

Mark scheme

Sample assessment materials for
first teaching September 2015

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 apartheid state to
'rainbow nation'

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	8–12	<ul style="list-style-type: none"> • 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	13–16	<ul style="list-style-type: none"> • 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. • 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. • 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.
5	17–20	<ul style="list-style-type: none"> • 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. • 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. • 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.

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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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 shed light on Gandhi's methods in advancing the nationalist cause in India in 1920.</p> <p>Source 1</p> <ol style="list-style-type: none"> 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"> • The source is a letter between two leading members of the nationalist movement in India in 1920 • The tone of the letter confirms the existence of disagreement between the two men, which is referred to in the attribution • The tone of the letter makes it clear that Jinnah opposes the methods used by Gandhi. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the role played by Gandhi's methods: <ul style="list-style-type: none"> • It suggests that Gandhi's methods were divisive ('your methods have already caused split and division') • It suggests that Gandhi's appeal was limited to 'the ignorant and illiterate' • It suggests that decisions regarding the methods to be used by the movement should not be limited to the views of one person. 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"> • The uneasy relationship between Gandhi and Jinnah about how to approach strategy • The role of Congress and the Muslim League in the nationalist movement • The widespread support that Gandhi's methods attracted across classes, in contrast to Jinnah's view regarding divisiveness. <p>Source 2</p> <ol style="list-style-type: none"> 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"> • Gandhi is explaining his own views • There is clearly support for Gandhi as he has had to put on an additional meeting • The purpose of the speech is to gather support for the non-cooperation campaign. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the role played by Gandhi's methods: <ul style="list-style-type: none"> • It suggests that the focus of the campaign is the government of the Raj ('satanic government')

Question	Indicative content
	<ul style="list-style-type: none"> • The references to all the key pressure groups suggests that all Indians are united in this campaign • It makes specific appeals to specific groups ('Punjab', 'Khilafat') • It identifies the types of strategy to be used, such as to 'withdraw their children from schools'. <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"> • The range of actions that were used in the 1920–22 campaign, e.g. tax boycotts • The role played by the Khilafat movement in Gandhi's thinking • Support for the campaign across different groups in India • The response of the British government to Gandhi's campaign. <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"> • There is disagreement on a range of issues, including support for the methods, the divisiveness of the methods and the nature of who should make decisions • Both the sources make their arguments very directly • The views were expressed within a month of each other, underlining the problems that the nationalist movement faced.

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 shed light on the aims of apartheid in the 1950s.</p> <p>Source 3</p> <ol style="list-style-type: none"> 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"> • The author was a leading member of the South African government (‘Minister of Native Affairs’) • The address was directed at the Native Representative Council, which was set up by the South African government • The nature of the comments indicate the author is justifying apartheid on the basis that it benefited black Africans. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the aims of apartheid: <ul style="list-style-type: none"> • It suggests that as integration would lead only to ‘competition and conflict everywhere’, apartheid would have a different outcome • It suggests that apartheid offered the opportunity for the ‘the full development of their respective powers and ambitions’ for both groups • It provides evidence that the justification for apartheid was made on the basis that it worked to the advantage of black Africans by considering their ‘languages, traditions, history’. 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"> • The attitudes and the role played by Verwoerd as Minister for Native Affairs • The implementation of a range of legislation to embed apartheid, such as the Pass Laws • The approach taken to the education of black Africans. <p>Source 4</p> <ol style="list-style-type: none"> 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"> • The author was a witness to the situation that he was describing, but his involvement has coloured his account • The author made these comments only once he had returned to England • The author has a clear position on the events he was describing • The author was writing to inform a wider international public about the problems associated with apartheid. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the aims of apartheid: <ul style="list-style-type: none"> • It suggests the importance to white South Africans of maintaining a separation between the races for their own protection (‘close and confined security’)

Question	Indicative content
	<ul style="list-style-type: none"> • It provides evidence that such protection was both physical and moral • It points to the possibility that apartheid was a method used by the NP to maintain white support ('increase their majority at each election') • It suggests that white South Africans were making ill-informed decisions on behalf of black South Africans ('We are sure we know him better'). <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"> • The nature of opposition to apartheid • The methods used by the NP to control opposition, e.g. the Treason Trial • The problems arising from apartheid, as outlined, for example, in the Tomlinson Commission. <p>Sources 3 and 4</p> <p>The following points could be made about sources in combination:</p> <ul style="list-style-type: none"> • Source 3 is supportive of apartheid while Source 4 comes from an anti-apartheid perspective; this is evident from both the provenance of the sources and the tone used in the sources • Both sources suggest that whites were in the dominant position in South African society • While Source 3 identifies benefits for both white and black South Africans, Source 4 identifies problems for both groups.

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 on the suggestion that the main aim of British policy in India, in the years 1917–39, was always to create a peaceful self-governing state.</p> <p>Arguments and evidence to support the suggestion that the main aim of British policy in India in these years was always to create a peaceful self-governing state should be analysed and evaluated, drawing on evidence of motivation, and change and continuity, where appropriate. Relevant points may include:</p> <ul style="list-style-type: none"> • The Montagu Declaration of 1917 explicitly outlined British commitment to such a policy • Passing of the 1919 and 1935 Government of India Acts demonstrated progress towards this outcome • Conciliatory actions such as the Irwin Declaration of 1929 • Consultation regarding change, e.g. through the Round Table Conferences. <p>Arguments and evidence to challenge the suggestion should be analysed and evaluated, drawing on evidence of motivation, and change and continuity, where appropriate. Relevant points may include:</p> <ul style="list-style-type: none"> • The aim of British policy could be repressive, e.g. the Rowlatt Acts, the Amritsar massacre • The limited nature of the changes implemented demonstrated a lack of commitment • Arguably, all that was on offer were minor concessions to prevent agitation • The main aim was to maintain control, evidenced, e.g. by Linlithgow's declaration of war in 1939 • The economic contributions of India to the Empire, although by then declining, were of key importance. <p>Other relevant material must be credited.</p>

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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 decision to partition India in 1947 was made as a result of the actions taken in the post-war years by Mountbatten, rather than by Jinnah.</p> <p>Arguments and evidence for the contribution made by Mountbatten should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • He replaced Wavell as inter-communal violence escalated in early 1947 • His personal approach – he had a good relationship with Nehru and a less good relationship with Jinnah, whom he disliked • Plan Balkan – its weaknesses and the fact it was shown to Nehru despite the fact it was supposed to be confidential • The decision to bring forward the date of independence • The role of the Boundary Commission. <p>Arguments and evidence for the contribution made by Jinnah should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Even before the war had ended, Jinnah was considering partition, e.g. the Lahore Declaration, 1940 • Failure to reach agreement with Congress at the Simla Conference, 1945 • The repudiation of the agreement with the Cabinet Mission, 1946 • Direct Action Day, 1946, and its impact. <p>Other relevant material must be credited.</p>

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

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 the suggestion that the ANC was of only limited significance in undermining apartheid in South Africa in the years 1968–83.</p> <p>Arguments and evidence of the ways in which the ANC had only limited significance for undermining apartheid in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The organisation had to operate underground because of the ban on it from 1960 • The ANC's policies of violence were not accepted by some leading anti-apartheid activists, such as Steve Biko • The ANC was one of a number of anti-apartheid groups • Divisions between ANC and other groups, e.g. Inkatha • Many of the leading figures in the organisation were imprisoned by the 1970s • Many activists were in exile in Angola and Mozambique (although they were training here and using these countries as a base from which to launch attacks). <p>Arguments and evidence that the ANC was significant in undermining apartheid in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Increasing support for the ANC as repression increased • ANC members promoted its arguments in the international arena, e.g. Oliver Tambo delivered a speech to UN Special Committee Against Apartheid in 1968 • Bomb attacks organised by ANC members, such as the attack on the SASOL plant in 1980, drew attention to the issues of apartheid • The constitution of 1983 was, in part, introduced to convince people that the ANC's criticisms of the regime were unfounded. <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 on how accurate it is to say that the principal reason for Botha's decision to negotiate in the years 1985–89 was the impact of international isolation on South Africa.</p> <p>Arguments and evidence that the principal reason for Botha's decision to negotiate in the years 1985–89 was the impact of international isolation on South Africa should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The implementation of European sanctions by the European Community in 1985 and US economic sanctions by the US Congress in 1986 • The impact of economic sanctions, especially by the banking sector 1985–86 • Sanctions by individual companies boycotting trade with South Africa after concerns were expressed by their consumers, e.g. Pepsi • The October 1989 3-Tier Plan by all Commonwealth countries except Britain • The cumulative effect of sporting sanctions • International media publicity, e.g. Artists Against Apartheid at Sun City in 1985, Nelson Mandela's 70th birthday party tribute in London, 1988. <p>Arguments and evidence for the role played by other factors in Botha's decision to negotiate in the years 1985–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of the revolt in the townships • The failure of the 'total strategy' policy • The effect of the state of emergency • The economic difficulties facing South Africa, such as the high level of unemployment caused by population growth. <p>Other relevant material must be credited.</p>