

Examiners' Report
June 2016

GCE History 8H10 2F

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June 2016

Publications Code 8H10_2F_1606_ER

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Introduction

It was pleasing to see well-informed and well-written responses from candidates attempting the new AS Paper 2F which covers the options India c1914-48 (2F.1) and South Africa 1948-94 (2F.2). The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change/ continuity, similarity/difference and significance.

Generally speaking, candidates found Section A more challenging mainly because some of them were not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. The detailed knowledge base required in Section A to add contextual material to support/challenge points derived from the sources was also often absent. Having said this, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

The candidates' performance on individual questions is considered in the next section.

Question 1

Question 1a

On Question 1(a), stronger responses demonstrated a clear understanding of the source material on Gandhi's attitudes to British rule in the years 1920-22 and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences, such as Gandhi's view of the injustices of British rule. Knowledge of the historical context within the chronological parameters of the question was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail. In addition, evaluation of the source material was related to the specified enquiry and based on valid criteria to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. Gandhi's credibility in commenting towards the end of the 1920-22 campaign). Weaker responses demonstrated limited understanding of the source material and attempted some analysis by selecting and summarising information and making basic/ undeveloped inferences relevant to the question. Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm some points but these were not developed very far and often were entirely outside the 1920-22 period. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value'/limitations of the source for which no credit can be given in Question (a). Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions.

Question 1b

On Question 1(b), stronger responses demonstrated understanding of the source material on relations between Hindus and Muslims in the late 1920s and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. that both sides were afraid of the other in areas where they made up the minority). Knowledge of the historical context was confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. the approach taken by the Nehru Report to separate electorates). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. his role as a member of an All-Parties Conference). Weaker responses demonstrated limited understanding of the source material and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question. Lower scoring answers also tended to add limited contextual knowledge about Hindu-Muslim relations selected with limited appreciation of the chronology of the question to information taken from the source to expand or confirm points, but this was not developed very far. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:

Question 1 ☒

Question 2 ☒

(This is for part (a)) Gandhi was a ~~revolutionary~~ visionary figure within India as he believed and fought for India to become a free nation. This is supported by his views that he put across in a 1922 weekly issue of an English magazine called 'Young India' which ~~portrays~~ ^{his point of view of} his strong opposition to the British Empire. A view that is put forward through language such as 'exploitation' and 'Hasty laws' as it demonstrates that he is biased to the point that he feels the British Empire is having and keeping a negative hold on India, which has strong value as ~~he has the benefit of hindsight~~ ^{from the time} it is an account

One of the main points that Gandhi makes is that he suggests that Britain is only remaining in control due to their forces and their actions. Which he led by stating that Britain the Raj (which was the British rule in India) had a 'continuous display of brute' a comment which could only refer to the ~~Mass~~ massacre which was led by General Dyer in Amritsar. Even though the event took place in 1919 it would still be a matter of raw emotion as many Indian civilians being men, women and children were killed by Dyer's battalion of one thousand troops. The event was a clear demonstration of the Raj's power which angered many.

(This is for part (a)) Indians including Gandhi and that split the views of the British government in respect to the Dyer himself. On the other hand allowing a historian to understand why Gandhi's fight truly began and why he felt so strongly against the Raj. On the other hand this may lack invaluability as the statement was very vague in relation to the subject to which Gandhi was referring.

Furthermore Gandhi described Britain's hold on India as being 'exploiting' which is a word that has a negative and criminal feel to it as it implies that Gandhi views the British as being unfair and unjust to the Indians. This supported by Gandhi believing that the British were using the poor conditions in India to their advantage for example by their use of Britain making them produce cheap clothing and also selling items to India which they can manufacture themselves at a cheaper price. As a result this allows for a historian to why Gandhi opposed British rule and why he went to such lengths to ensure non-cooperation with the British which led to boycotts on paying taxes and the refusal to buy imported goods.

(This is for part (a)) In conclusion the source is valuable for an ~~investigation~~ ^{understanding} of Gandhi's views on Britain in 1920-22 as it is a first hand account of Gandhi's thoughts and feelings on the British Raj rule ~~as~~ ^{free} and why he is so dedicated to fight.



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Examiner Comments

This is a sound level 3 response to question 1a. It draws a number of inferences and uses

knowledge of the historical context to develop and explain the inferences. There is some explanation of the provenance and how this contributes to value, although this is more limited in its range. The response does address lack of value and this is not credited in this question.



ResultsPlus
Examiner Tip

Do not comment on why the source has no value as this earns no credit.

(This is for part (b)) Source 2 is published by Nehru himself, a nationalist leader, and a member of Congress. This article was also published in the Nehru Report in 1928; Nehru was a Hindu.

As a Hindu and member of Congress, we may not give this source a lot of weight due to the biased position that Nehru holds. Source 2 suggests that Nehru is lying about the fear within the nation. The underlying issue is that Hindus were dominating India, with minority groups suffering from the lack of representation within government. Nehru states that "real opposition is not due to any high national considerations, but to the economic conditions. The ~~Muslim~~ Muslims did in fact fear Hindu domination; the growth of the nationalists. By the time the Nehru report was published, India had already been able to recover from the first world war over the last 10 years, which creates the opinion that the relationship between Hindus and Muslims by the late 20s was awful.

(This is for part (b)) In conclusion, due to Nehru's status as Hindu and leader of Congress, we can not give ~~to~~ this source much weight because of his bias and influence of his beliefs as a nationalist: being dominant and representing everyone, within India.



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Examiner Comments

This is a level 1 response to 1b. The candidate restates and paraphrases what is in both the source and the provenance, not always with secure understanding and based on some questionable assumptions. The contextual knowledge that is included is not used relevantly.



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Examiner Tip

Always ensure that the knowledge of historical context is used to explain or support inferences as well as to expand, confirm or challenge some matters of detail.

Question 2

Question 2a

On Question 2(a), stronger responses demonstrated a clear understanding of the source material on the views of the PAC in 1959 and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences, such as its emphasis on non-cooperation with other groups. Knowledge of the historical context (e.g. the split with the ANC over the Freedom Charter) was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail. In addition, evaluation of the source material was related to the specified enquiry and based on valid criteria to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. the role played by Sobukwe in the establishment of the PAC). Weaker responses demonstrated limited understanding of the source material and attempted some analysis by selecting and summarising information and making basic/undeveloped inferences relevant to the question. Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm some points but these were not developed very far and often were entirely not relevant to the timeframe of the question e.g. Sharpeville. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value'/limitations of the source for which no credit can be given in Question (a). Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions.

Question 2b

On Question 2(b) stronger responses demonstrated understanding of the source material on attitudes to the Pass Laws in the 1950s and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. that opposition came from across the social and ethnic divide). Knowledge of the historical context was confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. the extension of the Pass Laws to women). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. her role as a leading anti-apartheid activist). Weaker responses demonstrated limited understanding of the source material and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question. Lower scoring answers also tended to add limited contextual knowledge, often not taken from the 1950s (e.g. Sharpeville) to information taken from the source to expand or confirm points but this was not developed very far. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions e.g. as she was writing thirty years later she would not remember accurately what had happened.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 1

Question 2

(This is for part (a)) The message of the source is that the Pan-Africanist Congress were not interested in racial equality for all, they objected to the Freedom Charter, but wanted to "overthrow white domination". The PAC believed that South Africa belonged to black Africans and believed that they should take over control. The nature is an article, printed called ~~the~~ "Future of the Africanist Movement", printed "The Africanist" newspaper. Its purpose would have been to spread the PAC ideology, in order to encourage and stimulate activism and rebellion within South Africa to overthrow the National Party. The author Robert Sobukwe was leader of the PAC and so was a mouthpiece for the PAC. He would obviously know everything about the PAC as he led it so would know the aims, therefore it is a reliable source and has value to the historian who ~~is~~ is holding an

(This is for part (a)) enquiry into the views of the PAC.

The view evident in the article, "There can be no cooperation between oppressor and oppressed", would be a typical Pan-Africanist view as Sobukwe led the movement, which adds increased value to the source for an enquiry into the views of the PAC.

One can infer from the source that the PAC clashed with the ANC, which believed in ~~more~~ a more inclusive South Africa. Sobukwe writes that "The ANC leadership, on the other hand would seem to regard collaboration and cooperation as the same thing." This quote is significant as it suggests that the PAC were more militant and less prepared to compromise. This was one of the main reasons why it was the African National Congress (ANC) won the 1994 election with over 60% of votes and not the Pan-Africanist Congress. In conclusion, the source is highly valuable for the historian for an

(This is for part (a)) enquiry into the ~~the~~ views of the Pan-Africanist Congress as it was written by the leader of the PAC who is going to be the most knowledgeable on the topic. Although it may be slightly biased and exaggerated, it is, overall, valuable as it ~~shows~~ + not only conveys the views of the PAC but highlights the difference between the ^{strategies of the} PAC and the PAC, with hindsight ~~we~~ one can see which ^{strategies} group succeeded.



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Examiner Comments

This answer is into L3 for question 2a. It clearly understands the message of the source and is able to support some of its arguments by relevant contextual knowledge. It would benefit if it engaged the value of the source more explicitly, but it is clear that implicitly this is addressing the question focus.



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Examiner Tip

Make sure the focus of the answer is on the value of the source.

(This is for part (b))

P1 - Yes - Content

P2 - Yes - Content

P3 - No - Author

P4 - No - Date

Conclusion - Very

On the one hand, a lot of weight can be given in evidence of Source 4 as it says "Raid, arrests, loss of pass, long hours at the pass office, wheel into cells awaiting trial, forced farm labour "as punishment "not for a crime, but for the lack of a pass." This tells us that the attitude towards pass laws brought on unnecessary punishments over trivial concerns. Our links with my contextual knowledge as people could be severely beaten by the Police for lacking a pass and one man was left blinded, meaning the punishment for not having a pass was harsh. Additionally other parts of the content notes the Source useful.

(This is for part (b))

Additionally the Source is useful as it says "we who were African women knew too well the effect of these laws upon our homes, upon our children." This means that the attitudes towards passes was one of fear and hatred as African women dreaded pass laws being enforced on them. This links with my contextual knowledge as when pass books were enforced on women under the Extension of the Abolishment of Passes Act was widely hated. This means the Source can be given weight as it accurately conveys the attitudes towards the pass laws extending to women. However, the author of the source reduces the weight that can be given to the evidence.

On the other hand not much ~~over~~ weight can be given to Source 4 due ~~to~~ to the author, Helen Joseph is was a founding member of a radical white anti-apartheid organisation". As she was radical her views and bias were extreme and therefore distort the ~~fact~~ details of what happened making the evidence less reliable. Additionally as this is a white organisation Helen Joseph must not have experienced the true impact of pass laws, as she wasn't African. This means her

(This is for part (b))

attitudes to laws would be different to someone who experienced them directly. This links with my contextual knowledge as to ANC was criticized for having too many white members, meaning that other opposition parties saw white people's attitude to apartheid to be invalid. Additionally, the date of the source restricts how much weight can be given to it.

The date limits how much weight of the evidence can be given to Source 4 as it was published in "1986" ~~£~~, three decades after events took place. This means details and facts would have been forgotten or distorted due to the difference in time between creating the source and the events themselves. Additionally, the 1980s was a time of great violence and extremism, meaning ~~the book~~* might have altered details in order to appeal to these extreme views and to sell more copies. ~~3~~* The book the source comes from

In conclusion, much weight can be given to the ~~source~~ evidence from Source 4. While others might argue that the author's and the date may invalidate the source, that this didn't stop

(This is for part (b))

The content from being both informative and linking with my contextual knowledge. This means the source is accurate and much weight can be given to the evidence presented in source 4.



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Examiner Comments

This answer to 2b is into level 4. There are clear inferences being drawn from the source and these inferences are being explained and supported by reference to relevant knowledge of the historical context. There is some consideration of the provenance but this is at times asserted rather than fully developed.

Question 3

This was the most popular essay title in this section of the paper. Stronger responses targeted the reasons for the rise of nationalism and included an analysis of the links between key factors and a clear focus on the concept (causation). Sufficient knowledge to develop the stated factor (the impact of the First World War) and a range of other factors (e.g. concessions by the British and repression by the British) was demonstrated. Judgements made about the relative importance of the impact of the First World War were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for the rise of nationalism. Low scoring answers also were often essentially a description of events, frequently with a strong focus on Amritsar. Where some analysis using relevant knowledge was evident, it tended to lack range/depth. Some candidates did appear to struggle to distinguish between events in the First World War and events in the Second World War. Furthermore, weaker responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements. A significant minority of candidates referenced the partition of Bengal. This was credited if used relevantly, although it should be noted that this specification begins in 1914, not in 1900.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

~~First World War~~

India fought on the side of Britain in the First World War in the years of 1914 - 1918. It could be argued that First World War was the main reason for the growth of nationalism in India in the years 1914 - 1919. This could be said because WWI acted as a catalyst for the growth of nationalism in India. First World War was the main reason for the growth of nationalism in India and it's seen through the Home Rule Leagues set up in 1916, the ~~the~~ Khalifat movement of 1919, Lucknow Pact and the general attitudes of Indians after the war. However the concept that World War One was the main reason for the growth of nationalism in India could be challenged by various events that changed Indians' attitudes. Events such as Rowlatt Acts, Amritsar Massacre^{and} Government of India Act that all happened in 1919.

Firstly, why it's accurate to say that War was the main reason is The Home Rule Leagues that were set up by Annie Besant and Bal Tilak. World War One caused those two leagues to be set up

during the war because India that suffered many casualties and death in fighting in the war for Britain. Home Rule League's gave a feeling of nationalism in India because the League demanded full independence and break away from the British Empire. The League got massive support in the first year of being set up, nearly 60,000 new supporters. The Home Rule League that were popular all over the country gave increased the growth of nationalist feeling in India. Home Rule League were the cause of the war because of Indians experiences fighting in war. Indians who were fighting for democracy in other countries started applying this to their own situation back at home. Therefore this shows how the impact of the First World War was the main factor for the growth of nationalism in India in the years of 1914-1919.

Furthermore, what also shows war being the main reason for nationalist feeling at home was the Khalifat movement that started at the end of the war. The Khalifat movement was in response of Britain fighting against Turkey and their spiritual leader, Caliph. This showed India how Britain was fighting against one of the Islamic states. The Khalifat movement used Islamic symbols and praised Turkey's Caliph.

It was mainly a Muslim movement because Turkey's main religion was Muslim. Muslims fighting India fighting ~~in~~ against Turkey created a lot of tension and unrest. This acted then as a catalyst for the nationalist feeling in India because Britain fighting against Turkey portrayed how Britain did not ^{feel any} ~~sympathise~~ sympathy against Islamic states. The Khilafat movement gave a nationalist feeling ~~at~~ in India and this clearly shows how World War One was ~~the~~ the main reason for the growth of nationalism in India in the war years.

Subsequently, the war can ~~be~~ further be seen as the main factor for the growth of nationalism in India because of the Lucknow Pact 1916.

The pact was an agreement between Hindus and Muslims. Hindu majority gave Muslim minority more seats in legislative assembly. This happened during the war years which highlights the fact that Hindus and Muslims were ready to bury their differences to fight for nationalism at home. The Pact can be seen to be due to the war because they wanted stronger united India in order to come out of the British Empire. This is another example of how war is the main reason for the growth of nationalist feeling.

Nevertheless, the idea that war was the ^{main} ~~only~~ reason for nationalist growth can be ~~interpreted~~ challenged and showed that this interpretation is not entirely accurate. War was not solely the reason for nationalist growth, and Rowlatt Acts combined with Amritsar Massacre in 1919 is a good example of that. The Rowlatt Acts in 1919 proposed the 'old war time controls' over India and isolated Bengal and Punjab as centres of revolutionary activities. It also allowed imprisonment without trial. All of this extra power that Britain was claiming over India really made Indians feel uneasy. Indians wanted this grip of power to be released and this gave nationalist feeling at home in India. Indians started believing that they could best rule themselves and that Britain was becoming less powerful over India.

Subsequently after Amritsar Massacre in 1919 Indians felt uneasy under British Raj and ~~there~~ ^{there} was an even more increase in the nationalist feeling in 1919. The massacre, led by general Dyer, killed 400 innocent Indians, wounded 1500 that were left ~~to~~ to care for themselves. All of these incidents and the behaviour of British Raj showed ~~and~~ Indians that their best interests ~~was~~ weren't at heart. The

Crawling Order, set up by Dyer also humiliated Indians living in Amritsar. This mistreatment was an important factor for the nationalist feeling in India as many Indians felt that Britain does not care for ~~the~~ them.

Lastly, what also challenges the notion that War was the main factor for growth of nationalism is Government of India Act 1919. This Act proposed dyarchy which means India could have more control of their country but within British Empire. This gave many Indians the feeling that dyarchy was not enough and started aiming for purna swaraj which means full independence. It increased the nationalist feeling in India.

In conclusion, I would say that World War one played a huge part ⁱⁿ for the growth of the nationalist feeling in India and is very important but the nationalist feeling was not solely based on that. Other factors of British brutal behaviour of Amritsar massacre played a huge part in the growth of nationalist feeling as well.



ResultsPlus Examiner Comments

This is a level 4 answer. It has a sustained question focus throughout. It deals not just with the impact of the First World War but also considers other factors that were responsible for the rise of nationalism and attempts to weigh them against each other. The treatment is uneven, but there is sufficient analysis and argument to merit the level.



ResultsPlus Examiner Tip

Aim to leave sufficient time for the conclusion so that it makes well developed judgements.

Question 4

This was the least popular essay title in this section of the paper. Stronger responses targeted how accurate it is to say that progress was being made towards Indian independence in the 1930s. These included a focus on the concept (change/continuity) in the question. Sufficient knowledge to develop the argument was demonstrated (e.g. Round Table talks, Gandhi-Irwin Pact, 1935 Government of India Act, 1937 elections, declaration of war by Linlithgow). Judgements made about the extent of change and continuity were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the extent to which progress was or was not made. Low scoring answers also often lacked focus on change/continuity or were essentially a description of what happened during the 1930s. Where some analysis using relevant knowledge was evident, it tended to lack range/depth. Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5

Question 6 Question 7 Question 8

Between the years 1930-39, the attitude towards the governing ^{of India} had changed dramatically. At the ~~beginning~~ beginning of this timeframe, Britain had a vast amount of ~~the~~ power over India and its move towards independence. As a part of the British Empire, Britain was determined to keep the nation as a close connection, by granting ~~the~~ dominion status, but this wasn't enough, and Congress as well as the Muslim League between these years were handed new Acts and attended meetings in order to come to an all round agreement.

The Communal Award in 1932 played a role in settling the disputes surrounding separate electorates and minority groups within India. The aim of the Award was to allow each minority group, including the untouchables a separate electorate to represent them within the central government. Not only this, but the Communal Award set out to abolish the status of being an 'untouchable'.

within Indian society. However, Gandhi's unhappiness with the Award led him to participating in a 'fast until death', as a way of protest. The ~~British~~ Raj, ~~and~~ Congress and the untouchable leader were unwilling to let Gandhi die, especially as a martyr. This therefore held ~~the~~ back India's road to Independence due to Gandhi wanting a united India; not a separate one. Gandhi's disagreement with the Award led to the ~~the~~ Yerwada Act. The Act provided the untouchables with 140 seats, compared to the 71 as previous. The effect this gave was Hindus were becoming more dominated within government, leaving the minorities with little strength. Gandhi believed in nationalism, that Congress should represent everyone, however divisions and disputes prevented this. The fact that no one could agree on terms, meant that Gandhi's idea of Swaraj was prolonged, and therefore did not help the road to Indian Independence.

In addition to this, the failure of the Round Table Conferences stopped progress to

Independence due to the lack of ~~communication~~ cooperation between groups. Set out to provide the untouchables with their own leader, there were disputes between Congress, because he felt he should be representing everyone, rather than just Hindus. In response to this, the British were willing to hand over some of the power, but not all, and the entire ~~conferences~~ conference fell through. The lack of negotiation proves that Gandhi was stubborn and wouldn't back down. It is because of the British's tight grip on India, and Gandhi's ~~own~~ idealistic idea of a united India that led the conferences to fail. It's clear to see it was Gandhi's way, or nobody's way. However, the third conference had failed before it had even started.

Gandhi was imprisoned soon after the second conference, meaning there was no representation of Congress, India's dominant political party. Due to the aims of either Congress or the minority groups ~~to~~ not being fulfilled, it's clear to see that the Round Table Conferences made no progress on ~~the~~ Independence. Repeatedly, they ended up where they had ~~also~~ started.

Lastly, the Government of India Act of 1935 was important as the British had ~~proposed new a new list of~~ declared a new list of proposals. These ideas all linked back to the British allowing ~~self~~ dominion status, however, the Indians were not satisfied, because it didn't bring them any closer to Independence. On the other hand, in a different light, India were being handed more power than previous.

The Act proposed a federation of 11 provinces, alongside the power of almost ~~anything~~ everything, apart from its governing system and defence. The Muslim League and Congress were angered because these lists were ~~also~~ so similar to the previous Government of India's Act in the 1920s.

Therefore this Act provided little change, and Britain still remained in control; progress of Independence was extremely limited.

To conclude, it's not very valuable to say that there was progress towards independence in 1930-1939 due to the mass of disputes and disagreements towards

~~about~~ which limited the way India moved forward. The divisions provided an attitude of weakness to the Indians by the Raj. This therefore means that a united, strong India could have speeded up its progressions, but progression ~~was~~ towards independence was extremely limited due to the lack in power.



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Examiner Comments

This answer clearly understands the change and continuity focus of this question. There are descriptive passages within the answer and it could have more range, but it does attempt to organise an argument and it does raise a number of issues, although their relationship to each other is not fully explored. These positive elements of the answer merit a sound level 3 mark.

Question 5

Stronger responses targeted the reasons for the decision to grant independence in 1947 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (Britain's economic needs) and a range of other factors (e.g. the impact of nationalism, the impact of the Second World War, post-war events). Judgements made about the relative importance of Britain's economic needs were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for granting independence in 1947. Low scoring answers also often lacked focus on causation or were essentially a description. Some answers here focused on describing the rise of pre-war nationalism, others on war-time events, not all of which were of central importance in bringing about independence. Where some analysis using relevant knowledge was evident, it was not developed very far. Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

The state of Britian's economy ~~was~~ after the Second World War was a mess, they lost alot of money @ due to the war effort and was struggling badly, ^{but there were} ~~but~~ other aspects were ~~not~~ that made Britian want to have ^{India} ~~independence~~ such as the Atlantic Charter, benelli, Hindu Muslim relations and a new labour government elected in Britain.

Britian after the Second World War was rubble, the war had drained what little Britian had left, India was very expensive to keep, Britian had to keep sending food, supplies for soldiers and paying for the military ~~with~~ cost on average was about 1.5 million a year. When India went through the Bengal Famine Britian could not send any food or any supplies due to the war effort, they

Government was a huge outbreak of disease during the famine of such as cholera, and Britain could not afford to send any supplies. Around 3 million people died in the famine and this made Britain realise how expensive it is to run India, they simply couldn't afford it.

Another aspect that influenced Britain to leave India was the Quit India Campaign that Gandhi has started. The Champaran Satyagrah was a civil disobedience campaign that aimed to make India ungovernable so that they could force the British out. Indians burnt court buildings, clipped power cables, delayed supplies going into the army to fight the Japanese. These caused a huge amount of problem for the King, the urgency of the time urgency Longworth compared it to the Indian Mutiny in 1857. Indians were demanding full Swaraj and they did not make it easy for the British to cope with, should they focus on India or their own Country.

~~Another~~ factor that was
Fostermore, & President Roosevelt met up
with Churchill on a ship called the Augusta.
Roosevelt pushed Churchill to let go of his
empire. The Atlantic Charter was an agreement
between Roosevelt and Churchill that he would
give some sort of self government to India,
this appeared after the war ~~was~~ due to
the fact that even Roosevelt knew that
India was vital for the war effort.

In 1946 a labour government won the elections
in Britain, Attlee was the new prime minister
and a good friend of Nehru, the labour
government secretly used to meet up with
the leaders of Congress to discuss what
they would do with India if the labour
got elected. Labour firstly pushed for
Dominion status, but after going into
India and witnessing the situation Britain
needed to get out of. They could not afford
it and the country was on the brink of
civil war, and therefore the labour
government decided went to hang on.

In conclusion, there was many different variables why aspects in that why Britain left India, and ultimately I believe that it was to do with their economic position, due to the fact that India was very good to Britain, they provided goods, ~~and~~ soldiers and was valuable for them in trade and a lot of people in parliament still wanted to hang on, but due to the war and their economy Britain could no longer look after India, and for their own well being they had to let go.



ResultsPlus
Examiner Comments

This answer does access lower level 3. It understands the need to set up the stated factor of Britain's economic needs against other factors. However, the development and depth of the stated factor is not extensive and the other factors identified are not of central importance in the decision to grant independence.



ResultsPlus
Examiner Tip

It is important to ensure in questions of this type that sufficient attention is paid to the stated factor and that it is fully explored before turning to other factors.

Question 6

This was the most popular essay title in this section of the paper. Stronger responses targeted the reasons for the National Party's election victory in 1948 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (the growth of Afrikaner nationalism) and a range of other factors (e.g. the impact of the Second World War, weaknesses of the United Party, Westminster-style electoral system). Judgements made about the relative importance of the growth of Afrikaner nationalism were reasoned, based on clear criteria and often clearly linked to National Party policies. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for the National Party's election victory in 1948. Low scoring answers also often lacked focus on causation or were essentially a generalised description of apartheid policies. Where some analysis using relevant knowledge was evident, it was not developed very far. Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

Plan : ① Intro
② Growth of Afrikaner nationalism
③ Anti union / war attitudes
④ White poverty
⑤ Competition
⑥ Conclusion

It is clear that the growth of Afrikaner nationalism was a main reason for the National Party's election victory in 1948, with Malan winning 38% of the vote under the FPTP electoral system. However, other significant factors were the white anti-war and anti-union movements of this time, political opposition in the election, and white poverty after WWII. The criteria for this question will be how far support for the National Party due to each of these factors. In judgement, the post-war white poverty can be seen as the greatest factor of their win, as only whites and coloureds were allowed to vote.

Afrikaner nationalism grew in South Africa before the 1948 election as Afrikaners began to feel a much greater sense of unity in their cultural heritage and

beliefs. This was shown in the commemoration of the Great Trek, 100 years after the event, in 1937. Many Afrikaners gathered together to celebrate their heritage. Christianity also came to be the most dominant religion in South Africa at this time, particularly among Afrikaners. This led many people to believe that Black South Africans were not part of 'God's plan' for whites and so the races must be separated according to the will of God. Therefore, the National Party gained significant support from the white religious white in South Africa because of their 'separate development' apartheid policies. The growth of Afrikaner nationalism therefore gained masses of support for the National Party, yet it could be argued that Afrikaner nationalism grew as the white population became poorer and blamed the black population for their struggle.

However, the anti-war and anti-union movements post-WWI also grew very popular among the 1948 electorate. The Ossewabrandwag (Ox Wagon Guard) campaigned against the joining of the Second World War by South Africa to support the British. This was because many held fascist views, shared by the National Party, that led them to be sympathetic or supportive of the Nazi regime and ideologies. Other members also maintained a 'lager mentality', meaning that they wanted to look

outwards in order to protect their inner country, derived from the Great Trek in 1832. The pro-republic movement of the Broederbond also supported the National Party. The group was made up of carefully-selected influential white men that wanted to establish an Afrikaner ideology and leave the British Empire. It is for this reason that the Broederbond also encouraged the growth of African nationalism, leading to greater support for the National Party. These movements gained popularity and were representative of the ideologies among many whites, especially Afrikaners, before the 1948 election. This increased support for the National Party, yet it can also be argued that the white poverty caused by the ~~the~~ Second World War was what led many Afrikaners to share an anti-war and pro-republic agenda.

Political opposition was also a key factor in the electoral victory of the National Party in 1948. The only other real opposition was Jan Smuts' United Party, which was mainly made up of British whites that supported the British Empire and South Africa's role in the Second World War. This caused most Afrikaners to vote for the National Party rather than the United Party. Yet the United Party ~~do~~ also lost support because Jan Smuts played a key role in the formation of the UN after WWII, causing him to engage in more liberal policies, which were rejected by the

conservative white population of South Africa. This therefore led to greater support for the National Party.

The economic situation of many whites after the Second World War was also important in increasing support for the National Party among the limited electorate.

Employment opportunities in the cities increased for blacks during the war as white South Africans were fighting abroad. This allowed for an increase in black urban migration, yet when the whites returned there was large amounts of competition for employment and space in the urban areas. This made the National Party's policy of 'separate development' appealing to the white population and increased their support, as whites were suffering socially and economically because of the increased integration.

In conclusion, it is clear that white poverty after the Second World War was the main reason for the National Party's victory in the 1948 election, as it also attributed to the anti-war and pro-republic movements and the growth of Afrikaner nationalism. However, the unpopularity of the political opposition before the election was also significant in increasing support for the National Party.



ResultsPlus
Examiner Comments

This response is clearly a strong level 4 answer. It considers a range of factors that can be used to explore the reasons for the National Party's victory and weighs those factors to reach a clear judgement. The argument is supported by detailed and specific knowledge that shows a strong understanding of the issues.

Question 7

Stronger responses targeted the reasons for the Soweto Uprising of 1976 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (the rise of the Black Consciousness Movement) and a range of other factors (e.g. conditions in the townships for the young, the role of SASM, the galvanising effect of June 16th events). Judgements made about the relative importance of the Black Consciousness Movement were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for the Soweto Uprising of 1976. Low scoring answers also often lacked focus on causation or were essentially a description of either the Black Consciousness Movement with few links to the question focus or of events at Soweto during the uprising. Where some analysis using relevant knowledge was evident, it was not developed very far. Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ☒ Question 5 ☒
Question 6 ☒ Question 7 ☒ Question 8 ☒

Soweto

BC (consciousness)	BEA	Gangs
SASO - Black consciousness	taught Africans in schools	protest against hostile gangs
gave them pride + identity	→ XX better ++ Black	* however it is clear to see that other factors, such as government policies, are more (CS) possible.

In 1976, thousands of school children began a protest in Soweto, when some of the students were shot. Violence broke out and spread throughout South Africa. Black Consciousness, was a movement introduced in 1969 that grew throughout the 1970s and helped to mobilise these school children. * ~~Other factors~~ ~~though~~ other factors led to the Soweto uprising, such as the Bantu Education Act, Black Consciousness had a more significant effect.

On one hand, it could be argued that to a large extent, Black Consciousness was responsible. Steve Biko (Leader of South African Students Organisation (SASO)) was

~~Seen as a leader for the black consciousness movement.~~

The movement began in segregated universities but spread to high schools. It was not a political movement but a way of thinking, identifying as black, not African, and self-defining. This gave the students pride and an identity. ^{And many students involved in Soweto had black consciousness views.} This demonstrates that black consciousness was ~~in fact~~ significant in causing the Soweto uprising, as it gave the youths something to believe in, and stand for. Without the sense of identity Black Consciousness (BC) offered, ~~it would have been~~ the students may have not had the strength to protest.

On the other hand it could be seen that it was ~~the Bantu Education Act of 1953~~ ^{that} ~~led to the uprising.~~ ^{Government Policy} ~~The Act passed in the early 1950s, called for compulsory, segregated schooling, and in 1975 and the teaching of Afrikaans. The teaching of Afrikaans was an issue for the students as they saw it as the language of the oppressor, and it would remove opportunities available to English speakers. This suggests that actually it was the education Act that was mostly responsible, as ~~the~~ this Act was when the students were protesting, it was the biggest~~

issue for the Protestors, and without it, it is unlikely the uprising would have occurred. This demonstrates that actually, it was the governments policies that lead to the uprising.

Another factor responsible for the uprising, was gangs. There were lots of hostile, violent gangs that the ~~same~~ students at this time had to face, and the ~~uprising~~ this helped to fuel the uprising. This suggests that gangs are also partially responsible, as their violence forced students to become more active and take a stand, against them and the government.

On the other hand, it could be seen that Government policies were responsible. The Bantu Education Act, called for fully segregated education and the teaching of Africans in black schools. This would limit the black youths job opportunities as English was the language needed for better jobs. This suggests the act was the reason the students began the protests initially. This suggests that policies were responsible, as the NPS legislation created an ~~an~~ oppressive education system, that did not leave black students with great opportunities, causing them to protest. If the

Bantu Education Act had not passed it is unlikely that the protests and uprising would have occurred.

It could also be seen that the black Consciousness movement just wasn't led by the cause. Whilst many of the students had BC beliefs, BC did not promote violence, and this suggests that actually the violent aftermath of Soweto was unrelated to the movement. Also as this was a movement of thought, not a political movement, it is hard to claim it as responsible, as it was a way of thinking, not behaving. This demonstrates that the BC movement was not fully responsible for the Soweto uprising.

Overall I would argue that the black Consciousness movement was only partially responsible. Whilst it did affect the way the students thought, it did not promote violence, or give them cause to protest, ~~there~~
So I believe Government Policy is more responsible as the teaching of Africans was a bone of contention for these students, not only

When they tired with their poor education, they were tired of the government and apartheid as a whole, which gave them a much larger motive to protest than a movement of thought.



ResultsPlus
Examiner Comments

This is a level 4 response. The candidate maintains the question focus throughout the answer and examines different factors that are responsible for the Soweto Uprising, weighing the relative importance of these factors and reaching a judgment about the role of the Black Consciousness Movement.



ResultsPlus
Examiner Tip

It is helpful to establish, as this answer does, the basis of the line of argument in the introduction.

Question 8

This was the least popular essay title in this section of the paper. Stronger responses targeted how accurate it is to say that Botha's policies in the 1980s made progress towards ending apartheid. These also included an analysis of relationships between key issues and a focus on the concept (change/continuity) in the question. Sufficient knowledge to develop the argument was demonstrated (e.g. the policy of total strategy, relaxation of apartheid legislation, greater black participation, the tri-cameral system, state of emergency). Judgements made about the extent of change and continuity in the 1980s were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers frequently lacked focus on change/continuity and were essentially an explanation of why apartheid ended, often concentrating on events in the 1990s. Where some analysis using relevant knowledge was evident, it tended to lack range/depth. Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question (1(a)/2(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Candidates should back up inferences by adding additional contextual knowledge from beyond the source.
- Candidates should move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer.
- Candidates should avoid writing about the deficiencies of the source when assessing its value to the enquiry.

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience; there is a need to be aware of the values and concerns of that audience.
- Candidates should try to distinguish between fact and opinion by using contextual knowledge of the period.
- In coming to a judgement about the nature/purpose of the source, candidates should take account of the weight that can be given to the author's evidence in the light of his or her stance and/or purpose.
- In assessing weight, it is perfectly permissible for candidates to assess reliability by considering what has been perhaps deliberately omitted from the source, but this must be made directly relevant to the question focus and argument.

Section B

Essay questions

- Candidates must identify the appropriate second order concept that is being tested.
- Candidates should pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts.
- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Candidates should take a few minutes to plan the answer before beginning to write the response
- Candidates could pick out three or four key themes and then provide an analysis of, for example, the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Candidates should try to explore links between issues to make the structure flow more logically and the arguments more integrated

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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Ofqual
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