



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (8HI02) Paper 2F

Advanced Subsidiary

Unit 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## 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 substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</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
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<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>

## Section A: indicative content

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

Question	Indicative content
<b>1a</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 role played by Subhas Chandra Bose during World War II</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 provides evidence that Bose was working with the Axis powers ('his association with Germany and Japan')</li><li>• It provides evidence that Bose was very able ('great drive and political insight') and suggests that he would be able to use his ability to good effect ('make some capital')</li><li>• It argues that the timing of Bose's intervention may have inhibited his ability to undermine the war effort ('had he arrived last August his prospects would have been much better').</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 information in this report was gathered by Military Intelligence, so one might expect it to be accurate</li><li>• The information was provided to the India Office so that they would be aware of the activities Bose was engaged in</li><li>• The tone of the piece appears to be balanced – weighing both the strengths and the weaknesses of Bose's role.</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>• Bose spent the early part of the war in Germany and the later part in Japan. This meant that he was not in India when the Quit India campaign was at its height</li><li>• Bose was involved in the 'Azad Hind' (Free India) movement during the war</li><li>• Bose was involved with the creation of the Indian National Army. This had no real success against allied troops.</li></ul></li></ol>

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 impact of the 1937 election.</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>• The source was produced by a journalist who had travelled widely in India but whose sources of information are not named</li> <li>• The source appears to be neutral, insofar as it criticises both Congress and the British</li> <li>• The source was based on information gathered at the exact time that the election was going off, although it was published slightly later, which allowed for some limited hindsight.</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 opposition to participation in the election process from some members of Congress ('violently opposed taking office')</li> <li>• It suggests that there were divisions in Congress over participation in the elections ('Gandhi invented a formula')</li> <li>• It provides evidence that by allowing Congress to participate in the political process, they were controlled ('came into the British structure')</li> <li>• It suggests that the elections were used as an instrument of British policy ('it was masterly').</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>• Divisions in Congress were created – Gandhi believed in co-operating with the Raj whilst Nehru opposed this position</li> <li>• The Muslim League was unsuccessful in these elections – and this led them to consider ways of revitalising the organisation</li> <li>• Many of the new Congress ministers who were appointed abused their positions, including treating Muslims poorly.</li> </ul> </li> </ol>



## 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 international sporting boycotts against apartheid in the late 1970s.</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 provides evidence of the attitude of the 'Heads of Government' of the Commonwealth and their commitment to action</li><li>• It suggests that the campaign is on a very wide scale as it is part of an 'international campaign' which also includes the UN</li><li>• The language of the statement suggests a clear sense of outrage against apartheid ('dangerous sickness', 'unmitigated evil') and the need to act speedily ('urgent').</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>• It is a statement made by the Heads of Government of the Commonwealth, a public announcement that has been agreed</li><li>• It was passed unanimously which suggests strong support for their desire to isolate South Africa in sporting terms</li><li>• It was adopted at a time when there was growing international outrage at events within South Africa e.g. Soweto 1976 and the death of Biko 1977.</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>• There had previously been some restrictions on sport with South Africa e.g. the D'Oliveira affair, the expulsion from international cricket, but these were inconsistent</li><li>• South Africa had been banned from the Olympic Games since 1964</li><li>• This approach had support from the Anti-apartheid Movement which felt it drew international attention to the apartheid issue</li><li>• Some of the sports that white South Africans played were dominated by Commonwealth countries e.g. cricket and rugby union.</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 Soweto Uprising.</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>• The author is a member of the South African Parliament and will have access to the information that has been provided to Parliament</li> <li>• The author is a leading anti-apartheid politician, which is likely to influence his views</li> <li>• The author appears to give a balanced perspective – there is criticism of both the government and the actions taken by those participating in the rising</li> <li>• The speech is only one day after the rising began, so is an immediate response to those events.</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 suggests that such an event was not entirely unexpected ('not with surprise')</li> <li>• It indicates that the fundamental cause of the violence was 'hatred and resentment against the system'</li> <li>• It argues that there are different ways of seeing the events ('conflicting eye witness accounts')</li> <li>• It suggests that the event has a much wider importance ('far too serious').</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>• Events in Soweto were triggered by the decision to introduce teaching in Afrikaans into schools</li> <li>• There were a number of grievances felt by young people in the townships based on their economic status</li> <li>• The response to the demonstration by the scholars was disproportionate – on 16 June; 23 people were killed on the first day.</li> </ul> </li> </ol>

## 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 accurate it is to say that Britain's control of India was weakened by the First World War in the years to 1919.</p> <p>Arguments and evidence that it is accurate to say that Britain's control of India was weakened by the First World War in the years to 1919 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The nationalist movement experienced a growth in its membership, partly through the emergence of the Home Rule Leagues, which served to undermine the control of the Raj</li><li>• A breakdown of law and order in many provinces because resources were being used for the war effort e.g. food riots and petty violence</li><li>• Divide and rule tactics were weakened, as evidenced by the Lucknow Pact 1916</li><li>• The unpopularity of the replacement of the temporary war-time Defence of India Act with the Rowlatt Act. This culminated in a complete loss of control in the Punjab, including events at Amritsar in 1919.</li></ul> <p>Arguments and evidence that it is not accurate to say that Britain's control of India was weakened by the First World War in the years to 1919 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Mass support for the war effort by the Indian population; 1.5 million men had taken part in the war effort</li><li>• The Government of India Act of 1919 made only limited concessions to India, suggesting the maintenance of British control</li><li>• The nationalist movement was still in its early stages and not yet a mass movement, so did not yet pose a significant threat to British control.</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 on how accurate it is to say that, Gandhi hindered the progress of India towards independence in the years 1920-32.</p> <p>Arguments and evidence that, it is accurate to say that Gandhi hindered the progress of India towards independence in the years 1920-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• His style of leadership was confrontational and not the most appropriate approach to the achievement of independence. His satyagraha, although non-violent in theory, often ended in violence e.g. in 1922 and 1930</li> <li>• He created divisions within Congress which limited Congress' ability to put pressure on the British</li> <li>• His claims to speak for all Indians at the Second Round Table Conference alienated many other groups, most notably the Muslims and created divisions among those seeking independence.</li> </ul> <p>Arguments and evidence that, it is not accurate to say that Gandhi hindered the progress of India towards independence in the years 1920-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• His methods were responsible for turning Congress into a mass party which encouraged the British to make concessions</li> <li>• His use of non-violent protest e.g. the salt satyagraha attracted international attention to the demands for independence and put pressure on the British</li> <li>• The 1932 fast-unto-death resulted in the Yeravda Pact which enabled the Communal Award to be implemented.</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 on how far Muhammad Ali Jinnah was responsible for the Partition of India in 1947.</p> <p>Arguments and evidence that Muhammad Ali Jinnah was responsible for the Partition of India in 1947 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Jinnah was responsible for establishing publicly the idea of partition in 1940 when he issued the Lahore Resolution</li> <li>• It was Jinnah who publicly abandoned constitutional methods and precipitated the Direct Action Day of 16 August 1946</li> <li>• Jinnah may only have been using the threat of partition as a negotiating tool to get more concessions; he should have anticipated that it might actually happen.</li> </ul> <p>Arguments and evidence that other factors, not Muhammad Ali Jinnah, were responsible for the Partition of India in 1947 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were a number of occasions when Nehru had the opportunity to compromise, e.g. in 1946 following the Cabinet Mission, and failed to capitalise on the opportunity</li> <li>• Mountbatten was sent to India to prevent partition, but his attitude to Nehru and Jinnah was very different and this contributed to the failure to reach a compromise solution</li> <li>• The breakdown of law and order in parts of India such as the Punjab made the need to reach a final conclusion to events seem even more urgent.</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
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1948-59, little progress was made in challenging apartheid within South Africa.</p> <p>Arguments and evidence that it is accurate to say that, in the years 1948-59, little progress was made in challenging apartheid within South Africa should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Regulations and laws governing the practical daily implementation of apartheid were extended over this period of time, e.g. Prohibition of Mixed Marriages 1949, Pass Laws Act 1952, making it even harder to challenge apartheid</li><li>• The application of apartheid policies in both urban areas (e.g. Group Areas Act 1950) and rural areas (e.g. Bantu Authorities Act 1951 and Bantu Self-Government Act 1959)</li><li>• The strength of the government in suppressing opposition hindered their ability to challenge apartheid e.g. the arrest of 156 leading members of the Congress Alliance after the publication of the 1956 Freedom Charter</li></ul> <p>Arguments and evidence that it is not accurate it is to say that, in the years 1948-59, little progress was made in challenging apartheid within South Africa should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The passage of new apartheid legislation led to the development of a mass opposition movement as it encouraged many who had not previously been opposed to join opposition groups, e.g. rural opposition to the 1951 Bantu Authorities Act</li><li>• Mobilising of large numbers in support of some campaigns e.g. East London in the Defiance Campaign of 1952</li><li>• Some campaigns experienced some degree of success e.g. the women's campaign against the extension of the Pass laws to women in 1956 slowed down the process.</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 on how far Vorster's use of police powers was responsible for the strengthening of apartheid in the years 1961-68.</p> <p>Arguments and evidence that Vorster's use of police powers was responsible for the strengthening of apartheid in the years 1961-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The outlawing of ANC and PAC meant that leading members could be legally arrested. To avoid arrest and imprisonment some fled. This meant opposition to apartheid lacked leadership</li> <li>• 1963 General Laws Amendment Act gave the police additional powers to suppress opposition to apartheid including arrest without charge and solitary confinement. This was extended further by the 1967 Terrorism Act</li> <li>• Apartheid legislation was rigorously enforced e.g. in 1968, there were 700,000 prosecutions under the Pass Laws</li> </ul> <p>Arguments and evidence that other factors, not Vorster's use of police powers, were responsible for the strengthening of apartheid in the years 1961-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The South African economy was growing by about 5% p.a. in this period and the benefits this brought appeased some who might otherwise have opposed apartheid, thereby strengthening the system</li> <li>• The impact of the 1959 Bantu Self Government Act removed many who might have opposed apartheid from the cities and also offered opportunities for the black middle class so that they accepted the system</li> <li>• A less politicised black urban culture was developing based on consumerism, the churches and aspirations for economic improvement</li> <li>• Increased state control over publications and broadcasting muted the voice of opposition and created a positive message</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 on how accurate it is to say that, in the years 1984-89, the South African government's use of force was responsible for it maintaining its control.</p> <p>Arguments and evidence that it accurate it is to say that, in the years 1984-89, the South African government's use of force was responsible for it maintaining its control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The state of emergency declared in 1985 demonstrated the repressive nature of the control exercised by the government.</li> <li>• Police tactics included the use of mass arrests, imprisonment, kidnapping, interrogation under torture and murder. The police more than doubled in size during the 1980s</li> <li>• Malan, the head of the army and Minister of Defence, used the State Security Council to control the army and police to deal with opposition and unrest. This included secret organisations like the Civil Cooperation Bureau which acted as a death squad</li> <li>• In the townships, vigilante action was encouraged, theoretically to protect councillors, but in practice attacking all opponents of apartheid.</li> </ul> <p>Arguments and evidence that it is not accurate it is to say that, in the years 1984-89, the South African government's use of force was responsible for it maintaining its control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The total strategy included reforms such as the removal of the requirement to carry a pass in 1986 which aimed to make the system more acceptable, and hence improve the control through indirect methods</li> <li>• Negotiations were begun with Nelson Mandela that shows a more conciliatory attitude emerging</li> <li>• The use of force proved to be counter-productive at times e.g. the police shooting of 20 people attending a forbidden funeral of four boys killed by the police at Uitenhage in 1985 led to renewed school boycotts.</li> </ul> <p>Other relevant material must be credited.</p>



