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Edexcel

## Mark Scheme (Stage 8 Sign Off)

October 2020

Pearson Edexcel GCE  
In History (8HI0/2F)  
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: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3-5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6-8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

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

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• 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. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
2	3-5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• 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. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
3	6-9	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li></ul>
4	10-12	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully</li></ul>

		substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
2	5-10	<ul style="list-style-type: none"><li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li><li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li><li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
3	11-16	<ul style="list-style-type: none"><li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li><li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li></ul>
4	17-20	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li></ul>

		<ul style="list-style-type: none"> <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>
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**Section A: indicative content**

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

Question	Indicative content
<p><b>1a</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into how the USA tried to influence British policy in India during the Second World War.</p> <ol style="list-style-type: none"> <li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>It provides evidence that the USA wanted to persuade Britain to continue to reach a resolution with India via the Cripps Mission</li> <li>It provides evidence that the USA blamed Britain for the breakdown of the Cripps Mission and believed that this should be remedied ('the deadlock has been due to the British Government's unwillingness...')</li> <li>It suggests that British policy towards India was inconsistent and needed to become more consistent</li> <li>It implies that the USA believed that Britain should move more rapidly towards independence for India.</li> </ul> </li> <li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>Roosevelt was President of the USA and could be expected to have a very clear understanding of US policy</li> <li>It would appear that Hopkins had ready access to Churchill in order to convey US attitudes to India to the British ('immediately')</li> <li>Although the content is critical of British policy, the tone of the piece is more friendly.</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>The Cripps Mission failed to achieve its purpose and Cripps flew home the day after this telegram was sent</li> <li>The commitment to self-government for India that Roosevelt references was the logical continuation of the position he held in the Atlantic Charter the previous year</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>Roosevelt's approach found support within the Labour Party – especially from Attlee, who was a member of the wartime Cabinet.</li> </ul>
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Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the difficulties in attempting to partition India.</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 giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>Nehru was a leading member of Congress and could be expected to be well-informed about Indian affairs</li> <li>Nehru had a personal view about partition and is likely to present the arguments that support his position</li> <li>There may have been some contribution from others to the thinking here as the content was discussed during Nehru's time in prison with both Hindus and Muslims.</li> </ul> </li> <li>The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>It provides evidence that the population of India was not divided neatly on strictly religious lines ('cannot separate the followers of these two principal religions of India')</li> <li>It suggests that partition could not meet the needs of all of India's population</li> <li>It claims that the effects might be to fragment the subcontinent into many small governments</li> <li>It implies that there are divisions between Hindus and Muslims by its veiled criticism of the Muslim League ('as planned by the Muslim League').</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 the content. Relevant points may include: <ul style="list-style-type: none"> <li>The Lahore Declaration (1940) had explicitly stated the Muslim League's commitment to partition</li> <li>Nehru was imprisoned in 1942 as a result of the Quit India campaign and was not released until the end of the war</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Nehru was opposed to any form of partition and made public statements in 1946 that made his position clear.</li> </ul>
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**Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'**

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the importance of a new constitution for South Africa in 1993.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It indicates that agreement such as that reached through the constitution is essential for bringing an end to violence in South Africa</li> <li>• It provides evidence that the constitution would prevent discrimination in the future</li> <li>• It suggests that the new constitution will have a far-reaching impact on many aspects of South African life</li> <li>• It implies that there have had to be compromises in order to achieve agreement ('maintain ...ways of life').</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• The speaker is the South African State President and is therefore in a position to understand what the aims of the constitution are</li> <li>• The speaker is receiving the Nobel Peace Prize and is showing how he intends to build on the progress made in developing South Africa</li> <li>• The tone of the speech shows that he takes a positive view on the outcomes that are likely.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• The constitution was an interim arrangement as there needed to be an election to confirm its terms</li> <li>• The constitution established a multi-party democracy with strong protections for human rights</li> <li>• Both de Klerk and Mandela made concessions in order to get the constitution passed.</li> </ul> </li> </ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the significance of the Sharpeville Massacre.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Mandela is commenting on decision-making in which he was directly involved when discussing the response of the ANC and is therefore likely to be well-informed about the process</li> <li>• Mandela presents the contribution of the ANC to the aftermath of Sharpeville in a very positive light</li> <li>• Mandela would have a long-term perspective about the significance of the Sharpeville Massacre.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that there was extensive condemnation of the Massacre both at home and abroad</li> <li>• It suggests that there were economic consequences of the Massacre for the government ('capital started to flow out of the country')</li> <li>• It suggests that there were divisions in the anti-apartheid movement between the ANC and PAC and that these became more obvious as a result of the Massacre</li> <li>• It provides evidence of the response of the ANC to the Massacre and of the government to the agitation.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The UN Security Council adopted Resolution 134 criticising the apartheid policies of the South African government that had led to the Sharpeville Massacre</li> <li>• There was a range of activities by various anti-apartheid groups to show opposition to the events at Sharpeville, e.g. march from Langa to Cape Town</li> <li>• The State of Emergency strengthened the powers of the police, e.g. suspended habeas corpus</li> <li>• The State of Emergency was followed by the Unlawful Organisations Act, which banned parties that threatened public order (i.e. ANC and PAC).</li> </ul> </li> </ol>

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**Section B: indicative content**

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

Question	Indicative content
<b>3</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 how far the British maintained their control of India in the years 1914-19.</p> <p>Arguments and evidence that it is accurate to say that the British maintained their control of India in the years 1914-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was widespread support in India for Britain's war effort, both in terms of volunteers and financial contributions, which demonstrated the maintenance of control</li> <li>• Britain was prepared to make concessions to India in order to conciliate the population and thus continue to exercise their control, e.g. Montagu Declaration, Government of India Act</li> <li>• British policy was prepared to use repression where necessary in order to maintain control, e.g. Rowlatt Acts</li> <li>• Individuals who might become the focus for opposition were imprisoned (Tilak) or interned (Besant).</li> </ul> <p>Arguments and evidence that challenge the view that the British maintained their control of India in the years 1914-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Lucknow Pact undermined the basis of 'divide and rule' policies, which had previously been central to the maintenance of control</li> <li>• Growing support for nationalist movements suggested that Britain's control was being gradually undermined</li> <li>• Specific actions both undermined British control and provided an increase in support for opposition to the British, e.g. Amritsar</li> <li>• The granting of concessions was likely to lead to demands for more concessions, thus undermining British control over time.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Indian nationalism made political progress in the years 1919-29.</p> <p>Arguments and evidence that Indian nationalism did make political progress in the years 1919-29 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British government had made political concessions in the passage of the Government of India Act (1919), e.g. provincial governments had control over public works and education</li> <li>• The development of new tactics of action by Congress, under the guidance of Gandhi, set the framework for future campaigns and led to a mass membership prepared to take action</li> <li>• Congress participated in local elections in 1923, increasing their respectability and encouraging more middle-class support for nationalism</li> <li>• The Irwin Declaration (1929) reiterated Britain's commitment to greater autonomy for India and suggested that there was a willingness to make concessions to nationalist demands.</li> </ul> <p>Arguments and evidence that challenge the view that Indian nationalism did make political progress in the years 1919-29 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The concessions offered by the Government of India Act (1919) were limited in scope, e.g. only 10% of adult men had the vote</li> <li>• The collapse of the 1920-22 <i>satyagraha</i> and its slide into violence undermined the impact that the campaign had achieved, as did the imprisonment of many of the leading nationalist campaigners</li> <li>• No Indian representatives were included in the Simon Commission delegation, 1927, suggesting no real political progress had been made</li> <li>• The Hindu-Muslim alliance became increasingly weak at the end of the 1920s, weakening the ability of nationalism to make progress.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the role played by Congress was the main reason for the failure of the Round Table Conferences in the early 1930s.</p> <p>Arguments and evidence that the role played by Congress was the main reason for the failure of the Round Table Conferences in the early 1930s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Congress did not send representatives to the First and the Third Round Table Conferences, so these conferences did not reflect all interested groups</li> <li>• Congress only sent Gandhi to the Second Round Table Conference and no other representatives</li> <li>• Gandhi's claims that Congress spoke for all of India at the Second Round Table Conference were seen as arrogant, and alienated other Indian groups at the Conference</li> <li>• Gandhi and Congress opposed the implementation of separate electorates at the Second Round Table Conference; this was seen as vital by Muslims, Sikhs and the Untouchables.</li> </ul> <p>Arguments and evidence that the role played by Congress was not the main reason for the failure of the Round Table Conferences in the early 1930s and/or other reasons were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was a changed political situation after the First Round Table Conference, which impacted on British attitudes, e.g. the Viceroy (Irwin replaced by Willingdon) and British government (Labour to National)</li> <li>• There was a diverse range of Indian groups being represented, whose interests were not always the same. As well as nationalists, there were also representatives of the princely states</li> <li>• Jinnah engaged in tactics of playing one group off against another at the Second Round Table Conference in order to gain greater concessions for the Muslim League</li> <li>• The British Labour Party was not represented at the Third Round Table Conference, although it had been the driving force behind the process; this impacted on its ability to succeed.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the National Party was successful in implementing apartheid in the years 1948-59.</p> <p>Arguments and evidence that the National Party was successful in implementing apartheid in the years 1948-59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In the aftermath of the National Party's election victory in 1948 a range of apartheid laws were passed and enforced, e.g. the Mixed Marriage Act (1949), the Reservation of Separate Amenities Act (1953)</li><li>• The use of the 1950 Population Registration Act to define people according to racial groups so that the system could be effectively implemented</li><li>• The use of the 1950 Group Areas Act to remove people forcibly from their homes, e.g. Sophiatown, and impose geographical segregation of the races</li><li>• The use of education policies to promote segregation, e.g. 1953 Bantu Education Act (schools), 1959 Extension of University Education Act (universities)</li><li>• Disenfranchisement of non-whites who had access to the political system had been achieved by 1956.</li></ul> <p>Arguments and evidence that the National Party was not successful in implementing apartheid in the years 1948-59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The need for black workers on farms and in urban areas meant there could never be absolute separation of the races</li><li>• The rise of opposition campaigns to the system of apartheid that attracted considerable support making implementation more difficult, e.g. the Defiance Campaign</li><li>• The Homelands policy did not result in anything close to a majority of South Africa's black population living in these areas.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the 1976 Soweto Uprising was significant in strengthening opposition to apartheid in the years 1976-83.</p> <p>Arguments and evidence that it is accurate to say that the 1976 Soweto Uprising was significant in strengthening opposition to apartheid in the years 1976-83 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• More than 12,000 students left South Africa as a result of the Soweto Uprising and joined the ANC in exile, rejuvenating and strengthening the ANC</li> <li>• The international profile of the ANC was dramatically increased, e.g. Oliver Tambo became the first black South African to address the UN in October 1976</li> <li>• Armed and violent opposition to apartheid by both the ANC and PAC increased in the aftermath of Soweto</li> <li>• Soweto increased liberal opposition within South Africa; support for the Progressive Federal Party increased, becoming the official opposition in 1977</li> <li>• The international condemnation provoked by the events led to a strengthening of international opposition to South Africa, e.g. the withdrawal of the Polaroid Company 1977.</li> </ul> <p>Arguments and evidence that challenge the view that it is accurate to say that the 1976 Soweto Uprising was significant in strengthening opposition to apartheid in the years 1976-83 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Opposition groups linked to the Black Consciousness Movement, e.g. SASO, SASM, and the South African Council of Churches were banned in 1977, thus weakening opposition to apartheid within South Africa</li> <li>• There were mass arrests of those involved in the Soweto Uprising – 4,000 by the end of 1976, so many anti-apartheid leaders were either under arrest or in exile</li> <li>• In the aftermath of the Soweto Uprising, government policy was reassessed and the policy of total strategy was implemented, which made concessions to the opposition.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the impact of international sanctions was the main reason for the ending of apartheid by 1991.</p> <p>Arguments and evidence that the impact of international sanctions was the main reason for the ending of apartheid by 1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The range of international sanctions was having an impact on many aspects of South African life and it was this that made the need to end apartheid urgent</li> <li>• Trade sanctions had widespread support by the international community, e.g. European Community (1985) and US Congress (1986), and this exacerbated the problems facing the South African economy</li> <li>• Specific companies, e.g. Pepsi, and specific sectors, e.g. banking, imposed sanctions that had economic effects, contributing to the ending of apartheid</li> <li>• The 1980 UN cultural, academic and sports boycott made sanctions in these areas more coherent than they had been previously; this increased the effectiveness of this type of sanction.</li> </ul> <p>Arguments and evidence that other factors were more important for the ending of apartheid by 1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The failure of the total strategy policy to deal with the problems facing South Africa had led to violence, which was undermining the National Party's control</li> <li>• The role played by Mandela and de Klerk in reaching agreement and bringing an end to apartheid</li> <li>• The impact of the changing balance of numbers between the black and white population made apartheid unsustainable</li> <li>• The influence of the international anti-apartheid movement in bringing attention to the issues and creating media interest, e.g. Mandela's 70<sup>th</sup> birthday celebrations in London.</li> </ul> <p>Other relevant material must be credited.</p>

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