



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel  
In GCE History (9HI0/2F)  
Advanced

Paper 2: Depth study

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

Option 2F.2: South Africa, 1948–94: from

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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.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a '**best-fit**' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## 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
	0	No rewardable material.
1	1–3	<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>
2	4–7	<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>
3	8–12	<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>
4	13–16	<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>
5	17–20	<ul style="list-style-type: none"> <li>• 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>• 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>• 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 substantiating the overall judgement.</li> <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' <b>deployment of material</b> 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 effectiveness of the methods of non-violence advocated by Gandhi in the 1920-22 <i>satyagraha</i>.</p> <p>Source 1</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 the Viceroy of India, Reading would have insights into the ways in <b>which Gandhi's</b> methods had impacted on the Raj</li> <li>As Reading is reporting to the Prime Minister, he will be focusing on key issues that pertain to <b>the British response to Gandhi's actions</b></li> <li>It was written shortly after the ending of the 1920-22 <i>satyagraha</i> and thus is an immediate response to the events of the early 1920s</li> <li>The tone of the piece appears to be measured and quite neutral.</li> </ul> </li> <li>The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effectiveness of the methods of non-violence advocated by Gandhi in the 1920-22 <i>satyagraha</i>: <ul style="list-style-type: none"> <li>It implies the methods were effective as they necessitated the arrest of Gandhi</li> <li><b>It implies that Gandhi's methods were initially very successful in attracting mass support for the nationalist movement ('influence increased')</b></li> <li><b>It argues that Gandhi's methods had important political consequences, e.g. the effective creation of a new 'political party'</b></li> <li><b>It suggests that Gandhi's methods provided an effective method for resolving divisions in the nationalist movement ('bridge between Hindus and Muslims').</b></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>Gandhi had emerged as the dominant nationalist politician by 1920, so his methods were at the forefront of nationalist campaigning</li> <li>Many aspects of non-violence had the ability to have a significant impact on the functioning of the Raj, e.g. the refusal to pay taxes</li> <li>Aspects of the non-violence campaign were unrealistic and not going to work, e.g. that lawyers stop practising and school boycotts.</li> </ul> </li> </ol> <p>Source 2</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 leading member of Congress, Nehru was involved in the campaign, and this would give him access to information about how the campaign was conducted</li> <li>It is written with some benefit of hindsight, so can reflect on the impact of the effects</li> <li>Its attitude to Gandhi appears to be somewhat ambivalent in places;</li> </ul> </li> </ol>

Question	Indicative content
	<p>there are both positive and negative comments about his methods.</p> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effectiveness of the methods of non-violence advocated by Gandhi in the 1920-22 <i>satyagraha</i></p> <ul style="list-style-type: none"> <li>• <b>It argues that Gandhi's interpretation of non-violence</b> would enable its opponents to create the circumstances that would lead to failure, implying that his methods were ineffective</li> <li>• It suggests that there were <b>some doubts emerging about Gandhi's</b> methods, and such divisions might undermine the effectiveness of the <b>campaign</b> ('if Gandhi's arguments')</li> <li>• It implies that the non-violent approach in the 1920-22 <i>satyagraha</i> contributed to the later escalation of communal violence (<b>the suppressed violence had to find a way out</b>).</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Gandhi believed that the events at Chauri Chaura proved that Indians did not yet have the self-discipline that was needed for non-violence to be effective</li> <li>• Gandhi withdrew from public life and returned to the <i>ashram</i> until he was arrested</li> <li>• In the mid-1920s, there were more than 100 communal riots.</li> </ul> <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• The Sources present evidence from differing perspectives. Source 1 is from the view of the Raj (the Viceroy) and Source 2 is from a leading member of Congress</li> <li>• Both Sources see the methods as fundamentally failing to achieve their ends</li> <li>• Both Sources point out that the effectiveness of the methods advocated was undermined by divisions within the nationalist movement.</li> </ul>



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

Question	Indicative content
2	<p>Answers <b>will be credited according to candidates' deployment of material in</b> 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 consequences of the Sharpeville Massacre (21 March 1960).</p> <p>Source 3</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>It was an immediate response to events, largely being written within a week of the Sharpeville Massacre</li> <li>As a letter to her daughter, it can be deemed to be providing an <b>accurate view of the author's immediate reaction</b></li> <li>The author corrected some of her comments later, increasing the overall assessment provided</li> <li><b>The author's position as an MP</b> provided her with access to eyewitnesses to the event.</li> </ul> </li> <li>The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the consequences of the Sharpeville Massacre (21 March 1960): <ul style="list-style-type: none"> <li>It implies that there has been a negative international reaction to <b>these events ('The government's reaction...defying the world')</b></li> <li>It suggests that the National Party was concerned with creating a more positive international image to mitigate the impact of these events <b>('Verwoerd...has called off the police for now.')</b></li> <li>It suggests that the divisions between the ANC and the PAC have become even more entrenched <b>('The ANC is horrified at the success of the PAC campaign and is rushing around')</b></li> <li>It claims that the Pass Laws will have to be modified as a consequence of the Sharpeville Massacre, although acknowledges later that this did not happen.</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>Photographs were taken of the events at Sharpeville and their dissemination at home and abroad added weight to the criticism of the events</li> <li>The UN Security Council passed a resolution condemning Sharpeville and calling for an end to apartheid</li> <li>The ANC and PAC continued to organise separately, even when protesting against Sharpeville.</li> </ul> </li> </ol>

Question	Indicative content
	<p>Source 4</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 journalist, the author had <b>'been somewhere near the centre of events'</b></li> <li>The author understood the context in which Sharpeville took place having grown up under the apartheid regime</li> <li>The author can offer valuable insights into black South African reactions to the events at Sharpeville.</li> </ul> </li> <li>The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the consequences of the Sharpeville Massacre (21 March 1960): <ul style="list-style-type: none"> <li>It <b>argues that the Sharpeville Massacre was one of the great 'historic turning points' in South Africa during the author's life</b></li> <li>It suggests that Sharpeville created fierce opposition among black South Africans <b>to the apartheid regime ('uncontrollable anger', 'deep, but ineffective anger')</b></li> <li>It provides evidence of the government response to the events at Sharpeville, e.g. <b>'banning of the ANC and PAC' and suggests its use of propaganda ('made to believe')</b></li> <li>It claims that the government and the media intentionally misled white South Africans about the nature of the black South African response to Sharpeville.</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>The NP declared a state of emergency on 30 March, outlawing public meetings and giving the police greater powers of arrest</li> <li>The Unlawful Organisations Act was passed on 8 April, banning political parties that threatened public order</li> <li>The NP restricted opposition news reporting, e.g. Myrna Blumberg (<i>London Daily Herald</i>) was arrested (1960), <i>New Age</i>, a South African newspaper, was restricted and finally closed (1962).</li> </ul> </li> </ol> <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>Both Source 3 and Source 4 indicate that the Sharpeville Massacre was a momentous event with significant consequences, even though they discuss differing consequences</li> <li>Source 3 provides an immediate response to the events at Sharpeville, thus dealing with short term consequences, whereas Source 4 is more reflective of the longer-term consequences</li> <li>Source 4 references the attitudes of liberal white South Africans and the immediate response of Source 3 supports this analysis.</li> </ul>

## Section B: indicative content

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

Question	Indicative content
3	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about whether, in the years 1928-35, the pressure for constitutional change in India attracted considerable support in Britain.</p> <p>Arguments and evidence that support the view that, in the years 1928-35, the pressure for constitutional change in India attracted considerable support in Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Labour party supported constitutional change, e.g. the decision to send the Simon Commission to India was based on the fear of the Conservative government that Labour would win the 1929 election</li> <li>• The work of Irwin as Viceroy, until 1931, suggests that he was prepared <b>to see changes to India's constitutional position, e.g. Irwin Declaration, Gandhi-Irwin pact</b></li> <li>• The three Round Table Conferences indicated that the British government was prepared to negotiate constitutional changes with all interested parties</li> <li>• There was significant support for Gandhi when he attended the Second Round Table Conference, especially from the British working class, who saw newsreels of him in the East End of London</li> <li>• Constitutional changes had sufficient support to lead to parliamentary legislation, e.g. the Communal Award (1932), the Government of India Act (1935). The latter act passed with less than 50 MPs voting against it.</li> </ul> <p>Arguments and evidence that challenge the view that, in the years 1928-35, the pressure for constitutional change in India attracted considerable support in Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The approach of politicians to constitutional change often amounted to the minimum needed to conciliate potential opposition; this did not amount to significant support</li> <li>• The report of the Simon Commission merely reasserted the status quo, indicating a lack of support for change</li> <li>• <b>Viceroy Willingdon's approach, from 1931, indicates less sympathy and support for dealing with demands for constitutional change, e.g. banning Congress and mass imprisonments</b></li> <li>• The establishment of the India Defence League (1933) by Winston Churchill argued against greater powers for Indians and was supported by about 60 Conservative MPs and 100 peers</li> <li>• Opposition to constitutional change was to be found in newspaper articles, such as the <i>Daily Mail</i>, e.g. <b>'If we lose India', which contained much 'fake' news, but garnered a wide readership.</b></li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about whether it is accurate to say that Mountbatten was primarily responsible for the problems associated with the partition of the Indian subcontinent in 1947.</p> <p>Arguments and evidence that support the view that it is accurate to say that Mountbatten was primarily responsible for the problems associated with the partition of the Indian subcontinent in 1947 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mountbatten was directly responsible for speeding up the timetable for independence, against the wishes of the government, and this contributed to the problems linked to partition</li> <li>• Mountbatten did not believe that an independent state of Pakistan would <b>survive, and so he strengthened India at Pakistan's expense</b>, exacerbating conflict and tensions</li> <li>• Mountbatten displayed a partiality in negotiations for Nehru over Jinnah, e.g. Nehru was given sight of Plan Balkan whilst Jinnah was not</li> <li>• Mountbatten leaked information from the Boundary Commission to Nehru and then exerted influence for its decisions to favour India, e.g. changes in the Punjab boundary, which encouraged further communal violence</li> <li>• Mountbatten ignored the advice of experienced civil servants in the Indian Political Department, e.g. Corfield, regarding the treatment of the princes, when it conflicted with his own views</li> <li>• The Mountbatten Plan made no provision for the Sikhs, although they had previously been promised special consideration.</li> </ul> <p>Arguments and evidence that challenge the view that it is accurate to say that Mountbatten was primarily responsible for the problems associated with the partition of the Indian subcontinent in 1947 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mountbatten inherited a very difficult situation when he became Viceroy, which limited his ability to control events in the Indian subcontinent, e.g. the extent of communal violence</li> <li>• Both Congress and the Muslim League were reluctant to make compromises and both sides were willing to contemplate a large-scale loss of life</li> <li>• Jinnah had been considering partition since at least 1940 (the Lahore Resolution), although he may have been using it as a threat designed to generate greater concessions</li> <li>• Nehru was responsible for making provocative statements that undermined attempts to negotiate, e.g. regarding the Cabinet Mission proposals, and thus contributed to the problems</li> <li>• <b>Jinnah's</b> call for a Direct Action Day, by publicly abandoning constitutional methods, undermined any possibility for compromise and contributed to the problems surrounding partition.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about whether it was the growth of Afrikaner nationalism that was principally responsible for the election victory of the National Party in 1948.</p> <p>Arguments and evidence that support the view that it was the growth of Afrikaner nationalism that was principally responsible for the election victory of the National Party in 1948 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The <i>Broederbond</i> and the OB (<i>Ossewabrandwag</i>) promoted Afrikaner nationalism and, by polarising white opinion, contributed to the National Party victory</li> <li>• The growth of Afrikaner nationalism led the National Party to adopt an <b>explicitly 'Afrikaners First' policy, including fielding no English candidates.</b> This led to support from Afrikaner voters</li> <li>• The growth of Afrikaner nationalism was rooted in white fears of <i>swart kevaar</i> (black threat – especially in economic matters) and miscegenation. Such fears were effectively exploited by the NP</li> <li>• Afrikaner nationalists <b>opposed the United Party's relaxation of segregation</b> to meet war demands. This provided the NP with a popular nationalist platform on which to campaign in 1948.</li> </ul> <p>Arguments and evidence that challenge the view that it was the growth of Afrikaner nationalism that was principally responsible for the election victory of the National Party in 1948 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many Afrikaner voters had opposed <b>the United Party's</b> decision to support Britain during the Second World War and turned to the NP in 1948</li> <li>• The United Party was proposing a range of policies that were unpopular with many white voters, e.g. encouraging more immigration from Britain</li> <li>• The United Party became more divided in its views once allied victory had been achieved in the Second World War; this weakened it in the face of the growing support for the NP</li> <li>• There was a widespread belief among voters that the United Party could not deal with the growing unrest in the townships</li> <li>• The NP had developed an effective political organisation with which to campaign in 1948</li> <li>• The use of a Westminster-style electoral system enabled the National Party to claim a victory, although it had not polled the highest percentage of the popular vote.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on how significant the release of Nelson Mandela from prison was in enabling a political settlement to be reached in South Africa in the years 1989-94.</p> <p>Arguments and evidence that support the view that the release of Nelson Mandela from prison was significant in enabling a political settlement to be reached in South Africa in the years 1989-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It marked a symbolic new beginning in the relationship between the NP and the ANC that could be built upon</li> <li>• It marked a change in direction by the NP; it was only possible because of <b>de Klerk's decision to follow a new course, which involved compromise</b> and negotiation, when he came into power</li> <li>• It demonstrated the importance of negotiation in moving forward, as <b>Mandela's release had been</b> brought about by negotiation between him and de Klerk</li> <li>• It enabled Mandela to travel across South Africa, addressing meetings and helping to organise the ANC, which was now a legal organisation. He was elected president of the ANC in July 1991</li> <li>• <b>Now under Mandela's leadership</b>, the ANC was able to absorb some of the other opposition groups, e.g. the UDF. It now represented a large number of black South Africans and its views had to be taken into account.</li> </ul> <p>Arguments and evidence that the release of Nelson Mandela from prison was not significant and/or other developments were more significant in enabling a political settlement to be reached in South Africa in the years 1989-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The political settlement was not fully realised until the first genuinely democratic election took place in South Africa in 1994 – four years after <b>Mandela's release</b></li> <li>• The ending of the Cold War undercut US/UK support for the apartheid regime and put pressure on the NP to resolve the situation</li> <li>• Most white South Africans no longer supported apartheid. They wanted to protect their position, and thought this could best be achieved through a negotiated political settlement, e.g. the 1992 referendum</li> <li>• The NP was concerned about the escalating violence in South Africa and was prepared to engage in any negotiations that would limit the impact of such violence</li> <li>• The leading groups and individuals all remained committed to continuing negotiations and compromise throughout the process, even when talks broke down, e.g. CODESA.</li> </ul> <p>Other relevant material must be credited.</p>