



## Mark Scheme (Results)

October 2020

Pearson Edexcel GCE  
In 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'

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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="379 203 1380 353">• 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="379 365 1410 562">• 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="379 573 1394 763">• 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</li> </ul>  |

| Level | Mark | Descriptor   |
|-------|------|--|
|       |      | <p>of the relationships between key features of the period.</p> <ul style="list-style-type: none"><li data-bbox="384 210 1390 322">• 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 data-bbox="384 338 1374 450">• 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 data-bbox="384 465 1337 530">• 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 the effectiveness of the 'Quit India Campaign'.</p> <p><b>Source 1</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 author was a journalist who had first-hand experience of part of the meeting that had taken place</li> <li>• The focus of the autobiography is on political events surrounding Indian history</li> <li>• The author could have gained insights from his relationship with leaders of Congress</li> <li>• The language used is critical of the role played by Gandhi in the events surrounding the 'Quit India Campaign'.</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 effectiveness of the 'Quit India Campaign': <ul style="list-style-type: none"> <li>• It argues that the 'Quit India Campaign' differed from campaigns undertaken by Congress in the past ('previously left the door open') and implies that this impacted on its effectiveness</li> <li>• It suggests that the assumptions and role played by Gandhi undermined the effectiveness of the campaign ('his biggest mistake.')</li> <li>• It provides evidence that the immediate arrest of the leaders was unexpected ('he had not expected the arrests so soon') and therefore implies poor planning.</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>• Gandhi was the driving force behind the campaign and not all members of Congress supported the idea, or accepted Gandhi's arguments, that India could make peace with Japan</li> <li>• The divisions in Congress over whether to go forward with the 'Quit India Campaign' gave the British government time to plan its response</li> </ul> </li> </ol> |



| Question | Indicative content  |
|----------|---|
|          | <ul style="list-style-type: none"> <li>• An instruction had been provided for individuals to lead their own campaign if the leaders were arrested.</li> </ul> <p><b>Source 2</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• It looks at the events from the perspective of the British government in India</li> <li>• As Viceroy, Linlithgow would be in a strong position to know what was going on</li> <li>• As there was an agreement that this was not a confidential correspondence, neither man would necessarily be entirely frank</li> <li>• The source is couched in diplomatic language, with Linlithgow seeking compromise, whilst not conceding major points to Gandhi.</li> </ul> <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 'Quit India Campaign':</p> <ul style="list-style-type: none"> <li>• It provides evidence about the violence and suffering that was the consequence of the campaign ('violence, crime and revolutionary activity.')</li> <li>• It suggests that Gandhi was not in control of the actions that were being undertaken as part of the campaign ('fallen short of an ideal which you have advocated')</li> <li>• It suggests that Gandhi has not been successful in influencing the attitudes of the British government in relation to independence.</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>• The purpose of the campaign was to make India ungovernable</li> <li>• The decision to let people run their own campaign encouraged violence, with more than a thousand people being killed</li> <li>• More than 100,000 protesters were arrested, including the leadership of Congress.</li> </ul> <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 written in hindsight, whereas Source 2 was written contemporaneously with the events</li> <li>• Source 1 is an Indian journalist's view of events, whereas Source 2 is from an official British perspective</li> <li>• Source 1 suggests that Gandhi was less concerned with non-violence</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <p>than he had been in the past, whereas Source 2 suggests that Gandhi was still concerned with non-violence as a strategy</p> <ul style="list-style-type: none"><li data-bbox="352 241 1278 280">• Both sources agree that the campaign had become very violent.</li></ul> |

**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 South Africa's withdrawal from the Commonwealth in March 1961.</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>• The author was a leading South African anti-apartheid campaigner who would have a clear position on the event</li> <li>• The author was in London at the time of the decision and would have access to a wide set of responses</li> <li>• The author was able to write his opinions without concern about his views being censored</li> <li>• The language used makes it very clear that he sees it in a very positive light.</li> </ul> </li> <br/> <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 South Africa's withdrawal from the Commonwealth in March 1961: <ul style="list-style-type: none"> <li>• It argues that it was a defeat for the National Party ('stunning defeat') and a victory for the forces of anti-apartheid ('resounding victory')</li> <li>• It provides evidence that it can be used as the beginning of a concerted campaign to oppose apartheid in every area of life ('we are now engaged in a campaign')</li> <li>• It points to the effectiveness of concerted action and suggests that continuing such unity is the way to deal with the apartheid government in South Africa</li> <li>• It implies that its significance could be undermined by western governments continuing to support the South African government ('not have back-door trade and other deals').</li> </ul> </li> <br/> <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>• Verwoerd attended the eleventh meeting of Commonwealth Prime Ministers in London in March 1961 to request South Africa's admission to the Commonwealth as a republic from May 1961</li> <li>• A number of Commonwealth countries opposed South Africa's</li> </ul> </li> </ol> |

| Question | Indicative content   |
|----------|--|
|          | <p>membership because of their apartheid policies; there had been previous discussion of expelling South Africa from the Commonwealth</p> <ul style="list-style-type: none"> <li>• Some Commonwealth countries threatened to leave the Commonwealth if an exception were made for South Africa</li> <li>• Verwoerd presented these events as a victory because he had withdrawn rather than lose a vote.</li> </ul> <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>• Turton was presenting an immediate response to South Africa's decision to withdraw from the Commonwealth</li> <li>• As the home of the Commonwealth, a debate about membership in the House of Commons suggests that this was an important issue</li> <li>• Turton's focus is primarily on the constitutional issues for the Commonwealth that surround the decision.</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 South Africa's withdrawal from the Commonwealth in March 1961: <ul style="list-style-type: none"> <li>• It argues that a number of the Prime Ministers of the Commonwealth have not applied its rules correctly in relation to their treatment of South Africa ('misunderstood the nature of Commonwealth')</li> <li>• It suggests that the reason for the approach taken by a number of Prime Ministers was their opposition to the system of apartheid</li> <li>• It implies that South Africa had no alternative but to withdraw from the Commonwealth ('the Commonwealth has driven South Africa out')</li> <li>• It argues that the withdrawal from the Commonwealth will have a detrimental effect on the future situation regarding apartheid in South Africa.</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>• A referendum held in October 1960 on South Africa becoming a republic was narrowly carried and this change of status impacted on South Africa's position in the Commonwealth</li> <li>• Where the Queen was not the Head of State, as in a republic, membership of the Commonwealth was only possible with a unanimous vote of support from all Commonwealth members</li> <li>• The impact of South Africa's withdrawal was to increase South African isolation in the world</li> <li>• Britain continued trading with South Africa and there was little significant change in any aspect of their relationship.</li> </ul> </li> </ol> |

| Question | Indicative content   |
|----------|--|
|          | <p data-bbox="304 203 533 237"><b>Sources 3 and 4</b></p> <p data-bbox="304 282 1273 315">The following points could be made about the sources in combination:</p> <ul data-bbox="352 365 1401 636" style="list-style-type: none"><li data-bbox="352 365 1251 398">• Both sources agree that this was an issue of great significance</li><li data-bbox="352 405 1401 477">• Source 3 sees the withdrawal from the Commonwealth as a very positive step, whereas Source 4 sees it as very negative</li><li data-bbox="352 483 1370 555">• Source 3 believes it is the first step towards ending apartheid, whereas Source 4 argues it will prevent a loosening of apartheid</li><li data-bbox="352 562 1364 633">• Source 3 views the Commonwealth leaders in a positive light, whereas Source 4 sees them as being mistaken.</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 main consequence in India of the First World War was a weakening of Britain's control of the Indian sub-continent in the years 1914-19.</p> <p>Arguments and evidence that support the view that the main consequence in India of the First World War was a weakening of Britain's control of the Indian sub-continent in the years 1914-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mutinies in the early years of war weakened Britain's control, both in the short term and in the longer term, e.g. Komagata Maru incident undermined support for Britain in the Punjab</li> <li>• British control was weakened by the new nationalist movements that developed in the war-time circumstances, e.g. the Home Rule Leagues, encouraging mass support for their demands</li> <li>• The declaration of war against Turkey caused resentment amongst some Muslims and contributed to the Lucknow Pact (1916), which served to weaken 'divide and rule'</li> <li>• There were often local riots and petty violence as a response to local war-time conditions, and these undermined British control</li> <li>• The extension of the Defence of India Act (1915) by the Rowlatt Acts alienated many Indians and contributed to growing support for the nationalist movement.</li> </ul> <p>Arguments and evidence that challenge the view that the main consequence in India of the First World War was a weakening of Britain's control of the Indian sub-continent in the years 1914-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The economic impact of the war in India caused significant problems, e.g. increased taxes, higher prices, food shortages – this was a more important consequence for most Indians</li> <li>• Indians anticipated that their contribution to the war effort would be rewarded with greater rights; when this did not happen, there was an increase in support for nationalist movements – this was the main consequence</li> <li>• The princely states, e.g. Hyderabad, offered significant support throughout the war and continued to support Britain's control</li> <li>• The Raj was prepared to make compromises in order to prevent the weakening of its control, e.g. the Montagu Declaration (1917), the Government of India Act (1919)</li> </ul> |

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|--|---|
|  | <ul style="list-style-type: none"><li>• Opposition to British control was limited by imprisoning or interning key opponents, e.g. Annie Besant and Bal Tilak (1917) and Gandhi (1917 and 1919).</li></ul> |
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Other relevant material must be credited.

| 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 it is accurate to say that Congress made only limited progress towards achieving independence for India in the years 1920-32.</p> <p>Arguments and evidence that supports the view that it is accurate to say that Congress made only limited progress towards achieving independence for India in the years 1920-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The campaigns that were designed to mobilise mass support for independence failed to achieve their aims and often had to be abandoned when they ended in violence, e.g. 1920-22 <i>satyagraha</i></li> <li>• Divisions in Congress, e.g. the Young Hooligans, made it more challenging for Congress to organise its campaigns effectively</li> <li>• Leading members of Congress were imprisoned during this period, which made continuity of campaigning more difficult</li> <li>• Growing tensions between Hindus and Muslims reduced Muslim participation in Congress and facilitated 'divide and rule'</li> <li>• There was limited involvement by Indians in the decision-making processes, e.g. there were no Indian delegates included in the Simon Commission</li> <li>• Congress did not participate in the First or Third Round Table Conference, so could not influence decision making</li> <li>• Congress sent Gandhi to the Second Round Table Conference, but his attitude alienated other nationalists and prevented any progress being made.</li> </ul> <p>Arguments and evidence that challenges the view that it is accurate to say that Congress made only limited progress towards achieving independence for India in the years 1920-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The increasing support for Congress through this period, linked to its changing methods of organisation, provided the basis on which to build an effective campaign</li> <li>• The publicity that surrounded non-violence attracted international attention and promoted the idea of independence, e.g. Webb Miller's reporting on the Dharasana Salt Works</li> <li>• Labour was elected in 1929 and, under the leadership of Ramsay MacDonald, took a more sympathetic attitude towards Congress' demands than previous governments</li> <li>• Irwin issued the Irwin Declaration that restated the intentions of the Montagu Declaration and committed to eventually granting India</li> </ul> |



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|  | <p>dominion status.</p> <p>Other relevant material must be credited.</p> |
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| Question | Indicative content  |
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| <b>5</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether it is accurate to say that, in the years 1948-60 the National Party fully implemented the policy of apartheid in South Africa.</p> <p>Arguments and evidence that it is accurate to say that, in the years 1948-60 the National Party fully implemented the policy of apartheid in South Africa should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The National Party developed, and extended much more fully, legislation that was already in existence when they came to power in 1948</li> <li>• The National Party implemented a comprehensive package of new apartheid legislation, e.g. race laws, education laws, pass laws, Group Areas Act</li> <li>• The National Party manipulated the political and legal system to enact the policy of apartheid, e.g. 1951 Separate Representation of Voters Act</li> <li>• The National Party passed legislation designed to involve African leadership in the implementation of the policy so that it could be fully enforced, e.g. Bantu Authorities Act</li> <li>• Opposition to the policy of apartheid was suppressed by the National Party, e.g. arrests of leading Congress Alliance members and the Treason Trial.</li> </ul> <p>Arguments and evidence that challenges the view that it is accurate to say that, in the years 1948-60 the National Party fully implemented the policy of apartheid in South Africa should be analysed and evaluated. Relevant points may include:</p> |

- The National Party wanted to ensure the legislation they enacted was constitutional, so they took a gradualist approach to implementing apartheid, which was not fully complete by 1960
- Further apartheid legislation continued to be passed after 1960, e.g. Separate Representation of Voters Amendment Act (1968), Bantu Homelands Citizenship Act (1970)
- The pass laws failed to achieve their aim of keeping Africans out of the cities; between 1946 and 1960, the African urban population doubled
- The growth of anti-apartheid organisations and the campaigns that they engaged in, e.g. the Defiance Campaign, anti-pass law protests at Sharpeville, suggest the policy had not been fully implemented.

Other relevant material must be credited.

| 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 internal opposition was more significant than external pressures in weakening the position of the National Party in the years 1974-87.</p> <p>Arguments and evidence that supports the view that internal opposition was more significant than external pressures in weakening the position of the National Party in the years 1974-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of the Black Consciousness Movement inspired a new generation of young Africans to oppose the regime and its policies</li> <li>• Many within South Africa, both blacks and whites, had been shocked by the events at Soweto and put pressure on the government to modify their policies</li> <li>• The development of trade unions offered opportunities for organisation and action, which had the potential to undermine the position of the National Party, e.g. 1974 Natal textile workers</li> <li>• There was resistance to the implementation of the Bantustans during the 1970s</li> <li>• The founding of the UDF in 1983 offered the basis for a more unified approach to be taken by opposition groups.</li> </ul> <p>Arguments and evidence that supports the view that external pressures were more significant than internal opposition in weakening the position of the National Party in the years 1974-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many of the states close to South Africa were achieving independence (e.g. Angola 1975, Zimbabwe 1980) and posed a threat to South Africa, and hence the position of the National Party</li> <li>• The MK was based in states close to South Africa and used these as the base for their operations against the South African government; in 1985 137 attacks were launched by MK from abroad</li> <li>• The work of SATIS drew additional attention to the international Anti-Apartheid Movement and contributed to greater international pressure against the use of political imprisonment by the National Party</li> <li>• Economic sanctions were beginning to have a significant impact by the end of the period, e.g. Reagan supported disinvestment, EC sanctions</li> <li>• Sports and cultural boycotts had an indirect impact in undermining the morale of the population and thus weakening the position of the National Party.</li> </ul> <p>Other relevant material must be credited.</p> |

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