



## Mark scheme

Sample assessment materials for  
first teaching September 2015

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'

## 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>• Contextual knowledge is limited and presented as information rather than applied 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>• Some relevant contextual knowledge is included, with limited linkage to the source material.</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 about Indian attitudes to the British government of India during the First World War.</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 support for Britain in fighting the First World War</li> <li>• It indicates a commitment to continued membership of the British Empire</li> <li>• It acknowledges the existence of differences between India and Britain.</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>• It is a contemporary publication with its origin in India</li> <li>• It was published at the outset of the First World War, revealing enthusiastic support for the Empire in the war against Germany</li> <li>• The publisher was a nationalist, but moderate in his views.</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>• More than one million Indians were in the armed forces during the First World War</li> <li>• The Indian army fought on a range of fronts – Western Front, Gallipoli and Mesopotamia</li> <li>• Gandhi expressed similar support for the British during this period</li> <li>• Some attitudes changed as the war progressed.</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 the British reaction to events at Amritsar.</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 author is participating in a debate in the House of Commons about the enquiry into events at Amritsar</li> <li>• As Secretary of State for War, Churchill was responsible for the army and would therefore be well informed about the issues</li> <li>• As someone who later opposed independence, his criticisms of the actions taken by the British here have real weight.</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 suggests there is some disagreement about the events, as seen by his definition of 'an army' and the phrase 'I am told'</li> <li>• The language used indicates that Churchill personally is outraged ('monstrous event')</li> <li>• It indicates that some believed it 'saved India'</li> <li>• It suggests that Churchill believed that it had the potential to damage relations with India and ran counter to the 'British way of doing things'.</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>• Support for Dyer's actions was expressed by many British living in India</li> <li>• Support for Dyer's actions was also found in sections of the British press</li> <li>• The findings of the Hunter Committee presented Dyer in a very negative light.</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 about the aims of education for black South Africans.</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 education is seen as serving the economic purpose of the state (‘meet the demands which the economic life of South Africa will impose’)</li> <li>• It provides evidence of the desire to reinforce acceptance of apartheid amongst all Africans, whatever their level of education (‘no place for him in the European community above the level of certain forms of labour’)</li> <li>• It suggests that education will raise aspirations within the African community where ‘all doors are open’.</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>• It is a contemporary source, originating from a member of the South African government, responsible for ‘Native Affairs’</li> <li>• It demonstrates the ‘official’ position on education</li> <li>• Verwoerd was trying to make the policy appear acceptable in its impact on Africans</li> <li>• He was indirectly aiming to appeal to white South Africans.</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>• Verwoerd’s role as Minister of Native Affairs</li> <li>• The Bantu Education Act of 1954</li> <li>• Success of the NP in the elections of 1953 and 1958 shows that its policies were successful in attracting white support.</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 role of the anti-apartheid movement in the 1950s.</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>• Kodesh participated in anti-apartheid activities in the 1950s and the tone of the piece suggests his level of commitment</li> <li>• He is recalling events from 1955 within a decade of their taking place</li> <li>• He has a particular political stance that may impact on his views.</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 suggests that it was well organised ('a whole network')</li> <li>• It provides evidence of support from a range of different types of people ('the whole lot')</li> <li>• It suggests that those asking the questions for the Freedom Charter were aiming to empower ordinary people ('you tell me what you want')</li> <li>• It provides evidence that it operated as a mechanism for relaying the varying demands of the people ('the most comprehensive and widespread list of resolutions and demands').</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 Defiance Campaign</li> <li>• The Freedom Charter and its demands</li> <li>• The role played by various anti-apartheid organisations, e.g. the ANC and PAC.</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 little progress was made towards Indian independence in the years 1920–30.</p> <p>Arguments and evidence that little progress was made towards Indian independence in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The need for the salt <i>satyagraha</i> in 1930 suggests that not much had changed</li> <li>• Many middle-class Indians were alienated from the nationalist cause by the tactics employed by Gandhi, 1920–22</li> <li>• Any concessions being made by the British were limited and aimed to undermine opposition to the Raj rather than making fundamental change to the system.</li> </ul> <p>Arguments and evidence that progress <i>was</i> made towards Indian independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <i>Satyagraha</i> of 1920–22 and 1930 were promoting support for the process of independence</li> <li>• The findings of the Simon Commission and the Irwin Declaration both showed a British commitment to move towards independence, albeit slowly</li> <li>• The First Round Table Conference in 1930 gave Indians the opportunity to participate in discussions about future developments.</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 on how accurate it is to say that the impact of British policy in India, in the years 1930–42, was to weaken Britain's control.</p> <p>Arguments and evidence that the impact of British policy in India in these years was to weaken Britain's control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Each concession made by Britain led to further concessions, which cumulatively weakened Britain's control</li> <li>• The success of Congress in the 1937 elections enabled it to take a fuller part in provincial government</li> <li>• The response to Linlithgow's declaration of war revealed that Indians would no longer accept the rule of the Raj without question</li> <li>• The failure of the 1942 Cripps Mission, which offered too little too late to India – limited concessions to India were no longer sufficient.</li> </ul> <p>Arguments and evidence that the impact of British policy in India in these years did <i>not</i> weaken Britain's control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The ongoing exploitation of 'divide and rule' to control India, e.g. at the Round Table Conferences</li> <li>• The impact of the 1935 Government of India Act was to tighten Britain's control, e.g. the Viceroy maintained ultimate control, as shown by Linlithgow's declaration of war in 1939</li> <li>• The impact of the 1935 Government of India Act was reinforced by the failure of the Muslim League in the 1937 elections.</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 on how far the Second World War (1939–45) was responsible for the decision to grant independence to India in 1947.</p> <p>Arguments and evidence that the Second World War was responsible for the decision to grant independence to India in 1947 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Independence as a reward for India's contribution to the war effort – two-and-a-half million Indians had been in the armed forces during the war</li> <li>• The economic impact of the war on Britain – not only had Britain incurred debts of nearly £3 billion fighting the war, but there were the further financial costs of post-war reconstruction</li> <li>• The continuing impact of nationalist sentiment during the war, e.g. through the Quit India Campaign.</li> </ul> <p>Arguments and evidence that other factors were responsible for the granting of independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Victory in the 1945 election for Attlee and the Labour government who were more sympathetic to calls for Indian independence</li> <li>• The role played by Mountbatten in bringing forward the timetable for independence in light of the increasing communal violence</li> <li>• The role played by Congress and its response to the Cabinet Mission</li> <li>• The role played by Jinnah with his demands for the creation of Pakistan and calls to action, e.g. through Direct Action Day.</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
<b>6</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.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the Sharpeville massacre of 1960 weakened the anti-apartheid movement.</p> <p>Arguments and evidence that the Sharpeville massacre of 1960 weakened the anti-apartheid movement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The ANC and the PAC were both banned</li> <li>• Mass arrests of many leading campaigners, e.g. PAC president Robert Sobukwe, with a total of about 18,000 arrested</li> <li>• Many leading campaigners went into exile to avoid arrest, e.g. Mandela and Tambo</li> <li>• The increase in police powers to deal with African challenges to the state.</li> </ul> <p>Arguments and evidence that the Sharpeville massacre of 1960 did <i>not</i> weaken the anti-apartheid movement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The lack of support for the policies of the South African government was made clear</li> <li>• Protests continued throughout 1960, culminating in a march by 30,000 Africans on the South African Parliament</li> <li>• There was international condemnation and there were calls for the end of apartheid</li> <li>• The ANC and PAC decided to change direction from non-violent protest to direct military action through MK and Poqo.</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 on how accurate it is to say that strong support for the policies of the National Party among white South Africans continued in the years 1974–83.</p> <p>Arguments and evidence that strong support for the policies of the National Party among white South Africans continued in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite some attempts to create breakaway parties that took a more moderate line on apartheid in the 1970s, e.g. the Democratic Party, such attempts met with little success, suggesting strong support for the NP</li> <li>• Continued support is seen by the performance of the National Party in elections in this period – support in the elections of 1974, 1977 and 1984 never dropped below 50 per cent</li> <li>• Support went hand-in-hand with economic success throughout the period, e.g. \$30 billion was invested by approximately 2,500 foreign companies</li> <li>• Botha's 'total strategy' and new approach to apartheid were designed to keep control and to offer the appearance, but not the reality, of change.</li> </ul> <p>Arguments and evidence that strong support for the policies of the National Party among white South Africans did <i>not</i> continue in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Not all white South Africans supported the policies of the National Party. There were a number of other parties, e.g. the anti-apartheid Progressive Federal Party, the largest opposition party which won 17/165 seats in the 1977 election</li> <li>• Opposition by key anti-apartheid campaigners (e.g. Joe Slovo) continued as it became increasingly obvious that the NP's policies could not be sustained</li> <li>• Botha's reforms, especially the new constitution proposed in 1983, were seen as a threat to white minority rule and led to the creation of a successful pro-apartheid breakaway party in 1982 – the Conservative Party</li> <li>• By the 1980s, the NP's share of the vote, although still high, was beginning to fall.</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 on how far economic problems facing South Africa were responsible for the ending of apartheid in 1990.</p> <p>Arguments and evidence that the economic problems facing South Africa were responsible for the ending of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A foreign boycott of investment in South Africa had contributed to the economic problems</li> <li>• Trade sanctions, both by individual companies (e.g. IBM) and by international organisations (e.g. the European Community) were beginning to have an impact and exacerbate existing economic problems</li> <li>• Population increase had led to a rise in unemployment.</li> </ul> <p>Arguments and evidence that other factors were responsible for the ending of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Role played by anti-apartheid organisations</li> <li>• The contributions of Mandela and de Klerk</li> <li>• The role played by opposition to apartheid from the Commonwealth and the UN</li> <li>• The use of sporting sanctions.</li> </ul> <p>Other relevant material must be credited.</p>