

## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (8HI0/2F)  
Advanced Subsidiary

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
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<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>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• 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
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<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>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of 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>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</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 importance of the 1919 Government of India Act.</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 suggests that Britain has India's best interests at heart and wants the Indian system to replicate the British system ('give ... the many blessings')</li><li>• It provides evidence that India will not be allowed to have control of foreign and defence affairs, but only of domestic affairs</li><li>• It implies that India is not capable of governing herself at this time ('burden is too heavy')</li><li>• It provides evidence that the experience of government will enable India to increase 'responsibility' in the longer term.</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 proclamation was issued on the same day that the Government of India Act received Royal Assent, so was intended to be read with the terms of the Act</li><li>• George V was 'King-Emperor' and as such was concerned with the interests of all of his imperial subjects</li><li>• It emphasises the positive impact of Britain's influence on India.</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 Act built on the 1917 Montagu Declaration that had implicitly committed Britain to grant some form of self-government to India in return for its contribution to the First World War</li><li>• The terms of the Act were based on the Montagu-Chelmsford Report, published in 1918</li><li>• By establishing a dyarchy, the Act aimed to conciliate Indians who wanted more autonomy, whilst not making major concessions.</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 support given by India to Britain in the First World War.</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>• Hardinge was the Viceroy of India during the war and could be expected to be well-informed about what was happening in India</li> <li>• Hardinge makes it clear he is only considering the first 'twenty months' of the war</li> <li>• The tone of the source is overwhelmingly positive.</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 India was fully supportive of Britain's war effort in both its attitudes ('complete solidarity') and resources ('two complete divisions of infantry')</li> <li>• It suggests that not all Indians were as supportive of the war effort as Hardinge might present ('only a few minor plots')</li> <li>• It suggests that Hardinge had to persuade the British government to take advantage of Indian resources and support ('I demanded')</li> <li>• It provides evidence that India's support for the British war effort was essential ('arrived in France just in time').</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>• Over one million Indian troops were deployed to support the British war effort during the First World War</li> <li>• Indian troops fought on the Western Front, as well as in other theatres of war such as Mesopotamia</li> <li>• Plots were planned against the British by revolutionary groups in India, e.g. 1915 attempt to get the army to mutiny.</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 attitudes towards international sanctions against South Africa in the mid-1980s</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 black South Africans supported sanctions and were prepared to suffer hardships so that sanctions would be successful ('we will support sanctions, even if it causes more suffering')</li><li>• It implies that links with the South African regime are immoral (less concerned with 'the victims of apartheid' than with 'those who benefit from apartheid')</li><li>• It suggests the hypocrisy of the attitudes of the international business community ('the excuses that the businesses are there for our benefit')</li><li>• It provides evidence of economic ('we are suffering') and political ('come back when we have a democratic and fair South Africa') improvements being achieved in the longer term through sanctions.</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 author of the source is a leading anti-apartheid campaigner who is well-known internationally because of his stance and achievements</li><li>• By writing in the <i>New York Times</i>, the author is ensuring that there will be a wide audience for his views</li><li>• By citing 'recent surveys' the author suggests that the information provided is accurate.</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>• Ronald Reagan and Margaret Thatcher opposed sanctions, but Reagan's opposition was vetoed in the US Congress because of support for Tutu's arguments</li><li>• Governments implemented sanctions during the 1980s, e.g. 1986 Comprehensive Anti-Apartheid Act (USA), 1986 banning of iron, steel and gold coin imports (European Community)</li><li>• Individual companies boycotted trade with South Africa during the second half of the 1980s, e.g. Pepsi.</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 Verwoerd's aims and beliefs in the years 1960–61.</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>• It is a speech made by Verwoerd himself and as such is likely to represent his views accurately</li> <li>• It takes a defensive tone about the contribution made by whites to the development of South Africa</li> <li>• It was a public speech that was likely to be widely reported both at home and abroad because it was part of an exchange in the South African Parliament with the British prime minister</li> <li>• It was Verwoerd's response to the 'wind of change' speech, which had implied, amongst other things, the necessity of giving political rights to black South Africans.</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 Verwoerd wishes to maintain the status of whites in South Africa ('be just to the white man')</li> <li>• It implies that any improvements that have taken place in South Africa are the result of the contributions and achievements of whites ('the people who brought civilisation here')</li> <li>• It indicates that Verwoerd believed that the rights of black South Africans were protected ('grant the fullest rights').</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>• At this time Verwoerd was trying to establish his authority within the National Party as a hard-line supporter of apartheid</li> <li>• Macmillan had not provided Verwoerd with a draft of the 'wind of change' speech so that this response was made with no preparation</li> <li>• 1960–61 marks the beginning of a hardening of South African attitudes towards the relationship with Britain.</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 whether Gandhi was the main reason for progress towards Indian independence in the years 1920–42.</p> <p>Arguments and evidence that Gandhi was the main reason for progress towards Indian independence in the years 1920–42 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Gandhi's success in mobilising mass support to challenge the power of the Raj and elicit international interest, e.g. 1920–22 Satyagraha, 1930 Salt Satyagraha</li><li>• Gandhi's ability, at certain points in this period, to unify Indian nationalists across both religious and caste lines</li><li>• Gandhi worked as a unifying force for Congress, which was often disunited, in the movement towards independence, e.g. at the 1929 Lahore Congress</li><li>• Gandhi's ability to negotiate with representatives of the Raj to bring about change, e.g. 1931 Gandhi-Irwin Pact.</li></ul> <p>Arguments and evidence that Gandhi was not the main reason for progress towards Indian independence in the years 1920–42 and/or other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Gandhi often had very impractical ideas that were unlikely to aid the move towards independence, e.g. removing children from government schools, the timing of the Quit India campaign</li><li>• Gandhi's intransigent position at the Second Round Table Conference hindered progress towards independence</li><li>• Other nationalists played an equally important role in the progress towards independence, e.g. the Young Hooligans pushed for <i>purna swaraj</i> in the late 1920s, the role of Jinnah and the Muslim League</li><li>• British policy was moving throughout the period to greater autonomy for India, e.g. 1935 Government of India Act.</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 how accurate it is to say that British policy in India, in the years 1927–39, resulted in progress towards greater rights for Indians.</p> <p>Arguments and evidence that it is accurate to say that British policy in India, in the years 1927–39, resulted in progress towards greater rights for Indians should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The purpose of the Simon Commission was to examine whether the 1919 Government of India Act should be amended in a way that was likely to increase Indian rights</li> <li>• There was a commitment to the development of Dominion status for India, e.g. the Irwin Declaration</li> <li>• There was a greater recognition of Indian rights by engaging the representatives of the main groups in genuine attempts at consultation, e.g. Round Table Conferences</li> <li>• Legislation extended the political rights of Indians, e.g. the 1935 Government of India Act.</li> </ul> <p>Arguments and evidence that it is not accurate to say that British policy in India, in the years 1927–39, resulted in progress towards greater rights for Indians should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Decisions were often made without active participation by Indians themselves, e.g. there were no Indians included in the delegation for the Simon Commission</li> <li>• The imprisonment of leading nationalists, e.g. after the Salt Satyagraha</li> <li>• Viceroy Linlithgow declared war in 1939 without consulting India.</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 Mountbatten was responsible for the partition of India in 1947.</p> <p>Arguments and evidence that it is accurate to say that Mountbatten 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>• Mountbatten was sent to India to oversee the process of independence and the transfer of power by 1948, but with powers to make changes to the process</li> <li>• Mountbatten came to the conclusion that, in light of escalating communal violence, partition would be the most effective means for achieving the timely transfer of power</li> <li>• Mountbatten ignored the advice that he was offered about a gradual move towards independence, e.g. by Corfield</li> <li>• Mountbatten had a good relationship with Nehru but a more problematic one with Jinnah, which impacted on his decision making and his approach to Britain's withdrawal from India, e.g. Plan Balkan.</li> </ul> <p>Arguments and evidence that challenge the view that it is accurate to say that Mountbatten 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>• Mountbatten inherited a difficult situation and his options were limited</li> <li>• Jinnah had been suggesting partition of the subcontinent since at least 1940 with the Lahore Resolution</li> <li>• It was Jinnah who called for the Day of Direct Action in 1946 after the failure to reach agreement with Congress over the Cabinet Mission's proposals</li> <li>• Nehru was responsible for the use of provocative statements that undermined attempts to negotiate, e.g. regarding the Cabinet Mission proposals.</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 how accurate it is to say that the impact of the Second World War was responsible for the National Party's victory in the 1948 election.</p> <p>Arguments and evidence that the impact of the Second World War was responsible for the National Party's victory in the 1948 election should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The United Party supported Britain during the Second World War; this was an unpopular position with some parts of the white electorate who transferred their support to the National Party in 1948</li><li>• The needs of a wartime economy had led the United Party to relax some of the segregationist policies, giving rise to white discontent that would be exploited by the National Party</li><li>• Greater rights for blacks in wartime contributed to increased political consciousness that found expression in post-war strikes, which in turn increased white unease, leading to an upswing in National Party support.</li></ul> <p>Arguments and evidence that the impact of the Second World War was not responsible for the National Party's victory in the 1948 election and/or it won the election for other reasons should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Broederbond was founded in 1918 and the OB (Ossewabrandwag) in 1938; both contributed to the polarisation of white opinion that contributed to the National Party victory</li><li>• The National Party adopted an explicitly 'Afrikaners First' policy, including fielding no English candidates, which appealed strongly to Afrikaner voters</li><li>• The United Party was divided between its liberal and conservative wings at the time of the election, weakening its effectiveness</li><li>• The weighting of the political system towards rural votes resulted in the National Party winning more seats than the United Party, although its share of the popular vote was lower.</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 the extent to which the methods of the African National Congress (ANC) changed in the years 1948–64.</p> <p>Arguments and evidence that the methods of the African National Congress (ANC) did change in the years 1948–64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the late 1940s and 1950s, the key methods used by the ANC were civil disobedience and non-violence; in 1961 the ANC announced its adoption of armed struggle</li> <li>• The increasing restrictions placed on the organisation, culminating in the banning of the ANC in 1960, had radicalised many younger members who wanted to engage in more revolutionary activities</li> <li>• By founding a separate military wing, Umkhonto we Sizwe, in the wake of the 1960 Sharpeville massacre, a shift in strategy was signposted</li> <li>• There were increasing visits made overseas by the ANC leadership to bring the issues to a wider international audience and elicit their support.</li> </ul> <p>Arguments and evidence that the methods of the African National Congress (ANC) did not change in the years 1948–64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The methods used by the ANC reflected what was possible in the light of government attitudes, e.g. in the 1950s peaceful protest was allowed, but from 1960 the restrictions on peaceful protest grew</li> <li>• Armed uprisings, e.g. 1957 in the northern Transvaal, had taken place before 1960, so violence was not a new strategy post-1960</li> <li>• High profile campaigns aimed to achieve mass support for the demands of the organisation, e.g. 1950 the Defiance Campaign and 1961 'stay at home' campaign</li> <li>• Women played a prominent role within the membership of the organisation throughout the period.</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 whether the 1976 Soweto Uprising did not threaten the system of apartheid.</p> <p>Arguments and evidence that the 1976 Soweto Uprising did not threaten the system of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Soweto Uprising lacked clear organisation and leadership; as such the threat it posed to the system of apartheid was only of a limited nature</li> <li>• The government was able to suppress the opposition to apartheid that arose during the Soweto Uprising, e.g. by the arrest of many student leaders in order to prevent their continued involvement in organising protests</li> <li>• The government was able to suppress opposition in the aftermath of Soweto, e.g. in 1977, 17 anti-apartheid organisations were banned, including SASO and SASM.</li> </ul> <p>Arguments and evidence that the 1976 Soweto Uprising did threaten the system of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 12,000 of those involved in these events left the country to join the ANC in exile and receive military training; this strengthened the ANC in its fight against apartheid</li> <li>• International criticism of the events, which were widely photographed and televised, undermined the National Party's attempts to end its isolation</li> <li>• UN Security Council Resolution 392 was passed only three days later, condemning the South African government and the system of apartheid</li> <li>• White business leaders in South Africa were shocked by the international reaction and began to put pressure on the government to introduce reforms.</li> </ul> <p>Other relevant material must be credited.</p>