



## Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE  
In History (9HI0/02)

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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>8-12</b>	<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 utility 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 but with limited justification.</li> </ul>
<b>4</b>	<b>13-16</b>	<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, although treatment of the two sources may be uneven.</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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"><li data-bbox="379 159 1401 259">• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li data-bbox="379 271 1401 416">• 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 secure 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 data-bbox="379 427 1401 560">• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</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	1-3	<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	4-7	<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 focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but 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	8-12	<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	13-16	<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>
5	17-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and</li> </ul>

Level	Mark	Descriptor
		<p>substantiating the overall judgement.</p> <ul style="list-style-type: none"> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1	<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 sources to consider how far the historian could make use of them to investigate attitudes to the actions of General Dyer in Amritsar.</p> <p><b>Source 1</b></p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>As a speech making a proposal, the author will clearly support the subject of that proposal</li> <li>As the House of Lords voted for the proposal, the content of this speech can be seen to reflect the views of a majority of that part of Parliament</li> <li>The tone of the speech shows that its author is in sympathy with Dyer and is critical of those who attended the meeting at the Jallianwala Bagh</li> <li>Some of the evidence presented has come directly from Dyer.</li> </ul> </li> <li>The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes to the actions of General Dyer in Amritsar: <ul style="list-style-type: none"> <li>It implies that Dyer should have been supported for his actions because of his past record ('distinguished') and his views of his need for action at the time ('rely upon...acted honestly')</li> <li>It provides evidence that Montagu believed Dyer's actions to be 'a terrible error'</li> <li>It suggests that some viewed Dyer's actions as being justified by the actions of Indians ('criminals of the worst type', 'open defiance')</li> <li>It claims that Dyer's actions were crucial to the defence of India ('all would have been lost.').</li> </ul> </li> <li>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 content. Relevant points may include: <ul style="list-style-type: none"> <li>Dyer was criticised for only ordering proclamations to be read warning against meetings, which meant that not everyone had heard them</li> <li>The Jallianwala Bagh was a public park, so there were women and children in it at the time of the massacre. The Hunter Committee recorded the deaths of 41 boys and 1 baby</li> <li>Dyer was relieved of his command, but no other action was taken against</li> </ul> </li> </ol>

Question	Indicative content
	<p>him.</p> <p><b>Source 2</b></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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• The <i>Grey River Argus</i> was a New Zealand paper that could provide an outside view on the actions of Dyer</li> <li>• The tone of the article makes it clear that it is critical of both Dyer's actions and the Hunter Committee Majority report, which it perceives as insufficiently damning of Dyer's actions</li> <li>• The report is published late in 1920 and has therefore had the time to reflect on the various stages of reactions to events in the Punjab as they developed through 1920.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes to the actions of General Dyer in Amritsar: <ul style="list-style-type: none"> <li>• It provides evidence of the actions taken by Dyer at the Jallianwala Bagh</li> <li>• It suggests that the Majority report was insufficiently critical of some of the actions taken by Dyer ('weak criticism', 'defend the use of... punishment.')</li> <li>• It indicates disagreement over whether India was on the verge of rebellion, and hence whether Dyer's actions could be justified on that basis</li> <li>• It provides evidence that the British government was highly critical of Dyer's actions, both in the massacre and in the broader regulations imposed, suggesting a genuine moral outrage.</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 content. Relevant points may include: <ul style="list-style-type: none"> <li>• The Hunter Committee was set up by Montagu in the aftermath of the massacre in order to establish what had happened in Amritsar</li> <li>• Under martial law, salaaming Europeans and the crawling order had been established. These were designed to humiliate Indians</li> <li>• There was a belief that Dyer had prevented a wider rebellion in the Punjab, e.g. the letter written by the 'Ladies of the Punjab', and that he had 'saved' India.</li> </ul> </li> </ol> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Source 1 is supportive of the actions of General Dyer, whereas Source 2 is critical of them</li> <li>• Source 1 implies that India was on the verge of rebellion, arguing that the situation in the region required action, whereas Source 2 overall appears to deny this, whilst indicating some disagreement on the issue</li> <li>• Source 1 is focused primarily on Dyer's actions at the Jallianwala Bagh, whereas Source 2 has a broader view of his actions elsewhere in Amritsar as well as those in the Jallianwala Bagh</li> <li>• Both Source 1 and Source 2 demonstrate that there was not a single unified attitude to Dyer's actions in Amritsar, but that there was considerable</li> </ul>



Question	Indicative content
	disagreement.

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

Question	Indicative content
2	<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 sources to consider how far the historian could make use of them to investigate the significance of the Soweto Uprising.</p> <p><b>Source 3</b></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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• As a message from Mandela to the people of Soweto, this would have carried great weight about the views of the leadership of the ANC towards the Uprising</li> <li>• Mandela was in prison at the time, so his source of information for what was happening in Soweto was likely to be those who had been arrested and imprisoned on Robben Island</li> <li>• The tone and language of the message shows that its purpose was to motivate those who were opposing and campaigning against apartheid.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the Soweto Uprising: <ul style="list-style-type: none"> <li>• It suggests that events in Soweto demonstrated the failure of the National Party to make any meaningful changes to apartheid ('vague promises, minor changes')</li> <li>• It indicates the importance of the young in challenging apartheid through the events at Soweto ('Our young people were at the forefront of this 1976/77 wave of unrest.')</li> <li>• It suggests optimism for the future success of opposition to apartheid ('prospects of victory grow bright.')</li> <li>• It implies that events in Soweto have outraged international opinion and brought it more firmly onto the side of the anti-apartheid movement ('The revulsion of the world').</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 content. Relevant points may include: <ul style="list-style-type: none"> <li>• The campaign grew swiftly, encompassing many more young people, who were prepared to use violence against property to make their views known</li> <li>• The images of the dead child, Hector Pieterse, had a profound impact on both white liberal domestic opinion and international opinion regarding apartheid, e.g. UN Resolution 392</li> <li>• Although the ANC was not directly involved in the organisation of the events that led to Soweto, it was strongly involved in the campaign that followed.</li> </ul> </li> </ol>

Question	Indicative content
	<p><b>Source 4</b></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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• As a South African journalist, the author would have a good understanding of the events that he is describing</li> <li>• As the assistant editor of a liberal newspaper, the author is likely to be sympathetic to the position of black South Africans</li> <li>• Statistical evidence is provided to support the comments about the extent of the impact of the Uprising.</li> </ul> </li>   <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the Soweto Uprising: <ul style="list-style-type: none"> <li>• It claims that the importance of the Black Consciousness Movement in influencing the young was crucial to the events at Soweto ('inspired by Steve Biko's ideas')</li> <li>• It provides statistical evidence demonstrating the wide-ranging impact of the unrest ('176 people were dead')</li> <li>• It implies that the government took advantage of the situation to repress opposition ('thousands of young activists were in prison')</li> <li>• It implies that longer-term, the government recognised the need to be more conciliatory in its approach ('reforms were introduced')</li> <li>• It suggests that the government was prepared to use whatever response would be most effective in ameliorating the situation – both repression and conciliation were employed.</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 content. Relevant points may include: <ul style="list-style-type: none"> <li>• The development of the Black Consciousness Movement had begun in the 1960s and had a significant impact on the attitudes of young black people towards apartheid</li> <li>• The ANC was strengthened as many of those who fled joined the ANC in exile</li> <li>• The continuing instability weakened the government economically and led to changes, e.g. long-term leases for urban blacks (late 1970s), changes to the structure of the constitution (early 1980s).</li> </ul> </li> </ol> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Source 3 appeals to the emotions, being designed to raise morale, whereas Source 4 is a more measured account of the aftermath of events</li> <li>• Both Source 3 and Source 4 are agreed about how the Soweto Uprising demonstrated the significance of the role of young people in the opposition to apartheid</li> <li>• Both sources are agreed that the government responded by a mixture of repression and concession, although Source 3 is more critical of the nature of the concessions than Source 4.</li> </ul>

## 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 whether the impact of the salt <i>satyagraha</i> (1930) was more significant than the impact of any other civil disobedience campaign in the years 1920-42.</p> <p>Arguments and evidence that support the view that the impact of the salt <i>satyagraha</i> (1930) was more significant than the impact of any other civil disobedience campaign in the years 1920-42 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As there was a government tax on salt, it was an ideal single issue on which to challenge British rule. Gandhi provided the date at which he would start to break the law to maximise attention for his actions</li> <li>• The march to the sea was supported by a significant number of marchers, e.g. the day before it set off, Gandhi addressed a crowd of 10,000. Support for the campaign came from across the social spectrum</li> <li>• Thousands of Indians broke the law by collecting salt along the coastline. 60,000 arrests were made, straining the ability of the government to control events</li> <li>• The campaign was devolved to provincial committees, which prevented potential divisions and made it hard for the authorities to halt the campaign</li> <li>• The British response to the raid on the Dharasana Salt Works garnered international attention that was critical of British actions</li> <li>• The march and all elements of the <i>satyagraha</i> were reported on by international journalists, e.g. Webb Miller, which gained international support for the campaign.</li> </ul> <p>Arguments and evidence that challenge the view that the impact of the salt <i>satyagraha</i> (1930) was more significant than the impact of any other civil disobedience campaign in the years 1920-42 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1920-22 <i>satyagraha</i> had a more significant impact because it began the process of a genuine mass movement, which the salt <i>satyagraha</i> built upon</li> <li>• The 1920-22 <i>satyagraha</i> was more significant because it established the principles on which Gandhi operated, e.g. filling the jails to make India ungovernable, and the salt <i>satyagraha</i> merely extended this approach</li> <li>• The 1942 Quit India campaign was more significant as it was a direct challenge to the Raj, and would make any compromise difficult</li> <li>• The 1942 Quit India campaign was seen by the British as more of a challenge as they took pre-emptive action against the leaders, rather than reacting to events.</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 whether Gandhi's poor political skills were the principal reason for the failure of the Second Round Table Conference in 1931.</p> <p>Arguments and evidence that support the view that Gandhi's poor political skills were the principal reason for the failure of the Second Round Table Conference in 1931 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gandhi was the sole representative of Congress, and he claimed to speak for all Indians. In so doing, he alienated other Indian representatives from across the spectrum, e.g. Ambedkar, Jinnah, Singh</li> <li>• Gandhi was unable to build a consensus with the other Indian representatives about separate electorates, which he opposed, and this undermined any possibility of agreement amongst the Indian nationalists</li> <li>• Gandhi could not build bridges with those representing the Muslim interests in order to reach agreement on how power should be balanced in a new constitution</li> <li>• Gandhi did not always take account of the opinions of other groups, e.g. his claim that the interests of the Untouchables were met by his presence was not accepted by Ambedkar</li> <li>• As Gandhi supported <i>purna swaraj</i>, he could not accept any recommendation that involved dominion status and was not prepared to compromise on this.</li> </ul> <p>Arguments and evidence that Gandhi's poor political skills were not the principal reason for the failure of the Second Round Table Conference in 1931 and/or other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It was Congress that was responsible for the decision to send only Gandhi to represent them at the Second Round Table Conference</li> <li>• Gandhi was merely representing the position of Congress when he denied the desirability of separate electorates</li> <li>• The 'Young Hooligans' had begun to influence Congress and Gandhi's thinking, and were making more radical demands</li> <li>• The political context in Britain was less favourable to making concessions than it had been at the time of the First Round Table Conference; a sympathetic Viceroy, Secretary of State and Government had all changed</li> <li>• There were divisions amongst those who were representing India – both nationalists and the princely states were represented</li> <li>• Jinnah's tactics were to play various groups, including the British government, off against one another in order to achieve his own aims.</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 whether the Treason Trial (1956-61) was the most significant challenge faced by the anti-apartheid movement in the years 1948-61.</p> <p>Arguments and evidence that support the view that the Treason Trial (1956-61) was the most significant challenge faced by the anti-apartheid movement in the years 1948-61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The arrest of 156 leading members of the anti-apartheid movement on treason charges sent out a signal that the government was prepared to deal harshly with opponents of apartheid</li> <li>• The proceedings were very drawn out, restricting the leadership of organised opposition groups for a significant period of time, e.g. the defendants could not attend or speak at any meetings</li> <li>• The trial threatened the ability of the anti-apartheid movement to support the demands of the Freedom Charter</li> <li>• Some of those accused went into exile, so the anti-apartheid movement lost some of its domestic leadership, e.g. Tambo</li> <li>• The trial demonstrated how serious the National Party was in attempting to deal with the anti-apartheid movement within South Africa.</li> </ul> <p>Arguments and evidence that challenge the view that the Treason Trial (1956-61) was the most significant challenge faced by the anti-apartheid movement in the years 1948-61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The trial demonstrated the multi-racial nature of the anti-apartheid movement, strengthening support for it</li> <li>• The gradual removal from the trial of individuals accused was humiliating for the government</li> <li>• The trial attracted international attention and contributed to the increasing international climate of support for the anti-apartheid movement in South Africa</li> <li>• The strengthening of the National Party through the implementation and codification of apartheid from 1948 onwards was a more significant challenge to the anti-apartheid movement</li> <li>• Disagreements over strategy and the involvement of whites in the anti-apartheid movement led to the founding of the PAC – this was a more significant challenge as the anti-apartheid movement was now divided</li> <li>• The 1960 state of emergency was a more significant challenge because it strengthened existing police powers and outlawed public meetings, creating real difficulties for the opponents of apartheid</li> <li>• The passing of the Unlawful Organisations Act was a more significant challenge as it drove anti-apartheid groups underground and made it more difficult for them to operate effectively.</li> </ul> <p>Other relevant material must be credited.</p>

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 whether, it was principally the economic recovery that strengthened apartheid in the years 1961-68.</p> <p>Arguments and evidence that support the view that it was principally the economic recovery that strengthened apartheid in the years 1961-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many black South Africans benefitted from the economic recovery, e.g. growth in white collar jobs, rising incomes, so that there was less incentive to challenge the prevailing system</li> <li>• White South Africans saw an improving standard of living that, for many, was linked to the policies of the NP, thus strengthening support for their apartheid policies</li> <li>• The increasing economic dependence on the economically successful South Africa by some adjacent countries, e.g. Lesotho, restricted the ability of the ANC to use these countries as a base for operations</li> <li>• South Africa continued to be able to develop its trading links with established partners, e.g. Britain, US, and with new partners, e.g. Japan. This undermined international criticism for apartheid</li> <li>• The costs of the Bantustan policy were only feasible because the government was able to raise sufficient taxes to finance it as a consequence of the economic recovery.</li> </ul> <p>Arguments and evidence that challenge the view that it was principally the economic recovery that strengthened apartheid in the years 1961-68. should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• South Africa's economic recovery was based on a limited range of production, mainly mining and agriculture, so it was never securely established, and hence did not strengthen apartheid longer term</li> <li>• Economic recovery increased the requirement for skilled workers in urban areas, which undermined, rather than strengthened, some apartheid measures, such as the Pass Laws</li> <li>• The leadership in the Bantustans, which started opening in 1963, were prepared to work with the government within the apartheid system rather than oppose it, e.g. Matanzima</li> <li>• The imprisonment of leading opponents of apartheid as a result of the Rivonia trial appeared to demonstrate the strengthening of the grip of the NP and of apartheid</li> <li>• Starting in 1963, the government organised a number of bodies – many secret – to coordinate security issues; this enabled the government to limit the opposition to apartheid and strengthen the system</li> <li>• The government increased police powers in the 1960s, which enabled it to strengthen apartheid by controlling the opposition more effectively, e.g. 1967 Terrorism Act.</li> </ul> <p>Other relevant material must be credited.</p>

