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Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE  
In History (8HI0) Paper 2F

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Summer 2019

Publications Code 8HI0\_2F\_1906\_ER

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## **Introduction**

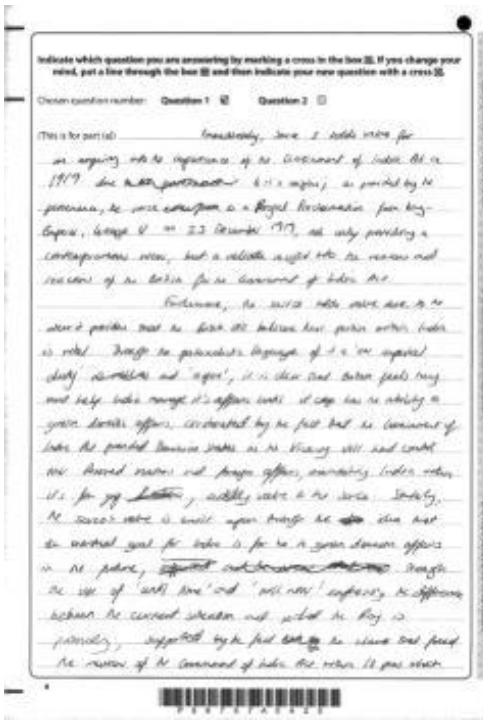
It was pleasing to see candidates able to engage effectively across the ability range in this, the fourth year of the reformed AS Level Paper 2F which covers the options India c1914-48 (2F.1) and South Africa 1948-94 (2F.2). The latter option attracted more entries than the former. The paper is divided 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.

In common with the previous series, candidates tended to find Section A more challenging than Section B. Some candidates were still not clear on what was meant by ‘value’ and ‘weight’ in the context of source analysis and evaluation. Candidates are reminded to read the information given about the source and think about the value, rather than repeating rote phrases. Performance in Section A was also affected by the absence of the detailed knowledge base required to add contextual material to support/challenge points derived from the sources. Most candidates did use their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions in both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, most responses had an analytical focus and there were very few that were 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.

### **8H10\_2F\_Q01\_a**

The vast majority of responses correctly dealt with the content of the source, often identifying the paternalistic tone of the source and what that meant for the Government of India Act. Candidates clearly understood the value of King George V making this public statement.



**Examiner Comment**

This effective response meets the demands for level 3. It demonstrates understanding of the source, draws out supported inferences that are rooted in an accurate context. It might appear on the second page of the response that the candidate is moving towards discussing limitations, but this is turned around and clearly linked to value.

**Examiner Tip**

Remember 1a is only about the value of the source, not its limitations.

**8HI0\_2F\_Q01\_b**

Understanding of the source was generally secure. Many candidates had detailed knowledge of the support given by Indians in the war effort and were able to support and challenge the material in the source effectively. Candidates understood the importance of an official view point being given by Hardinge that represented the British view of support given by Indians as opposed to an Indian view. A significant number of candidates made stereotypical comments about the reliability of this source, e.g. it was 'biased, he had forgotten, he had the aim to persuade'.

(This is for part (a))

~~Lower~~ This source was written Lord Hardinge who had previously been a viceroy of India. Due to his position in India it enable him to have a first hand experience of the country's reaction to the war and the manner in which they behaved. This was a man who was very involved in India and had alot of control and power over India, meeting them on a day to day basis. The purpose of this source was a personal reminiscence and not some form of propaganda. Therefore I give this source even more weight as he most likely carried no type of agenda when writing this and it was not meant for anyone else to read but himself, therefore there is a less chance of him lying as he is not attempting to persuade anyone.

The description which Lord Hardinge uses is also quite similar to historical context (what a million in historical context) for example he stated that there was "a very patriotic response from public opinion in India" and that "India as a whole was determined to throw her full weight into the struggle and to prove her complete solidarity with the British Empire". This somewhat falls in line with the historical context as both Congress, nationalist, princely states and <sup>Gandhi</sup> were

(This is for part (b)) radicals like bal ghosh showed their loyalty to the British. 27 of the biggest princely states left their army at the disposal of the British and had also commissioned a hospital ship, loyally. India in total had donated £146 million to the war effort, therefore I give this source a lot of weight.

However this source is a personal reminiscence therefore it is a possibility that information important information it may have been forgotten or altered giving the source less accuracy, therefore I would have to give it a little less weight into the enquiry of the support given by India to the British in the first world war.

\* the Lord Hardinge had been the viceroy during the time of the first world war as he had been viceroy from "1910-1916", so he would have had first hand experience.

Overall I give this source more weight as it was Lord Hardinge's account of personal experiences, meaning he saw the events that happened first hand meaning which he said somewhat reliable and the information which he did give consisted with the historical context.

## Examiner Comment

### Question 1a

This effective response meets the demands for level 3. It demonstrates understanding of the source, draws out supported inferences that are rooted in an accurate context. It might appear on the second page of the response that the candidate is moving towards discussing limitations, but this is turned around and clearly linked to value

### Question 1b

This is a level 2 response. The candidate demonstrates some understanding of the source material. Contextual knowledge is evident, but not used very effectively in concert with the source. Evaluation is stated but not explored or developed.

## 8H10\_2F\_Q02a

Most candidates were able to draw out some inferences in relation to the focus of the question. Many responses were able to use this to link to contextual knowledge of the impact of sanctions. When analysing provenance, many of the responses were able to use the information on Tutu to correctly infer the weight of the material being presented and link it to the question.


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)) The source is valuable to the historian for an enquiry into the attitudes towards international sanctioning against South Africa in the mid 1980s, firstly due to the source's provenance. The source is written by Desmond Tutu and this is valuable as he is one of the leaders of the anti-apartheid movement and therefore will accurately convey the attitudes of the suppressed black South Africans as he is widely acknowledged to represent these people. In addition, the source was written in June 1986 and this was shortly after the start of the Soweto Uprising which was triggered after the African National Congress's decision in 1977 is significant as is a contemporary source from this time period and was written within the apartheid period. Finally, the source was taken from a newspaper article suggesting the influence Tutu had how he widely represented the South African black community.

Firstly, the source is valuable as it ~~raises~~ questions 'whom is the international community willing to listen?' to the victims of apartheid or

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(This is for part (a)) 'to those who benefit from apartheid?' This suggests that ~~the international community~~ Tutu is unhappy with the international community for even taking into consideration the ideals of the apartheid enforcing South African government. It also alludes to the fact that most countries were still involved in trade with South Africa and that he wants them to get out and come back when we have a democratic and fair South Africa. This suggests that international sanctioning has been useless as long as trade is still established between countries and South Africa. Furthermore Tutu admits 'There has been progress,' but he wants [apartheid] dismantled further portraying the fact that UN and international sanctioning against South Africa is futile as apartheid is still in place.

To conclude, the source is valuable in an enquiry into the attitudes towards international sanctioning during this time period as it displays Tutu's, ~~and~~ and thus the majority of the black South African's population's, unhappiness with the lack of useful intervention from the international community and how international sanctioning has thus been futile.

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Turn over >



### 8H10\_2F\_Q02b

Some candidates misunderstood aspects of the speech, although many candidates were able to draw appropriate inferences relating to Verwoerd's aims and beliefs. A large number of candidates made stereotypical points about the fact that this source was a speech and as such was well planned in advance. However, it is important to read the information given about the source carefully, as it stated that the speech was made the same day as Macmillan's speech, and so was actually a useful immediate reaction. There was however, excellent understanding by a pleasing number of students of the context of the 'wind of change' speech, and where this was evident, contextual knowledge was used to good effect. The importance of candidates knowing their chronology was seen in the large number of responses that criticised Verwoerd for not discussing the Sharpeville massacre, which had not actually happened at this point.

(This is for part (b)) Arguably the source is valuable for an enquiry into Verwoerd's aims and beliefs in the years 1960-1961 due to its provenance. It was written by Hendrik Verwoerd who was regarded the 'architect of apartheid', which will already suggest that his intentions and aims would be to enforce apartheid further. The speech was made in 1960 and this was as South Africa were making the decision to become independent from the British Commonwealth and he even alludes to this in his speech. Furthermore, the speech was written in response to Macmillan's 'Wind of Change' speech and despite being perceived by the rest of Africa as a positive, progressive speech, we know that Verwoerd saw this as a threat to apartheid and separate development, and thus his ~~own~~ beliefs may not be all positive.

At the start of the speech Verwoerd states that there's a 'tendency' in Africa for nations to become independent and thus 'be just' to the 'black man' and 'white man' of South Africa. This instantly indicates that one of Verwoerd's aims may be to become independent from the British Commonwealth and it ultimately became an independent state. This is

(This is for part (b)) valuable as it shows Verwoerd ultimately ~~started~~ setting more foundations for something that he had already promised to do in his election campaign (leave the British Commonwealth). In addition, the source also portrays Verwoerd's belief that white people have a very significant role in society and keeping things in order. This can be seen when he states that 'we [white people] represent all white men in Africa' and that 'white people' 'brought civilisation' here, also bringing 'black education' by showing them 'his way of life'. These very condescending phrases portray that Verwoerd believed that development is otherwise impossible without the white people and the presence of white people is the only reason for improvements in the previously all black society, for example by 'bringing them education'. This is further embodied when he states 'we settled a country that was lost,' further suggesting that he truly believes that ~~without~~ white presence in South Africa and white authoritarian leadership, that black South Africans would struggle to survive.

However, the source is somewhat limited ~~and~~ as

(This is for part (b)) it does not highlight all of Verwoerd's aims and beliefs, for example Verwoerd was regarded the 'architect of apartheid' and was striving for separate development, however the source does not ~~and~~ suggest this and arguably makes him seem more empathetic to black South African's than he really is, even stating that 'he believes in balance,' ~~and~~ his actions previous to this clearly prove otherwise, for example the 1959 education act in which he prohibits black people from involvement in higher education like university.

To conclude, the source is useful in suggesting some of Verwoerd's future aims, for example leaving the British Commonwealth and also clearly ~~and~~ portrays Verwoerd's belief that white South African's had ~~an~~ a more important role than blacks. However, the source doesn't suggest ~~to~~ the scale he Verwoerd wanted to enforce apartheid and separate development and thus how he got his nickname of the 'architect of apartheid' and is therefore limited.

## Examiner Comment

### Question 2a

This response has a number of valid inferences which are developed and supported by the source. There is some evidence of limited contextual knowledge, and there are attempts made to use this to support inferences. There is a mixture of stereotypical evaluation and some more developed evaluation. Overall this response does achieve level 3, although its qualities are mixed.

### Question 2b

Although at one point the candidate has misunderstood part of the speech, this does not undermine the main thrust of the response. This is a level 4 response which analyses the source material and makes reasoned and developed inferences which are well integrated with supporting contextual knowledge. Evaluation is present at various points in the response. Overall this achieves level 4.

## 8HI0\_2F\_Q03

This essay was the most popular on this section of the paper and was generally well handled. Candidates were able for the most part to focus on whether Gandhi was the most important

factor in progress by comparison with other relevant factors or through a comparison of his successes and failures. Most candidates were able to create effectively structured answers with only a small minority leaning towards only description. Many of the responses that were less strong lacked specific detail and a broad contextual knowledge base to support and develop their arguments. The main issue identified was the listing of factors under category headings with insufficient analysis.

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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

Gandhi was one of India's most influential and important political figures to ever exist. His determination through sheer dedication on his goal to witness India as an independent country, played a very important factor role towards Indian independence. In the period between 1920-42, Gandhi initiated three different civil disobedience campaigns - 3 Satyagrahas - which were key factors in the fight for independence. Other than that, Gandhi also reached agreement in the Gandhi-Irwin pact of 1931, which allowed the Indian National Congress to be represented in the 1932 Second Round Table Conference. Nevertheless, Gandhi is perceived by many to be an incognizable idealist who did not look beyond his own scope of understanding - evident in the Second Round Table Conference where he chose to be the sole representative - and as a result was not the main reason for independence.

As early as 1920, Gandhi was impacting the Indian political scene through his first Satyagraha

in reaction to the demeaning and repressive Rowlatt Acts of 1918. Through this first Satyagraha, Gandhi was able to educate and politicize many of the Indian people - especially in the rural areas through his 'Back to Basic' initiative - . Although initially the satyagraha did not bring about 'Swaraj' ~~as~~ ~~was~~ given that this was its aim, however it was nonetheless a valuable lesson to Gandhi for the future and ~~how~~ how he was to go on about bringing down the Raj. The satyagraha ~~of~~ of 1920-22 and Gandhi's imprisonment ~~was~~ helped Congress to increase its membership from 400,000 to 2 million Indian people and this is regarded as a very important step for ~~the~~ Independence because it made Congress a strong 'force' with the political system. As a result, given the experience he gathered from this first satyagraha, Gandhi was able to initiate the Salt march Satyagraha of 1930 which was a formidable ~~ble~~ psychological weapon against the Raj. Apart from inspiring more than ~~800,000~~ ~~people~~ 70,000 to follow Gandhi in his march towards the sea to pick up tax-free salt [an emotive issue] - the Salt march Satyagraha was able to continue what was already started by the first one and this was its further politicized the 'masses' and gave them

a sense of direction against the Raj. Consequently, these two satyagrahas were of immense value when it came towards progress for Independence and thus indicate why Gandhi was one of the main reasons progress towards independence was made.

Apart from the Satyagrahas, Gandhi proved to be an invaluable leader of ~~Congress~~ Congress after two very critical decisions of his including one in the Lahore Congress of 1929 and his Gandhi-Irwin pact of 1931. In the Lahore Congress, Gandhi signified the end towards fight for 'dominion status' and gave his support to the Young Hoologians and their stance and support for 'Purna Swaraj' - total independence. Apart from giving Congress a sense of direction and ultimate goal it also proved to be a decisive move towards progress for independence because it ~~was~~ indicated to the Raj the ultimate desire of both Congress and India. Similarly, the Gandhi Irwin pact of 1931 was also a decisive move towards independence because it ended the deadlock between Congress and the Raj as well as allowed Congress to be represented in the 1932 Second Round Table conference. All in all the above, indicate why Gandhi is regarded one

of the most important reasons for progress towards independence between 1920 ~~and~~ - 42.

Having said that, it is important to acknowledge the fact that apart from Gandhi, there were ~~other~~ other very important reasons and factors that progress towards Indian independence was made. ~~One~~ One of them include the outbreak of WW1 <sup>in 1914</sup> and the significant impact this had both on Indian nationalism as well as ~~the~~ the economic situation in Britain. The war and Linlithgow's decision to deploy 800,000 Indian troops without the Indian's approval was a factor that ultimately lead to crucial developments in India towards independence. One of them being the decision of Congress to resign because of ~~the~~ ~~war~~ <sup>get to stage war on world</sup> and the rise in Nationalism ~~which~~ which it lead to. The second ~~thing~~ thing War lead to was the revitalisation of ~~the~~ power of the Muslim League - which played a detrimental factor towards ~~the~~ progress for Independence - given that they rose to power and made 'deals' with the Raj that benefited the Muslim community. Other than that, WW1 was also significant because it put a significant strain on the economy of the ~~the~~ British and the idea of having to sustain an empire was not within their interests when by 1942 they were in debt by 3 billion

pounds.

In conclusion, despite the war being an important reason for progress towards independence in the years ~~to~~ leading to 1942, Gandhi was a more important reason nonetheless.

Failure at 2<sup>nd</sup> Round Table [32]

Conf. chose to represent all of India and Congress [did not take into account other parties] → the fact that he supported Young Hoologians at the 1929 Lahore Congress

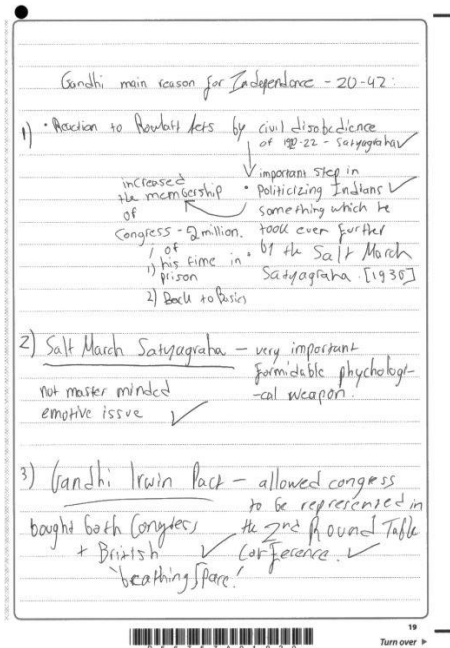
His Satyagraha - (22) - (30) + Quit India Campaign ended in devastation

importance of Jinnah - M.L + War

1935 - Government of India Act

+ Elections





### Examiner Comment

This response does achieve level 4 overall. It considers the role of Gandhi in some detail. It acknowledges other factors, although this is weaker and not fully developed.

### Examiner Tip

Make sure you plan your use of time carefully in an exam. Leave sufficient time to develop both sides of your argument and produce a reasoned conclusion.

### 8H10\_2F\_Q04

Insufficient candidates tackled this question to comment meaningfully.

### 8H10\_2F\_Q05

Very few candidates tackled this question. Those that attempted it were able to effectively set factors and analyse the role of Mountbatten with no narrative responses noted. There was some out-of-period information and some attempts to bring in the First World War were noted.

### 8H10\_2F\_Q06

This essay was the most popular on this section of the paper and was generally approached successfully. The majority of responses understood the thrust of this question and set out a

series of factors that contributed to National Party victory in the 1948 elections which were accurately supported with contextual knowledge. The impact of the Second World War was weighed against alternative explanations. Narratives of the events were very rare.

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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

In 1934, the National Party had been a small group of ideologues, but within 15 years, they would rule the country. Despite the United Party's expansion since and 400,000 more votes, the National Party gained 5 more seats, and with the small Afrikaner Party, were able to secure a narrow victory. World War Two may have been the main reason for this rise, but it could be the growth of Afrikaner nationalism, or the National Party's (NP) ability to appeal to White voters. Despite this, it seems fair to say that it is accurate to a large extent that World War Two was responsible for NP's unexpected increased popularity post-war.

It can be said that the impact of WW2 caused the decline in support for the United Party, as many Afrikaners had racist sympathies, but the NP had larger support for the war's impact on the public. However, there were left-wing radicals, leading to the public blaming the economic hardship on South Africa. Furthermore, the international awareness that Europe's economic hardship was due to WW2 led South Africa to progressively increase its Black population and all race movements. This pushed voters away from the United Party, as they seemed to no longer embody White South African values, and towards the National Party who promised a Full House in White with

Black voters to stay in townships. Therefore, despite the short term economic impact of the war which had caused people to become disillusioned with South Africa, this was only intensified by South Africa's role in the formation of the UN, as the UN was the main opponent to the lack of Black rights in South Africa. WW2 had forced the public to question whether their Government was sympathetic to Whites, and as voters chose the NP instead as they favoured a White dominated. Therefore, the international impact of WW2, especially since it would square prior to the election, was the main reason for the NP win.

However, it can be said that the growth of Afrikaner nationalism was the main reason for the NP's victory. Afrikaner culture was rising around that time prior to the election, with the Afrikaner Broederbond choosing this. The re-constitution of the Court took in 1948, where Afrikaners were celebrating their battle victory, perhaps equating a legacy of Afrikaner rule - exactly what the NP offered. Furthermore, South Africa's immigration programme was viewed as an attempt to outbalance the Afrikaners at the polls, and as a result their vote became important to the government - voters who voted against the double British United Party. Yet this also shows a gradual party realignment towards the Government and so it suggests that it was WW2 which exacerbated the realignment to such an extent that the Afrikaners actually voted for the NP, which advocated the Afrikaners.

Whether they implied that the strengthening of the United Party had a secure majority in previous elections, but it was only the WW2 which had the catalytic effect of racial disillusionment with the UP.

However, perhaps it was the NP's ability to appeal to White voters which caused their win. Their advertisement to Black voters that the names sounded was attractive to Whites who felt threatened by the 'swart gevaar' - Black threat to their jobs. Yet, we must take into account that the NP got landslide success in the cities but narrow victories in the rural areas. Therefore, it was perhaps the NP's policy promise of cheap Black labour to farmers which caused the party to gain these rural votes. Critically, farmers opposed the concentration of Blacks in cities, and as the NP appeared to have farmers' interests represented, farmers' votes demonstrated how the UP failed to notice the key economic interests in agriculture, and how the NP was able to manipulate this, as well as the Westminster system to get more votes despite losing votes. Yet, there would not have been this migration of Blacks to cities if WW2 hadn't created the manufacturing opportunities to attract them there. Therefore, it was WW2 which increased their rural support to make a NP vote a vote out of economic necessity rather than specific ideology. Therefore, WW2 catalysed any rural support to translate into seats.

In conclusion, it is largely accurate to say that the impact

of WW2 was responsible for the NP's election win. WW2 had such an instantaneous social and economic impact on the country that rural voters went to the National Party as the only solution to the social cross they found. The public's support would not have been so attractive unless the context of the time had shown that to be the desirable alternative. Rural communities had provided the foundation for the war, but the NP's election in as early as 1948 is mainly due to the catalytic impact of World War Two.

### Examiner Comment

This is clearly a very secure level 4 response. The candidate focuses on the question in an analytical way throughout the response. The various factors that are examined to explain the National Party's victory are linked together to demonstrate the relative importance of these factors. Overall a very impressive response

### 8H10\_2F\_Q07

This question revealed the importance of candidates understanding the conceptual focus of the question. This was a change and continuity question, but a significant minority of candidates tackled it as a causation question, focusing on the reasons for the change in tactics. There were, however, some effective responses which did focus on the degree of change and analysed the relative change experienced by different methods.

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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

During the years 1948 to 64 the methods of the African National Congress (ANC) did change to a significant extent. Although, the ANC's aim remained the same their approach to fulfilling this aim did change throughout the years 1948 to 64. On the one hand, the ANC's method did change as they moved from non-violent protests to an armed struggle and they sought to gain more international support than ever before. On the other hand, the ANC's method remained the same as they continued to work with other groups and continued to fight for a non-racial democratic South Africa. Overall, the ANC's ~~methods~~ <sup>methods</sup> did change drastically as they completely changed the way their organisation worked throughout the time period and adapted to ensure they continued to be an effective political organisation.

~~It could be argued that the methods of the ANC did change in the years 1948 to~~

13 Turn over ▶

64. This is because the ANC formed in 1912 but in the 1940s the ANC's youth league formed and they wanted more direct action. Furthermore, in June 1961 the Umkhonto we Sizwe (MK) organisation formed which was an organisation prepared for arm struggle. It was at this point during the time period that the ANC's methods significantly changed as they shifted from non-violent protest to a campaign of planned sabotage. This demonstrates a clear change in method in order for the ANC to be most effective and gain attention the ANC had to significantly change their method.

as they continued to work with other groups.

On the other hand, some may argue that the ANC did not change their method in the years 1948 to 64. This is because in 1955 the ANC ~~announced~~ conducted the Freedom Charter and formed the Congress Alliance with the Congress of Indians and Coloureds. Then in 1961 when the ANC swapped to an armed struggle they ~~continued~~ continued to work underground with the Communist Party who were banned in the 1950s. Joe Slovo ~~was~~ <sup>was</sup> who was a member of the Communist Party.

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and also became the leader of MK with Mandela. This signifies that the ANC's method did not change as throughout the time & period they continued to work with other groups.

However, some may argue the ANC's method did change in the years 1948 to 1967 this is because they could no longer remain in South Africa. Due to the Violent Organisations Act of 1960 both the PAC and ANC were banned. This meant that key leaders like Oliver Tambo went into exile. This changed the ANC's method as they sought more international support than ever before. For example, Tambo helped set up the Anti-Apartheid Movement (AAM) in other countries e.g. UK. This demonstrates the ANC's method did change as previously international support wasn't as significant but since 1960 it was as the ANC needed to remain as an effective political organisation.

On the other hand, some may argue the ANC's method didn't change as they

always stated they wanted a non-racial democratic South Africa. This was displayed in the Freedom Charter of 1955 and also shown in the Kirovia Trial of 1963 to 1964 as Mandela gave an hours long speech at the dock stating he wanted South Africa to be a non-racial democracy and that is what he wanted from the start. This shows the ANC's never changed their method as they were consistent over time.

In conclusion, the methods of the ANC did change in the years 1948 to 67 as they shifted from non-violent protests to violence and looked to gain support that was no longer domestic through the help of AAMs.

### Examiner Comment

This response is a secure level 3 response. The candidate clearly understands the conceptual focus of the question and tries to deal with a range of relevant issues.

### 8H10\_2F\_Q08

This was the least popular question in this section of the paper. Some candidates wished to turn it into a multi factor question, which undermined the focus of their responses. The best responses were able to suggest a difference between long term and short term effects to assess the threat posed to Apartheid. Judgements tended to be better planned for in these responses, with better use of criteria to set out what constituted an effective threat.

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

The Soweto Uprising in 1976 was when 20,000 university students on the 16th of June marched in the streets of Soweto and protested about the Bantu education system and apartheid. The police opened fire at the students which caused more violence as stones were also thrown at the police. The Soweto uprising was encouraged by Steve Biko and his movement of black consciousness which was where he promoted the ideology of being black and proud. I think it's inaccurate to say that the Soweto uprising didn't threaten the system of apartheid because it led to an economic decline and future problems in South Africa and more people wanting apartheid.

One significant reason to believe that it's inaccurate to say that the 1976 Soweto uprising didn't threaten the system of apartheid would be because it caused violence in townships and bantustans. One key aspect of apartheid was the development of bantustans which would separate white and black and would allow the black to be responsible for their own community in the bantustans. Prior to the Uprising, the bantustans were economically equal and in good conditions with minimal violence but therefore many people (especially students) started to unite after the uprising. This would threaten the apartheid system because the government (Vorster) started to lose

13 Turn over ▶

control. To expand on the uprising had children as young as 14 participating which can only suggest how more people were starting to resist apartheid.

However, there are reasons to argue why the Soweto Uprising in 1976 didn't threaten the apartheid system because the police were able to stop the protest and Vorster increased police control of police power. By Vorster increasing police power, it would suggest that he has South Africa under control and that he can enforce more rules to make sure apartheid stays strong. For example, Vorster established the State of Emergency Act which was when laws were no longer considered laws allowing Vorster to have ultimate power of South Africa and the protesters. This would threaten the system of apartheid because it gave Vorster the power to make sure apartheid was still working. However this Act didn't stop protesters or the domestic protest in South Africa which is why I still strongly believe it's inaccurate to say that the Soweto Uprising didn't threaten the apartheid system.

Another significant reason why I strongly feel that it's inaccurate to say that the Soweto uprising didn't threaten the apartheid system would be because it led to other results and violent acts. For example the result in Botswana the Alexander revolt and violence in the Vaal Triangle also showed that more people were being influenced to protest and cause trouble.

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To conclude, I strongly believe that the Soweto Uprising threatened the system of apartheid because it caused more violence in South Africa and encouraged more opposition like students to resist apartheid. The Uprising also was the turning point for the national party that being they became weaker and opposition became stronger and more prominent.

15 Turn over ▶

### Examiner Comment

This response more achieves level 4. The candidate has shown a secure understanding of the focus of the question and supported their line of argument with sufficient contextual knowledge.

## **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
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- 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
- 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. Be aware of the values and concerns of that audience.
- In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

## **Section B**

### Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- 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
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.