on our side. The UN and the anti-apartheid movement continue to put pressure on the racist rulers of our country. Every effort to isolate South Africa adds strength to our struggle. 15

Unite! Mobilise! Fight on!

Source 4: From Allister Sparks, *The Mind of South Africa*, published 1990. At the time of the Soweto Uprising in 1976, Sparks was assistant editor of the *Rand Daily Mail* newspaper, a liberal English-language publication.

A new generation of black students, inspired by Steve Biko's ideas, accused their elders of having been too weak. Why had their elders tolerated apartheid for so long? Why had they not been more militant? Move over oldies. 20

16 June 1976. It was a Wednesday morning, sunny and bright. A column of youngsters came marching by. They were confronted by a small group of armed white policemen. An officer shouted to the students to halt. The students jeered and waved their fists. Tear gas was fired, some rocks were thrown, and then the police opened fire with live ammunition. 25

By nightfall, Soweto was ablaze. Before it ended, the violence had spread to 160 different communities. Within a week 176 people were dead, within a year more than 600. The uprising lasted seventeen months before it was finally crushed in another wave of repressive action, with the government banning twenty-two Black Consciousness organisations. By the end of 1977, Biko was dead, his movement was outlawed, thousands of young activists were in prison, and 14,000 people had fled the country for exile abroad. 30

The Soweto riots served as a warning that something had better be done to make life more bearable in the ghettos. So, reforms were introduced to allow home ownership and commercial development. The search began for a constitutional formula that could include urban blacks as well as the 'Coloureds' and 'Indians' for whom there were no separate homelands. 35

BLANK PAGE



BLANK PAGE



BLANK PAGE

Acknowledgements

Source 1 from: <https://api.parliament.uk/historic-hansard/lords/1920/jul/19/punjab-disturbances-the-case-of-general>

Source 2 from: <https://paperspast.natlib.govt.nz/newspapers/GRA19201112.2.36>

Source 3 from: Mandela, Tambo, and the African National Congress By Sheridan Johns and R. Hunt Davis, Jr.
© Oxford University Press, 1991

Source 4 from: The Mind of South Africa By Allister Sparks © Heinemann, 1990

