



Pearson

Examiners' Report

June 2017

GCE History 8HI0 2F

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2017

Publications Code 8HI0_2F_1706_ER

All the material in this publication is copyright
© Pearson Education Ltd 2017

Introduction

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

It is pleasing to note that in Section A more candidates understood what was meant by 'value' and 'weight' in the context of source analysis and evaluation this year. The detailed knowledge base required in this section to be able to add contextual material to support/challenge points derived from the sources was also more in evidence this series. However, a significant minority of candidates used their contextual knowledge in isolation, rather than to illuminate what was in the sources. Some candidates are still writing about limitations in question a and this did impact on the length of part b for some candidates.

In Section B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted.

It remains 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. There was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B.

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

Question 1

Question 1(a)

This question was generally answered well. Some candidates appeared to find it difficult to transition from paraphrasing the source to building inferences, though the best answers did this effectively. Provenance was noted in nearly all cases, but a sizeable proportion did not develop this beyond what was written in the source, or only used it to make stereotypical judgements. Significantly fewer candidates than last year referred to the limitations of the source, although a number still do so. Evaluation of the source for the specific enquiry was the weakest bullet point. Many candidates identified Bose and his role within the Second World War, but did not tie this information to the source. They clearly knew the role that Bose played and evaluated the source in a generic way.

Question 1(b)

A number of extremely effective responses were seen. Most candidates explored provenance, some very impressively, though a small number neglected it entirely. There were also some candidates who treated the provenance in a rather stereotypical way, e.g. he is foreign so he is/is not reliable. A high proportion of candidates attempted to assess the limitations of the source, though in the weakest answers, this did lead to some stereotypical judgements that were not qualified. Some candidates struggled to distinguish between the 1935 Government of India Act and the 1937 elections. A significant minority of candidates included detailed knowledge which was not related to the source. Some answers did not offer a judgement on the value of the source, though they had noted characteristics which would suggest a value or limitation, but failed to link it back to the question. Therefore, judgements regarding utility were implicit in many cases or distinct judgements were made regarding the source and the candidate's prior knowledge of the elections.

(This is for part (a)) During the Second world War, the activities of the radical socialist Subhas Chandra Bose appeared to stir fear & threat through their extreme nature. The top secret report made by the British Military Intelligence Service outlines these activities and the extent of the threat posed by them. In this sense, the source holds immense value, especially in the context of the Second World War.

~~Bose is said~~ In the report, Bose is said to have ~~finally~~ revealed his "true intentions" towards the British Raj through his newfound association

with Germany & Japan. Indeed, after leaving Congress, Bose set out to completely remove the British administration from India, and ~~felt~~ felt a significant way to do this was work with Britain's enemies during the ~~1st~~ Second World War. With the aid of the "military success of the Japanese", Bose aimed to gradually infiltrate India with his extreme ~~idea~~ anti-British ideology, hoping to eventually paralyse British rule in India through "internal revolt". These observations of the clear threat of Bose during the "economic distress" &

(This is for part (a)) "Political deadlock" in India at the time convey the undoubtedly immense threat of Bose's ~~actions~~ radical activities with Germany & Japan. From this, the ~~source~~ ^{report} displays value in its recognition of these activities, their threat & the scale of ~~these threat~~ this threat, ~~which was~~ to the political situation in India, which was in fact "small".

~~The honesty & unbiased tone of the ~~see~~~~ The fact that the report ~~is~~ is top secret contributes to this value through how the view illustrated ~~was~~ is most likely not one illustrated ~~to the~~ publicly at the time. This ~~is~~ gives an honest ~~to~~ & ~~the~~ ~~same~~ truthful tone to the source that

otherwise wouldn't be displayed during the difficult ~~struggling~~ times of the Second World War.

Additionally, the report was created by a branch of the British Military Intelligence Service, ~~which may assist~~ highlighting the apparent importance & threat of Bose's activities during the Second World War; they were ~~something that~~ ~~even~~ the activities that needed concern.

furthermore, ~~as~~ a large amount of value can be added to the source ~~though~~ due to its

(This is for part (a)) recognition of the extent of threat posed by Bose's activities during World War Two; this threat was even recognised & concerned for by the British Military Intelligence Service.



ResultsPlus
Examiner Comments

This is a Level 3 response to Question 1(a). The answer draws inferences in relation to the question that are developed and supported from the candidate's contextual knowledge. The candidate evaluates the source both in terms of the accuracy of its content and in terms of its purpose.

Question 2

Question 2(a)

This question was generally answered well. Many candidates appeared to find it difficult to transition from paraphrasing the source to building inferences, though the best answers did this effectively. Provenance was noted in nearly all cases, but a significant number of candidates did not develop this beyond what was written in the source, or only used it to make stereotypical judgements. Sometimes knowledge was provided that was detailed and accurate, but not particularly relevant to the question. Many candidates identified sporting boycotts and their impact upon the anti apartheid movement, but did not tie this information to the source. They clearly knew the role that boycotts played and alongside this evaluated the source in a generic way which meant that the answer was a little disjointed. Some candidates would benefit from a sharper focus on how the source aids the historian's understanding of the topic in the question. It was pleasing to note that significantly fewer candidates this year considered why the source was not valuable.

Question 2(b)

This question was generally answered well. Most candidates explored provenance, although some neglected it entirely. A high proportion of students attempted to assess the limitations of the source, though in the weakest answers, this did lead to some stereotypical judgements that were not qualified. A number of candidates suggested that because Egin was white he could not have been aware of what was going on. Some responses incorporated large amounts of contextual knowledge about the causes and events at Soweto without tying this clearly to the provided source. Indeed, a number of candidates commented that the rising was begun by students, claiming that the source made no reference to this. Many candidates tried to establish weight by listing all the things that were missing from the source, including events that took place after the source was written. Some answers did not offer a judgement on the value of the source, though they had noted characteristics which would suggest a value or limitation, but failed to link it back to the question. Therefore, judgements regarding weight were implicit in many cases or judgements were made based primarily on the enquiry rather than the source.

Chosen question number: **Question 1** **Question 2**

(This is for part (a))

a) Sporting boycotts were a large part of protests to South Africa for adopting apartheid policies, many countries ~~that~~ chose to take part and the South African society was deprived of sports that had become a large part of culture in the 1970s; including - Rugby ^{and} Cricket.

The source is ~~was~~ a Statement by the Commonwealth. This is valuable to a historian as it clearly denotes the international aspect regarding protest against apartheid. The Commonwealth were strongly against racial injustice to the point where South Africa left the Commonwealth and did not part take in the sporting events they hosted. In addition the source has been dated 1977 which is also valuable as ~~there were~~ many sporting boycotts were placed on South Africa during the 70s. The proinance also mentions that the Gleneagles agreement was attended by

(This is for part (a)) "The Heads of Government of all Commonwealth countries" which does also portray the global uptake of sporting boycotts ~~was~~ against South Africa and thus increasing the valvability of the source to a historian investigating the international importance of sporting boycotts.

Furthermore, the source begins stating the Commonwealth embraces "peoples of diverse races, colours, languages and faiths" This exposes the clear anti-apartheid stance of

international organisations as they disagree with the "unmitigated evil" of racial injustice. The source states that "apartheid in sport is an abomination". It's clear that commonwealth countries stood by this. For example, the English cricketer Basil D'Oliveira was a coloured person who emigrated from South Africa unable to pursue his cricketering career. When selected to tour South Africa in the 70's he faced hostility from South Africa and the tour was cancelled. The UK stood by the commonwealth understanding that apartheid was "evil". The source denotes that practising apartheid in sport and countries accepting to play against them were condoning the "repulsive policy" as a result many countries boycotted South Africa in sports and ~~many~~ ^{South Africa was} ~~made~~ even excluded from the olympics as the world understood apartheid was unjust. The commonwealth supported the "efforts of the UN" who also passed resolutions against the injustices of apartheid. Lastly, the source explains that discouraging "contact or competition with sporting organisations from South Africa" should be used. This did put financial strains on South Africa and catalysed the end of apartheid by the 1990's.

overall the source is valuable to a historian as its nature displays the commitment of international organisations by boycotts on sport against apartheid. Its origin from the 1977 also adds variability as it is from the time the historian wishes to make an enquiry on and it has content that portrays how sporting boycotts were vital in isolating South Africa from non apartheid nations.



ResultsPlus
Examiner Comments

This is a secure Level 3 response to Question 2(a). The candidate discusses a number of inferences that are developed from the source and supported with appropriate contextual knowledge. Although there is some element of questionable assumptions being made on occasion, there is also evidence of valid evaluation of the source.

6)
(This is for part (b)) The Soweto uprising took place in 1976 by the ~~Students~~ South African Students Movement (SASM) who were agitated by the new ruling that Afrikaans had to be learnt in schools ~~also~~. The students believed that English was the modern language and Afrikaans was that of the oppressor and that learning two languages as well as their mother tongue would be difficult.

On the one hand source 4 has is quite strong in portraying the Soweto uprising and so for an enquiry into it. To begin with, the origin of the source is 1976 which is beneficial to an enquiry as it's directly after the events at Soweto and gives an insight into events ~~at~~ in parliament as a direct result of the uprising. The source also comes from an anti apartheid politician which also has a lot of weight as South African parliament was dominated by the national party who was strongly for apartheid and likely to use events like this to justify apartheid.

The source begins stating the members of the

(This is for part (b)) house in South African parliament were "shocked with shock" This can be beneficial to an enquiry as it elucidates the unexpected nature of the uprising to members of Parliament. Colin in the Source then states except for those who "deluded" themselves in believing race relations were at a height, this portrays that the Parliament also expected an event like Soweto to occur ^(it was inevitable). The writer exposes how the uprising developed "into a riot against authority" This is justified as many people were vexated at the Government's new Afrikaans language policy and were prepared to take violent action against it like ISOBISIS groups. Colin Eglin denotes that people were hating the system which is accurate as many protests were taking place. The Source is particularly strong for an enquiry as it states "it degenerated into looting ... violence and murder" which clearly portrays what happened at Soweto people were even killed. The Source by Colin also exposes how some members of Parliament wanted to respond to this finding the "root causes of potential violence" and the fact that there were "conflicting eyewitness accounts" means portrayal of the uprising was inaccurate. Colin makes it clear that "minimum use of force"

(This is for part (b)) was needed which is accurate as harsh actions taken by Presidents caused Africans to become more aggressive like in the Bantustans. Lastly Colin ends by stating the events were "too serious" for "a one sided or superficial explanation" This implies the National party was jumping to conclusions and weren't acting against events like Soweto in a just way.

Yet the source is also quite poor for an enquiry into Soweto. For example it only talks about the response from the Government and not actual events from the uprising or even who was involved. For example the SASM group who were taking part in a demonstration that turned violent.

The source can also be argued as unobjective as Eglin was strongly anti apartheid yet the National party who had dominated control (from 1948-94) and who had the power to act was not portrayed. Eglin was a part of the progressive reform party who believed in economic liberation coined "verligte" he would have a liberal view which was not what the majority of South Africa believed in.

(This is for part (b)) The language used in the Source also suggests that Colin is attempting to mock the National Party, for example "we shall not merely loon for scape goats" and the "Government will not indulge in superficial exercise". This ~~is~~ is unobjective as it does not portray the actual beliefs of the National Party and what they might do to respond to the uprising. ~~The source~~ ^{The source} also does not portray what the African's thoughts were on the uprising and is more so focused on Parliament. This decreases its valueability for an enquiry into the Soweto uprising of 1976.

Overall, while source 4 does have strong accurate details ~~to~~ ^{to} benefit an enquiry into the events of Soweto. It simply lacks details of what actually happened and is more centered on portraying ~~the~~ the National Party and their style of rule. The Source is also unobjective coming from one anti-apartheid viewpoint and ~~does not~~ ^{seems to} ~~seem to~~ ^{seem to} illustrate the national South African thoughts ^{on Soweto.} Therefore, Source 4 is quite limited for an enquiry into the events of Soweto ~~but~~ ^{and} does not carry weight for the enquiry.



ResultsPlus
Examiner Comments

This response is into Level 4 for Question 2(b). Although not all points made in this answer are valid, it does raise a number of relevant points from the sources in relation to the question and develops those points, often using contextual knowledge to support them. It should be noted that simply commenting on what is missing from a source does not necessarily amount to a consideration of weighting.



ResultsPlus
Examiner Tip

Make sure that the points raised in an answer are linked to the focus of the question.

Question 3

This was equally the most popular essay choice in this section of the paper. Most candidates were able to engage with this question based on some knowledge of events. Some impressive answers were seen that displayed a real depth of detail and a clear structure that engaged fully in argument and counter-argument. Some candidates misunderstood the conceptual focus of the question examining whether it was the First World War or some other factor that was responsible for weakening Britain's control of India. Some responses focused too much on description, rather than analysis. Narratives about the war were quite common, displaying a depth of knowledge but not applying it directly to the focus of the question.

Before the First World War, Britain had complete control over India and there weren't any protests for Independence, Britain then lost a bit of control of India during and after the First World War as ~~the~~ Indian Nationalism began to grow and people liked the thought of Independence.

During the First World War, India made many contributions to the British war effort, such as troops, livestock and raw materials. India claimed that they were fighting for the monarchy, not India itself. After the war, India expected Britain to thank them for their help towards the war effort and hopefully treat them better, perhaps by lowering the tariffs of British goods coming into India. Instead, Britain put the Indians ~~on~~ on strict military control and later on set up martial law. India saw this as them getting basically nothing in return for their efforts, so the ~~to~~ idea of Indian Nationalism started to appear. The Indians started to hate the Raj more than they did before and some Indians started

to revolt against the Raj itself. This weakened Britain's control on India because the Indians saw how badly they were getting treated and they decided to do something about it.

Britain also lost a bit of control over India as they set up the Indian National ^{Congress} ~~Council~~ and Muslim League to try and take some political power. ~~The~~ Congress was a political forum before actually becoming a political party and during the first world war, it became a political party so they could actually try and gain some control ~~of~~ over their country. The new political parties gave the Indian citizens an idea of independence ~~of~~ the Raj or giving them some control of the country. This weakened ~~the~~ Britain's control over India as Indians would obviously choose their own party over the Raj and more people started to follow/ support Congress instead of the Raj.

The first world war also weakened Britain's control over India because Britain was fighting in the war against empires. India saw this as a bit hypocritical as Britain had an empire, so if Britain were keen to fight against empires, they might give India

independence as well. ~~Her~~ When Britain ~~came~~
~~back~~ started taking proper control of India
again (no distractions from the war) India were
quite hesitant and political figures such as
Nehru and Gandhi started to appear, giving
the people ideas of independence and national-
ism which made the Raj weaker and ~~these~~
weaken control over India.

In conclusion, the first world war did weaken
Britain's control of India but it wasn't actually
the war itself, it was the ideas of nationalism
that followed the war or that were occurring
during the war.



ResultsPlus
Examiner Comments

This is a Level 2 response. The material within it is rather generalised and it lacks any development of a counter argument.



ResultsPlus
Examiner Tip

Look carefully at the demands of the question and make sure that there is a clear argument.

Question 4

This was equally the most popular essay choice in this section of the paper. In the best answers, the knowledge deployed was detailed, accurate and relevant and was used to meet the conceptual demands of the question. There were some impressive answers seen where candidates fully explored the links. The majority of answers did understand that this question required a focus on how far Gandhi was responsible for hindering progress. Pleasingly few candidates answered this question in a Gandhi biography format, although weaker candidates did tend to write narratives of key events within the period with only limited links being made to the focus of the question. Candidates are reminded of the necessity for correct spelling of key words and names such as Gandhi.

It is not accurate to say that Gandhi hindered the progress of India towards ~~in~~ independence in the years 1920-32 because ~~he had always~~ many of his actions between these years had the intention of getting British rule out of India in order to allow ~~it~~ India to govern itself, this especially being shown in his satyagraha movements.

Through Gandhi's satyagraha movements he promoted non-cooperation with ~~the~~ Britain, making India ungovernable by the British so forcing them to leave India to govern itself. This was the aim of the satyagraha in 1920-22; to make India ungovernable by the British and self-sufficient. During the satyagraha, Gandhi encouraged the public to take their children out of school and not attend events organised by the British. Although some actions may have been difficult, many did boycott British events and take part in other non-cooperation actions. This shows that Gandhi did help the progress

towards independence because he was promoting actions which showed Britain, ^{that India} did no longer want or need them.

Another movement which helped progress was the Salt March in 1930. This non-cooperation movement was once again organised by Gandhi to fight the salt tax made by Britain. Although the tax was not much it was the idea behind disobeying ~~the~~ the tax; India showed it did not need Britain and it could become self-sufficient and ~~the~~ independent. This action could be seen as hindering progress because Gandhi among ~~many~~ many other supporters were imprisoned. However, it actually helped progress because ~~the~~ the action of the British, by arresting many over the Salt March, showed many Indians that Britain was not treating them right and that they should fight for ~~the~~ independence, hence gaining more support for independence.

Prior to the Salt March, in 1929 Gandhi sided with the Young Hoooligans. This was a major step towards progress of ~~the~~ independence as ~~the~~ the Young Hoooligans did not settle for dominion status but wanted independence. This meant that

progress was made as "Gandhi, the people person" which many Indians loved, was supporting a huge movement, meaning that his followers would also accept this idea of independence and do what they could to gain it.

One action by Gandhi which could be seen to have hindered progress is Gandhi's involvement in the Second Round Table Conference (RTC). Between 1930-32 ~~7~~ three RTC meetings were held in London to discuss the next step for India, which the British had already decided to be dominion status. ~~In the Second Round~~ Gandhi, along with parties from Britain and representatives of minority groups in India, attended the Second RTC. Gandhi refused many offers like separate electorates because he thought the Congress party should represent ~~all~~ everyone in India, including the Untouchables who were actually Hindu. This hindered progress for independence for India because it showed Britain that India was not united or ready for any form of self-government, even if it was dominion status which could have led to independence. This meant that India would have to find another way to prove to ~~the~~ Britain that it was ready.

To conclude, Gandhi did not hinder the progress of India towards independence because many of his actions had the aim to damage Britain in some way or another. Also, by siding with the Young Radicals, he showed that his attitude to independence was serious. Even if some of Gandhi's actions ~~had~~ may have been seen to hinder progress, in general the intentions were to get India to be independent and self-sufficient.



ResultsPlus
Examiner Comments

This is a weak Level 4 response. It has some understanding of a range of issues, but deals with the stated focus of the question rather briefly, devoting most of the response to a secure development of the counter argument.

Question 5

This was the least popular essay choice in this section of the paper. In the best responses to this question, the knowledge deployed was detailed, accurate and relevant and was used to meet the conceptual demands of the question. Such answers generally defined Jinnah's role, explained it and then related it to other factors. The most impressive answers engaged in a sophisticated analysis that dealt fully with the demands of the question. The vast majority of responses did understand that this question required a 'how far' focus, which appeared to help with the presentation of a balanced argument. Weaker responses often took a narrative form and engaged in biographies of Jinnah's career.

Muhammad Ali Jinnah is regarded as one of the ~~at~~ main forces ~~behind~~ responsible for the partition of India in 1947. However, this essay will argue that the ~~A~~ Jinnah was important but other factors did exist.

For instance, ~~on the~~ ~~In~~ in late July 1946, ~~J~~ at ~~a~~ a League meeting, Jinnah called for Direct Action to take place in August that ~~year~~ year. Some historians argued that Jinnah dictated that meeting and did not take into account the views of other members. Jinnah intended it Direct Action to be peaceful but a week of 'Unbridled Savagery' took place starting on the 16th August in 1946. Thousands of people were killed ~~and~~ while most people in ~~a~~ parts of India were left homeless. Jinnah might not have called for violence to take place but

He was the person to call for Direct Action.

Furthermore, Jinnah was also partially responsible for the ~~collapse~~ collapse of the interim government. Liaquat Ali was appointed as the ~~Prime~~ finance minister in Nehru's interim government. Jinnah instructed Liaquat Ali Khan to withhold funds from certain agencies to grind the government to a halt which it did.

However, on the other hand, it is widely argued that without a Labour government, India might not have gained independence. This is because, under a Conservative government, India would be ~~regarded~~ regarded as a valuable economic asset. However, it is important to take note that as a result of the Atlantic Charter and pressure of America - who was once part of the Empire - a Conservative government would have let go of India much later. Therefore, it is questionable to regard Jinnah as the most important factor for independence.

Which ~~at~~ ultimately led to partition.

Moreover, most most historians argue that Mountbatten was in fact responsible for the partition. He saw that a united India would not be possible but strove for ~~independence~~ partition. This is evident through Plan Balkan and the Menon plan. The Menon plan is widely regarded as the main reason as to why ~~inde part~~ both nations became independent a year or early. This is because the viceroy had got leaders to sign agree to the plan in less than ~~24 hours~~ a week. As a result, it can be argued that the Menon plan was far more ~~res~~ responsible ~~is~~ than Jinnah ~~is~~ for the partition.

However, it is ~~impor~~ noteworthy to mention that Jinnah's strike to see ~~get~~ secure rights ~~to~~ for Muslims ~~secured~~ rights ~~of~~ ~~caused~~ created the call for partition in the first place.

This is because of the 14 points Jinnah had that explicitly called for

Creation of Pakistan which Nehru disregarded. The 14 points became part of the Muslim League's aims. ~~so therefore~~ This shows Jinnah and the Muslim League had created the idea of a partition as a result of Congress claiming they represented all ~~Indi~~ Indians.

The Boundary Commission also played a wide role in the partition as they split India into two. India received 82.5% of its assets while Pakistan retained 17.5%. It can be argued that Congress had manipulated the workings of the somewhat independent Boundary Commission as some pro areas found themselves as part of India after a night of drinks. Without this appeasement, it can be inferred that Congress would not have had accepted the ~~partition~~ Partition.

~~In~~ Overall, then, Jinnah created the idea of an independent Muslim state. A series of unfortunate events such as the failings

of the 1937 government, and the Direct Action Day had helped propagate the views of idea of the creation of Pakistan. As a result of the British Labour government of intending ^{granting} independence of August 1948, and the agreement of Viceroy Mountbatten and Congress' agreement to the Mountbatten Plan, partition might not have actually happened. Therefore, they also played a significant role but ultimately it was the agreement between all parties that brought about the partition in 1947.



ResultsPlus
Examiner Comments

This response accesses Level 4. It considers a range of factors. Although at one point it appears to be moving towards a discussion of independence, it returns to the question of partition.

Question 6

This was the most popular essay choice in this section of the paper. The best answers to this question impressed with their depth of knowledge and ability to link information together to meet the conceptual demands of the question. However, a substantial number of responses lacked depth or range, often providing a weak and superficial counter argument or neglecting it entirely. This omission was on occasion seen in answers that had produced strong arguments on one side of the question. A significant minority of candidates wrote narrative answers where they began to list events that occurred, many of which they struggled to connect to the question. Largely descriptive answers were therefore quite common in weaker answers. Some candidates were not fully aware of the chronological parameters of the question.

During the year 1948-59 the National Party was in full control and apartheid was enforced rigorously. Segregation occurred way before the National Party came into power but apartheid gave no routes for Native African progress. Many organisations were created such as the ANC, PAC, ANC youth league etc, who challenged apartheid. They began to protest using boycotts, ~~creating~~ a freedom ~~charter~~ and work stoppages. They created the ~~defiance~~ freedom charter and started the defiance campaign. Many people believed that their acts of opposition led to the government enforcing apartheid ^{even more} but I believe that some progress was made in challenging apartheid. Therefore it is not completely accurate to say that little progress was made.

Before 1948 the ANC was not affected because they were a small organisation and did not have many members. However after apartheid was enforced the ANC membership increased and many people were speaking out politically. The ANC was lenient when it came to allowing ^{coloured} groups into the organisation. The ANC alongside

Other coloured organisations created the freedom charters. The freedom charters listed their core beliefs and what non-whites wanted for south africa. This was in ~~some~~ ^{some} way the beginning of protests. Many people believed and followed the freedom charters which triggered other campaigns against apartheid. The creation of the freedom charters shows that some progress was being made in challenging apartheid.

The defiance campaign also occurred during these years. This is when the ANC planned to ~~dispublicly~~ publicly go against apartheid laws. They used ~~to~~ white ~~to~~ public toilets, went on white only ~~to~~ trains and risked arrest. The ANC was highly against ~~sp~~ ~~in~~ the use of violence so when the defiance campaign turned to words violence and innocent people were killed they called the campaign off. Although the defiance campaign did not change things it was the beginning of resistance and breaking rules.

~~The~~ ~~pass~~ ~~laws~~ ~~show~~ Referring to ~~the~~ coincide with ~~the~~ pass laws shows that progress was being made in challenging

overall I believe that it is not a completely accurate to claim that little progress was made in challenging apartheid from the years 1940 - 54. The freedom charters was created ~~which reminded people of what they~~ which was a continuous reminder that apartheid was not ~~human~~.

right and they should not have to live and follow the conditions of apartheid. The defiance campaign occurred which triggered future protests and ~~protests~~ were by people were going against apartheid. Although they did progress in some way so the South African used this as a way to end



ResultsPlus
Examiner Comments

This is largely Level 2 in its approach. It provides some supported challenge to the question focus, but there is no consideration of evidence to support the view in the question which means that this is only a partial argument.

Question 7

In the best answers, the knowledge deployed in this question was detailed, accurate and relevant and was used to meet the conceptual demands of the question. Many of the candidates answering this question were able to understand the conceptual focus that was required and therefore many of the answers were well argued and focused. In the strongest responses, links were made well and sustained throughout the essay. There was some confusion regarding chronology for some candidates, e.g. many believed Sharpeville to be 1961 and wrote extensively on the events surrounding this, whilst others wrote about the ending of apartheid.

To a large extent Vorster's use of police powers were responsible for strengthening the apartheid. In the 1960's, the country was severely heated after Sharpeville, this led to Vorster reinforcing police powers to make sure it never happened to such an extent again. The laws passed and new infrastructure to help the police keep the National Party in power and keep the apartheid strong. The freedom that the police ending up made them practically in charge of everything and allowed them to do whatever they wanted. However, this only enraged those who were against apartheid more only led to more backfire.

The use of acts that were passed ~~between~~ between the years of 1961-1968 only led to more imprisonments and more abuse. The Public Safety Act enabled the police to arrest anyone who seemed suspicious to them. They use the threat of communism to get this law passed as accepted among whites. This act allowed them to detain prisoners for up to 180 days in jail. Another Act called the Terrorism Act led to prisoners being jailed indefinitely. These two acts alone gave the police an immense amount of power were they could arrest anyone they could, meaning they could arrest as many coloured people as they wanted and in some ways getting rid of them. However, this led up to a mass build up of an overflow of prisoners which didn't help strengthen the apartheid because it only ~~acted~~ ~~could~~ eat the governments

too even more. Putting an over excessive amount of ~~prisoners~~ ~~black~~ black ~~prisoners~~ south Africans in prison didn't help the apartheid to be strengthened. This is because people could still promote and still resist inside of prison. Police powers couldn't stop every single person who was against them. But the use of laws legally gave the right for the police to be free and arrest whenever they wanted, who were mainly black.

Another way that police powers strengthened the ~~apartheid~~ apartheid through how much land they had control of. Police were given the power to run townships in South Africa. If the police were given control over how the townships were run then they were able to vote for the things that those in townships didn't want. They could do whatever they wanted such as random home searches, ~~and~~ ^{and} ~~and~~ ^{and} curfews ~~and~~ ^{and} because they were running the townships. ~~Also~~ This ~~may~~ not have strengthened apartheid because the townships were overpopulated, many lived in shacks, ~~and~~ This meant that many people were able to rebel against them because they ~~were more like~~ ^{there was more} of them in comparison to those who were running the townships. Also the police weren't the only who had control over the townships, the army and some white bureaucrats were also in charge. Meaning they had less police ~~power~~ power. Nevertheless, the police did have some power in controlling the townships which would mean that they had control over what they do and what they agreed on as a township. Meaning the township could vote for a white party and white legislators because that's what the police put.

A final way Vorster's police powers helped strengthening the apartheid is through the way in which he used mercy. Vorster built a new police headquarters ~~in~~ in Johannesburg which had space to imprison detainees and torture them. ~~The police headquarters~~ The police headquarters also accommodated rooms for disfigurement and abuse. This strengthened apartheid because it showed blacks that the white police could do anything under their rule. The headquarters housed 8 & 8 deaths in the prison headquarters due to the consistent use of torture. However, this building where these crimes were committed did not strengthen the apartheid because these deaths were glorified by the ANC and other organisations which brought people together in unity. Morally it also showed that to the prisoners that some things were morally very wrong. It heavily shone the light onto the power the police had and how negatively they were using it. Nevertheless this ^{headquarters} ~~headquarters~~ did strengthen the police powers because it gave the ^{police} ~~prison~~ an area where they could practically do anything.

In conclusion, I would say that to a large extent I would agree that Vorster's police powers did strengthen the apartheid because it heavily separated ~~the~~ people from having power and not having it. To having freedom and to not having freedom. The police practically were given free will by ~~the~~ Vorster to make sure that blacks and their anti-apartheid were scared, thus keeping control of them.



ResultsPlus

Examiner Comments

This is a Level 3 response. It is quite narrowly focused, but does deal with the issue of strengthened or not. There is sufficient contextual knowledge used to support the argument, although at times it becomes somewhat generalised.

Question 8

This was the least popular essay choice in this section of the paper. Some very good responses were seen which managed to identify a range of domestic and international factors that contributed to the maintenance of control and the apartheid regime. In many answers, the knowledge deployed was detailed, accurate and relevant and was used to meet the conceptual demands of the question. Weaker answers often provided only limited coverage of Botha's policies and dealt more thoroughly with events that occurred outside of the timeframe of the question than those that occurred within it.

Paper Summary

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

Section A

- A careful reading of the sources is needed so that the issues raised are clearly identified
- Inferences should be drawn out, but should always be directly linked to the source and not driven by contextual knowledge
- Do not merely re-state what the provenance says – think about how it can be used to address the question. In a, this requires a consideration of how it adds value and in b, this requires a consideration of value and limitations
- Contextual knowledge should be used to support the answer and should be made relevant to the enquiry
- Questions 1(a) and 2(a) do not require a consideration of the limitations of sources
- It is unlikely that weight can be assessed by listing all the things that a source does not deal with.

Section B

- Spending a few minutes planning helps to ensure the second order concept is correctly identified
- Candidates must provide more precise contextual knowledge as evidence. Weaker responses lacked depth and sometimes range
- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Candidates need to be aware of key dates as identified in the specification so that they can address the questions with chronological precision
- Candidates should try to explore the links between issues in order to make the structure of the response flow more logically and to enable the integration of analysis.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

