



## Mark scheme

Summer 2018

Pearson Edexcel  
GCE History (8HI0/2F)  
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'

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.



## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li> </ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	6–9	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: Indicative content

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

Question	Indicative content
1a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the response of Indian nationalists to the Cabinet Mission of 1946.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It suggests that it was seen as an honest attempt by the British to resolve key issues ('the best document the British Government could have produced in the circumstances')</li> <li>• It provides evidence that it is seen as the prelude to independence ('they have come to devise the easiest and quickest method of ending British rule')</li> <li>• It provides evidence that the nationalist response was not united in its views ('the Congress and the Muslim League did not, could not, agree')</li> <li>• It implies that its results may not benefit India (may not be 'best, or even good, from the Indian standpoint').</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• The source is a statement from a leading nationalist, Gandhi, who could be expected to know about what is happening</li> <li>• The article was a fairly immediate response to the report of the Cabinet Mission showing how Indian nationalists may have felt at the time</li> <li>• The tone of the piece seems to be quite balanced in that it is not entirely critical of the British, even though this might be expected.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• The Cabinet Mission was sent to India by Clement Attlee, whose Labour government was pledged to grant independence to India</li> <li>• The Cabinet Mission met many leading Indian politicians, e.g. Gandhi, Nehru, Jinnah, to discover their views on the future of India</li> <li>• The response of Congress and the Muslim League to the Cabinet Mission at this time was divided – Congress rejected the May statement whilst the Muslim League accepted it.</li> </ul> </li> </ol>



Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into communal violence in India and Pakistan following independence.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The source is a diplomatic exchange between the leaders of two states and would need to be couched in the appropriate language for such an exchange</li> <li>• The source is written after the date of independence so that Pakistan was now an independent state</li> <li>• The use of a telegram suggests the urgency of the situation</li> <li>• The tone of the piece is pessimistic, suggesting that there is little that can be done to ameliorate the situation and Britain no longer wishes to be involved.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that attempts are being made to resolve the situation by the Indian government ('trying to restore order and to prevent violence spreading')</li> <li>• It suggests that Pakistan is less able to deal with the problem than India because Jinnah has asked Britain for help in dealing with the situation</li> <li>• It suggests that the situation is not static with references to both problems ('the situation... completely out of hand') and to brief periods of respite ('appear to be real signs of improvement in the last few days').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Many people were displaced as part of the implementation of partition. It is estimated that in 1947 10 million people had to move</li> <li>• Communal violence was evident in all communities – Hindu, Muslim and Sikh - with perhaps one million people dying in 1947</li> <li>• As India and Pakistan gained their independence in August 1947, Britain no longer had any need to be involved in dealing with communal violence.</li> </ul> </li> </ol>

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

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the events that led up to the Soweto Uprising in June 1976.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It provides evidence of planning in the days that led up to the march in Soweto, e.g. 'formed an action committee'</li> <li>• It suggests that the impetus for the action came exclusively from the students ('teachers were not informed')</li> <li>• It provides evidence that the introduction of teaching in Afrikaans was a central concern for those involved in the protest</li> <li>• It implies that the Black Consciousness Movement played a role in mobilising the students ('student activists').</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• The author of the source was involved in the events leading up to the Soweto Uprising as one of the leaders and was thus in a good position to know what was going on</li> <li>• The author is reflecting on events 20 years later at the Truth and Reconciliation Commission and is thus likely to recollect candidly</li> <li>• The development of a chronology of events adds weight to the information provided as it suggests accurate recall of detail.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• The use of the Afrikaans language was seen as promoting the language of oppression. Many teachers in black African schools were not competent in the language</li> <li>• The development of the Black Consciousness Movement had promoted a sense of pride in being black and a belief that blacks had to be responsible for their own liberation</li> <li>• Many aspects of township life had alienated young black Africans, most notably apartheid legislation, poverty and poor education.</li> </ul> </li> </ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the aims of the United Democratic Front.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The language of the source is highly inclusive to meet the needs of the varying opposition groups in attendance</li> <li>• No specific author is identified – the Declaration of Independence is adopted by the people attending the mass rally and thus outlines the broad aims of those in attendance</li> <li>• The purpose was to rally support for the fledgling organisation</li> <li>• The number of people attending the rally suggests that there is substantial support for this new organisation.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• The source provides evidence that the UDF desires greater freedoms and rights for all South Africans ('we cherish the vision of a united, democratic South Africa')</li> <li>• The source provides evidence that the UDF stood against the reforms implemented by Botha's government ('We say no to the Koornhof laws')</li> <li>• The source suggests that cooperation between the various groups who oppose apartheid is important ('We resolve to stand together')</li> <li>• The structure of the source suggests a well-organised movement that has a clear plan of action.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The UDF was launched on the same day that the government planned to launch the tricameral system, which was one of the things that the UDF opposed</li> <li>• Interested groups had been mobilising and planning the launch of the UDF since the start of 1983</li> <li>• The UDF opposed Botha's reforms using a variety of strategies, e.g. they boycotted the elections to the tricameral parliament.</li> </ul> </li> </ol>

## Section B: Indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the impact of the Amritsar Massacre was the most significant factor in the growth of nationalism in the years 1914-22.</p> <p>Arguments and evidence that the impact of the Amritsar Massacre was the most significant factor in the growth of nationalism in the years 1914-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The events at Amritsar severely weakened the image of a benevolent British Raj that was governing in the interests of the Indian population</li> <li>• Many Indians who had prior to Amritsar supported the Raj were alienated by these events and turned to nationalism and demands for independence</li> <li>• Despite the findings of the Hunter Commission, many British felt that Dyer had acted appropriately and this reinforced nationalist resentment against the British</li> <li>• The Report of the Punjab Sub-Committee included detailed eyewitness accounts of the events and photographic evidence. This was disseminated by Congress to encourage support for nationalism.</li> </ul> <p>Arguments and evidence that other factors played a more significant role in the growth of nationalism in the years 1914-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of nationalist organisations in this period (INC and Muslim League) and the development of some cooperation, e.g. 1916 Lucknow Pact</li> <li>• The impact of the First World War in strengthening a desire for freedom and democracy</li> <li>• The achievement of concessions from the British, which encouraged a desire for further concessions, e.g. 1917 Montagu Declaration, 1919 Government of India Act</li> <li>• Other evidence of repression by the British that reinforced feelings of anger generated by Amritsar, e.g. Rowlatt Acts</li> <li>• Impact of the first satyagraha 1920-22 in encouraging Indians to participate in mass support of opposition to the Raj.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that civil disobedience campaigns, in the years 1920-30, made it impossible for the British to govern India effectively.</p> <p>Arguments and evidence that civil disobedience campaigns, in the years 1920-30, made it impossible for the British to govern India effectively should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Some elements of the 1920-22 non-co-operation campaign were likely to be highly effective in impacting on Britain's ability to govern effectively, e.g. a mass refusal to pay taxes</li> <li>• The salt satyagraha in 1930 challenged the law and led to mass arrests, numbering about 60,000, which brought the system of law and order, and hence government, close to breaking point</li> <li>• The salt satyagraha affected most provinces of India and led the Viceroy to consider the imposition of martial law, suggesting the difficulties in governing effectively.</li> </ul> <p>Arguments and evidence that civil disobedience campaigns, in the years 1920-30, did not make it impossible for the British to govern India effectively should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Some elements of the non-co-operation campaign were unrealistic and unlikely to impact on Britain's ability to govern India effectively, e.g. plans for lawyers to boycott the courts and parents to prevent their children going to school</li> <li>• Local divisions emerged from the 1920-22 satyagraha, which led to violence and Gandhi's decision to call off the campaign</li> <li>• There were divisions in Congress regarding the most effective strategies for achieving independence, so the civil disobedience campaign was not sustained – only 1920-22 and 1930</li> <li>• Violence alienated the moderate nationalists, so that they returned to their position of support for the Raj in the immediate aftermath of the campaigns</li> <li>• Britain continued its policies of concessions throughout the 1920s, e.g. support for local assemblies, which included cholera inoculation policies, and this undercut the campaigns.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far British control of India weakened in the years 1930-42.</p> <p>Arguments and evidence that British control of India weakened in the years 1930-42 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mass support for the 1930 salt satyagraha, with 60,000 people imprisoned for their involvement, demonstrated that British control of India was slipping</li> <li>• Britain was prepared to make concessions to India in the 1930s, which may suggest an awareness of the need to keep Indians content with British rule, e.g. Round Table Conferences called, Government of India Act</li> <li>• Success in the 1937 elections enabled Congress to take a fuller part in provincial government, thereby moving India closer to self-government</li> <li>• Attempts by Britain after 1939 to conciliate Indians, e.g. the August Offer, the Cripps Mission, suggest that Britain was aware of the importance of India to the war effort and concerned that control might be weakening.</li> </ul> <p>Arguments and evidence that British control of India did not weaken in the years 1930-42 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The failure of the Round Table Conferences to reach agreement suggested that British principles of 'divide and rule' still prevailed</li> <li>• Relations both between Hindus and Muslims and also within Congress, deteriorated in this period, which limited their ability to oppose and weaken British control</li> <li>• In 1939, Lord Linlithgow declared that India should go to war without consulting India thus demonstrating Britain's continued control over India</li> <li>• Both major nationalist campaigns within this period (the Salt Satyagraha and Quit India) were contained by the British, thus indicating continued British control.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is 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.</p> <p>Arguments and evidence that the role of the National Party government was the main reason why campaigns against apartheid were not successful in the years 1948-59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The range of apartheid legislation to cover all aspects of life that was implemented in this period, e.g. Prohibition of Mixed Marriages (1949), Group Areas Act (1950), Bantu Education Act (1953)</li> <li>• The strategic implementation of legislation in the face of opposition, e.g. passes for women were introduced first in remote areas and then to more vulnerable urban working women</li> <li>• The implementation of legislation to restrict opposition groups and their ability to act, e.g. Criminal Law Amendment Act (1953)</li> <li>• Arrests of leaders and members of opposition groups, e.g. 8,000 arrests during the Defiance Campaign, 156 arrests of leading signatories of the Freedom Charter.</li> </ul> <p>Arguments and evidence that the role of the National Party government was not the main reason why campaigns against apartheid were not successful in the years 1948-59 and/or other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Divisions between nationalists over the most effective tactics to be followed when engaging in opposition to apartheid</li> <li>• Divisions between nationalists regarding the role to be played in the organisation by whites, e.g. ANC and PAC</li> <li>• The focus of the ANC was on the circumstances in the towns rather than in the rural areas so there was a lack of coordination amongst the nationalist groups in this period</li> <li>• Divisions between the more elite leadership and the mass support in some organisations, most notably the ANC, e.g. in Sophiatown the ANC seemed more concerned with rights of property owners than tenants.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the economic recovery of South Africa during the 1960s was the main reason for the strengthening of apartheid in this decade.</p> <p>Arguments and evidence that the economic recovery of South Africa during the 1960s was the main reason for the strengthening of apartheid in this decade should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of economic recovery was a reduction in unemployment amongst black South Africans to less than 10% of the occupied population. This resulted in less overt opposition to apartheid</li> <li>• The development of a prosperous black middle class who did not want to alter a status quo that brought them benefits</li> <li>• Political support for the National government amongst whites increased in the 1960s because of the prosperity of these years; this strengthening of support enabled the further consolidation of apartheid</li> <li>• Economic prosperity encouraged European immigration of skilled workers who ascribed their position to the National government, further strengthening support for it and its policies.</li> </ul> <p>Arguments and evidence that the economic recovery of South Africa during the 1960s was not the main reason for the strengthening of apartheid in this decade/other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• South Africa's economic recovery was slower than in other middle income countries so its impact was limited</li> <li>• Use of increased police powers and repressive legislation to limit any opposition to apartheid measures, e.g. 1960 Unlawful Organisations Act which was used to outlaw ANC and PAC</li> <li>• The imprisonment of leading anti-apartheid activists using a range of repressive legislation, e.g. Mandela and Sisulu at the Rivonia Trial</li> <li>• The policy of forced removals weakened the potential for urban resistance to the policies of apartheid.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far external pressures on the National Party weakened its control over South Africa in the years 1974-83.</p> <p>Arguments and evidence that external pressures on the National Party weakened its control over South Africa in the years 1974-83 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many of the states surrounding South Africa were achieving their independence at this time, e.g. Angola (1975), Zimbabwe (1980), and had the potential to pose a threat to South Africa and thus weaken the National Party</li> <li>• Concerns that ANC activists and MK were finding sanctuary in states close to South Africa and using these as a base of operations, undermining the National Party's control, e.g. Mozambique</li> <li>• SATIS was launched in 1974 and attracted international support for the Anti-Apartheid Movement, thus putting pressure on governments elsewhere to exert pressure on the National Party's apartheid policy and control</li> <li>• By 1980, the 'Free Nelson Mandela' campaign was operating on a global level, increasing the media interest in the issues and hence putting pressure on the National Party and its policies.</li> </ul> <p>Arguments and evidence that external pressures on the National Party did not weaken its control over South Africa in the years 1974-83 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• South Africa ensured cooperation with neighbouring states by making loans to some of them so that they were economically dependent on South Africa, e.g. Swaziland, Lesotho</li> <li>• Regional agreements were reached, which eased the pressure on South Africa's borders, e.g. Swaziland (1982), and restricted the activities of the ANC</li> <li>• International sporting boycotts were inconvenient for the population, but did not seriously weaken the regime</li> <li>• Overseas investment did not stop as a result of the attention that apartheid was receiving in these years, e.g. \$30 billion was invested by about 2,500 foreign companies.</li> </ul> <p>Other relevant material must be credited.</p>