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EDEXCEL AS AND A LEVEL HISTORY: QUESTIONS BY TOPIC

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

AS and A Level History · Paper 2 · Option 2F.1

56 questions · 1024 marks · Mark schemes included

Pearson Edexcel AS (8HI0) and A Level (9HI0) History, June 2016 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by specification sub-topic; within each sub-topic they run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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QUESTIONS

56 questions · 1024 marks · grouped by sub-topic, lowest tariff first



KEY TOPIC 1

THE FIRST WORLD WAR AND THE GROWTH OF NATIONALISM, 1914–22

16 questions in this sub-topic · 284 marks · lowest tariff first



You should start the answer to part (a) on page 7.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into Gandhi's attitude to British rule in the years 1920–22?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2F.1: India, c1914–48: the road to independence**Sources for use with Question 1a.**

Source 1: From an article written by Gandhi in *Young India*, February 1922. This was a weekly newspaper published in English by Gandhi. In March 1922, Gandhi was tried and imprisoned for publishing articles like this one.

How can there be any compromise while the British lion continues to shake his bloody claws in our faces? No empire which glories in its own power over a weaker race has yet lived long in this world. This 'British Empire', which is based upon organised exploitation and upon a continuous display of brute force, cannot live if there is a just God ruling the universe. It is high time that the British people were made to realise that the fight that was begun in 1920 is a fight to the finish, whether it lasts one month or one year or many months or many years. I shall only pray and hope that God will give India sufficient humility and sufficient strength to remain non-violent to the end. Submission is now an utter impossibility.

5
10

Source for use with Question 1b.

Source 2: From the *Nehru Report*, published 1928. This was produced by a subcommittee of the All-Parties Conference headed by Motilal Nehru, who was a leading member of Congress and a Hindu.

The Muslims, being in a minority in India as a whole, fear that the Hindu majority may harass them. To meet this difficulty they have made a novel suggestion - that they should at least dominate in some parts of India. The Hindus, on the other hand, although in a great majority all over India, are in a minority in Bengal, the Punjab and the North-West Frontier Province. In spite of their overall majority in India, they are afraid of the Muslims in these provinces.

15

We cannot have one community dominating another but we may not be able to prevent this entirely. Our aim should be to prevent the harassment and exploitation of any individual or group by another. If the fullest religious liberty is given, and cultural freedom provided for, the communal problem is in effect solved, although people may not realise it.

20

We suspect that the real opposition to separation is not due to any high national considerations but to economic considerations; to the fear of the Hindus that their economic position might suffer if Muslims were in charge of affairs in a separate area. We are sure that this fear is baseless.

25



You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the importance of the 1919 Government of India Act?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2F.1: India, c1914–48: the road to independence**Source for use with Question 1(a).**

Source 1: From a Royal Proclamation made by the King-Emperor, George V, 23 December 1919. The Proclamation was issued on the same day that the Government of India Act was passed.

We have tried to give to the people of India the many blessings which we have ourselves. There is one gift which still remains and, without which, the progress of a country cannot be complete: the right of her people to direct her affairs and to safeguard her interests. The defence of India against foreign aggression is our imperial duty. The control of her domestic concerns is a burden which India may legitimately aspire to take upon her own shoulders. The burden is too heavy to be borne in full until time and experience have brought the necessary strength. The opportunity will now be given for experience to grow and for responsibility to increase. 5

Source for use with Question 1(b).

Source 2: From Lord Hardinge, *My Indian Years 1910–1916*, published 1948. These personal reminiscences of Lord Hardinge's time as the Viceroy of India were published after his death. Here he is talking about his view of India and the First World War whilst he was Viceroy.

The outbreak of war against Germany met with a very patriotic response from public opinion in India. India as a whole was determined to throw her full weight into the struggle and to prove her complete solidarity with the British Empire. 10

In all my speeches, I expressed my confidence in the people of India. They would ensure that nothing would prevent the Government of India from its purpose of helping gain victory wherever British Indian troops might be deployed. My confidence was fully justified. During the twenty months of war that took place whilst I was still in India, there were no serious disturbances and only a few minor plots, mostly originating from outside India. The people showed themselves to be thoroughly patriotic and loyal. The sentiment of mutual cooperation was inspiring. 15 20

Immediately on the outbreak of the war, India offered two complete divisions of infantry and one of cavalry for service overseas. I demanded that these splendid divisions should be sent to France. After some pressure, my view was accepted by the Cabinet and these fine divisions arrived in France just in time to fill a gap in the British line that could not otherwise have been filled. 25



1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the tactics used by Indian nationalists to oppose the Rowlatt Acts?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

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

Source for use with Question 1(a).

Source 1: From Gandhi's instructions to those supporting the All-India *Satyagraha* against the Rowlatt Acts, issued 7 April 1919. The Rowlatt Acts were passed on 21 March 1919.

We are now in a position to expect to be arrested at any moment. If anyone is arrested, he should not cause any difficulty through resistance. If summoned to appear before a court, he should do so. No defence should be offered and no plea entered. If a fine is imposed with the alternative of imprisonment, imprisonment should be accepted. If only a fine is imposed, it should not be paid, but he should allow his property, if he has any, to be sold.

5

It cannot be repeated too often that we seek imprisonment and we must not complain of it when we actually receive it. When we are imprisoned, it is our duty to conform to all prison regulations.

Source for use with Question 1(b).

Source 2: From a letter written by Rabindranath Tagore to Lord Chelmsford, Viceroy of India, 31 May 1919, regarding the Amritsar massacre. The letter was published in an English-language Indian newspaper three days after it was written. Tagore was a leading Indian intellectual.

The enormity of the measures taken by the British government in Amritsar for dealing with some local disturbances has revealed to us the helplessness of our position as British subjects in India. The severity of the punishments inflicted upon the unfortunate people, and the methods of carrying them out, are worse than anything in the history of civilised governments.

10

The accounts of the insults and sufferings of our brothers in the Punjab have reached all of India. The widespread feeling of anger amongst our people has been ignored by our rulers. This heartless attitude has been praised by most Indian newspapers sympathetic to the Raj. In some cases, they have even gone to the point of making fun of our sufferings.

15

We know that our appeals for justice have been in vain. The very least that I can do for my country is to give voice to the protest of the millions of my countrymen, who are too scared to speak for themselves. I wish to stand by the side of those of my countrymen, who, because of their so-called insignificance, are liable to suffer.

20



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- 3** How accurate is it to say that the impact of the First World War was the main reason for the growth of nationalism in India in the years 1914–19?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that Britain's control of India was weakened by the First World War in the years to 1919?

(Total for Question 3 = 20 marks)



Opinion and history, 1914–22: the road to independence

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the impact of the First World War on the progress of India towards self-government?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)



Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2F.1: India, c1914–48: the road to independence**Sources for use with Question 1.**

Source 1: From a speech made by Madan Mohan Malaviya at a regional meeting of Congress at Lucknow, 10 August 1917. Malaviya was a leading member of Congress and its President in 1909 and in 1918.

At the outbreak of the war, His Majesty sent a gracious message to the princes and people of India that he had entered upon the war in defence of the cause of justice and liberty. The princes and people of India loyally responded to His Majesty's appeal to stand up to fight for what was right and for the Empire. In view of the splendid rally of India to the cause of the Empire, the first thing this deserved was that all distinctions between the Indian and European fellow-subjects of His Majesty should once and for all be removed. It is a matter for deep regret that these distinctions remain as they were before the war broke out. I have been repeatedly told that the matter is under consideration. I regret that the consideration has been so prolonged. The matter is one of simple justice. 5 10

As regards constitutional reforms, the Congress and the Muslim League have recommended that His Majesty should issue a proclamation announcing that it is the aim and intention of British policy to confer self-government on India at an early date. I cannot understand why the Government does not make such a pronouncement as there is no serious difference of opinion between ourselves and the British about self-government being the goal of British policy in India. 15

Source 2: From a statement made by Edwin Montagu, Secretary of State for India, to the House of Commons, 6 August 1918.

I should like to say a word or two about the Indian war effort. It is well known that Indian troops have played their part, and are playing by far the larger part in Mesopotamia and Palestine*, and, at the beginning of the War, played a very large part in France. 20

I claim it with confidence, that the principles of reform which we have recommended throughout are not principles which arise now, but are the logical, inevitable outcome of over 100 years of British rule of India. The developments have led inevitably to the conditions which have arisen today, when those people whom we taught and trained have come to us and said, 'You have taught us the value of self-government; set us on the road to obtain it.' I do not say that that demand for self-government was not quickened by the War. The statements of our own ideals, the hatred of the German ideal, the share of India in this war of liberty have all added their impulse to this development. They have made an irresistible appeal to the Government of India for some further steps in the development of self-government. 25 30

*Mesopotamia and Palestine – regions in the Middle East where campaigns were fought during the First World War



-
- 3** How accurate is it to say that the most significant factor in the growth of nationalism, in the years 1914–22, was the impact of the Amritsar Massacre?

(Total for Question 3 = 20 marks)



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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the nature of British government in India in the years 1918–20?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From the *Report on Indian Constitutional Reforms*, published 1918. This report was also known as the Montagu-Chelmsford Report and was the basis of the 1919 Government of India Act.

Let us now consider the principles on which our proposals are based and the goal to which we wish to move. The steps are to be gradual and progress should be tested at each stage. From the start, we must give some measure of responsibility to representatives chosen by an electorate. There should be, as far as possible, complete popular control in local bodies and the largest possible independence for these local bodies from outside control. 5

The Secretary of State's relaxation of control over the Government of India will be limited by the vital need for securing Imperial interests. The Government of India has the fundamental duty of maintaining India's defence. The basic obligation of provincial governments is to secure law and order. 10

We cannot immediately hand over complete responsibility. We must proceed therefore by transferring responsibility for certain functions of government, while keeping control over others. From this starting point, we look for a steady approach to the transfer of complete responsibility.

The Government of India must remain wholly responsible to Parliament. The authority of Parliament in essential matters must remain indisputable, until the effect of the changes now to be introduced in the provinces has been seen. In the meantime, the Indian Legislative Council should be enlarged and made more representative and its opportunities for influencing government increased. 20



Source 2: From a letter written by Gandhi to Lord Chelmsford, the Viceroy, 1 August 1920. Here he is discussing the British response to events at Amritsar.

The attitude of the Imperial and Your Excellency's governments on the Punjab question has given me a sense of grave dissatisfaction. It is my absolute conviction that Sir Michael O'Dwyer was totally unfit to hold the office of Governor of the Punjab and that his policy was primarily responsible for infuriating the mob at Amritsar. No doubt the mob excesses were unpardonable, but the punitive measures taken by General Dyer and other officers were out of all proportion to the crime of the people. These measures amounted to a wanton cruelty and inhumanity, almost unparalleled in modern times. 25

Your Excellency has treated this official crime casually. You have excused Sir Michael O'Dwyer's actions. Above all you have shown a shameful ignorance about the Punjab events and callously disregarded the feelings of the Indians who have been betrayed by the House of Lords. This has all filled me with the gravest misgivings regarding the future of the Empire. These actions have estranged me completely from the present government and prevent me from giving my loyal cooperation. 30 35

In my humble opinion, the ordinary method of agitating by way of petitions, deputations and the like will not change a Government of India so hopelessly indifferent to the welfare of its people.



3 How far did the British maintain their control of India in the years 1914–19?

(Total for Question 3 = 20 marks)



-
- 3** 'The main consequence in India of the First World War was a weakening of Britain's control of the Indian sub-continent in the years 1914–19.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate attitudes to the actions of General Dyer in Amritsar?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From a speech made by Viscount Finlay in the House of Lords, 19 July 1920. He was proposing that the House of Lords should express its support for the actions of General Dyer in Amritsar. This proposal was passed by the House of Lords.

I strongly feel that an injustice has been done to a very distinguished and deserving officer. This case may affect the efficiency of our Empire in the future. One of the foundations of our Empire has been the feeling that every officer might rely upon his superiors standing by him, as long as the officer acted honestly and performed his duty.

5

The basis upon which General Dyer has been condemned is that, in dealing with the mob at Amritsar, he was mainly concerned with the effects of his action on the rest of the Punjab. It has been stated in very emphatic terms by the Secretary of State* that, in doing this, General Dyer committed a terrible error. Dyer has been told that he ought to have simply restored order in Amritsar.

10

In the Jallianwala Bagh, Dyer found an enormous gathering of men, many of them criminals of the worst type. It is difficult to get an estimate, but there is no doubt that it was an enormous meeting. General Dyer's own estimate is from 15,000 to 20,000. It is absolutely untrue that any women or children were present. Women in India do not attend meetings and there were no children.

15

The meeting was assembled in open defiance of the Proclamations that had been made that day. If General Dyer had hesitated, all would have been lost.

*Secretary of State – the Secretary of State for India, Edwin Montagu



Source 2: From 'The Amritsar Massacre', an article published in the *Grey River Argus* newspaper, 12 November 1920. The *Grey River Argus* newspaper was published in New Zealand that, at the time, was a Dominion within the British Empire.

The five British members (the Majority) of the Hunter Committee on the disorders in the Punjab have issued a report. It covers up the truth regarding the Government of the Punjab and martial law. In this inhuman document, they excuse some of the worst examples of military tyranny. They select two acts of General Dyer at the Jallianwala Bagh as 'open to criticism' – his firing without giving people a chance to disperse and his firing after the crowd had begun to scatter. They add a weak criticism regarding unusual punishments, such as the crawling order, and they disapprove of too much flogging. They defend the use of martial law both for preventing rebellion and for punishment.

20

25

The three Indian members (the Minority), while agreeing with the Majority regarding some facts, declare that the conduct of General Dyer was inhuman and un-British. They severely criticise the administration and the long continuance of martial law. They reject the Majority's theory that the riots amounted to 'rebellion'.

30

Mr Montagu agrees with the Minority. He has persuaded the Cabinet to join him in condemning the actions of the Punjab Government. He declares that General Dyer's action was a 'complete violation' of the principle of the minimum use of military force. Montagu also criticises Dyer's inhumanity in neglecting the wounded and describes the crawling order as an offence against 'every principle of civilised government'.

35



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- 3** 'The 1920–22 non-cooperation campaign was the most important influence on the growth of nationalism in the years 1914–22.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that the First World War was the most significant reason for the growth of nationalism in India in the years 1914–20?

(Total for Question 3 = 20 marks)



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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the effectiveness of the methods of non-violence advocated by Gandhi in the 1920–22 *satyagraha*?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From a letter written by Lord Reading, the Viceroy of India, to David Lloyd George, the British Prime Minister, 4 May 1922. Here Reading is reflecting on Gandhi's actions since the start of the *satyagraha* in 1920.

I am sure you have been interested in following the developments of the non-cooperation movement, which ended two months ago in the arrest of Gandhi. He preaches, I believe with all sincerity, that non-violence is the most powerful weapon for ordinary people against the Government of India.

As Gandhi's influence increased, largely because Indians saw him as leading a saintly life, he gradually found himself to be the leader of a political party. He had made a bridge between Hindus and Muslims and was of great importance politically. 5

I have always thought that Gandhi became more the politician than the holy man and that these roles were not compatible. Although he showed considerable insight at times in his handling of the political situation, he never seemed to have a practical plan for government. This may be because he feared that it would cause divisions among his supporters. Some of his supporters were for complete independence, whilst others (who I believe to be the majority) wanted self-government under the British Empire. As time progressed, it became difficult to know where he was attempting to lead India. 10 15

Gandhi's more sensible followers began to wonder whether he would achieve anything beyond agitation and disturbance. As Gandhi's influence declined, so the more moderate and sensible people in India started to oppose him.



Source 2: From the autobiography of Jawaharlal Nehru, *Toward Freedom*, published 1936. Here he is describing reactions to the ending of the 1920–22 *satyagraha*.

The events at Chauri Chaura*, and its consequences, made us examine the implications of non-violence as a tactic. We believed that, if Gandhi's arguments for ending the campaign were correct, our opponents would always have the power to create circumstances that would necessarily result in our abandoning the struggle. Was this the fault of the non-violent method itself or of Gandhi's interpretation of it? After all, he was the author and originator of it, and who could be a better judge of what it was and what it was not? And without Gandhi, where was our movement? 20 25

It may be that we made the right decision to suspend civil resistance in 1922, though the manner of doing it left much to be desired and brought about a certain demoralisation. It is possible, however, that this sudden ending of a great movement contributed to a tragic development in the country. The drift to sporadic and futile violence in the political struggle was stopped, but the suppressed violence had to find a way out. In the following years, this decision perhaps aggravated the communal trouble. It is just possible that if civil resistance had not been stopped and the movement had instead been crushed by Government, there would have been less communal bitterness. 30 35

*Chauri Chaura – an attack on a police station by supporters of Congress that led Gandhi to call off the 1920–22 *satyagraha*

-
- 3** How far did the impact of the First World War contribute to the progress of India towards independence in the years 1914–19?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that the 1920–22 civil disobedience campaign was a success for Indian nationalists?

(Total for Question 4 = 20 marks)



KEY TOPIC 2

CONGRESS, CIVIL DISOBEDIENCE AND CONSTITUTIONAL REFORM, 1922–35

22 questions in this sub-topic · 440 marks · lowest tariff first



Q4

- 4 How accurate is it to say that, in the years 1930–39, progress was being made towards Indian independence?

(Total for Question 4 = 20 marks)



- 4 How accurate is it to say that Gandhi hindered the progress of India towards independence in the years 1920–32?

(Total for Question 4 = 20 marks)



3 'In the years 1922–32, the position of Congress was strengthened.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that civil disobedience campaigns, in the years 1920–30, made it impossible for the British to govern India effectively?

(Total for Question 4 = 20 marks)



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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the problems facing the Second Round Table Conference?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From a speech made to the House of Commons by Clement Attlee, 2 December 1931, as part of a debate about India shortly before the Second Round Table Conference ended. Attlee was a member of the Simon Commission that had visited India in 1928-29. At the time of this speech, he was the deputy leader of the Labour Party.

I am not for a moment going to suggest that nothing has been accomplished by the Second Round Table Conference simply because not everything has been accomplished. We know that an immense amount of work has been done on this extraordinarily complex subject. There exist stubborn facts which cannot be altered - facts of geography, facts of climate, and facts of history. They have to be taken into account. 5

The Indian problem is not a static problem. It is constantly changing. Events are moving with extreme rapidity in India today. You cannot say that, because you knew all the factors three years ago, you know all the factors now.

I believe that the only possible way of getting a successful outcome is by negotiation. There are enemies to India's peace amongst extremists of all sides. I think that they are short-sighted, and I believe that the mass of intelligent opinion in this country and in India can, given good will, obtain a solution that will deal with these enormous difficulties. I fully recognise what these difficulties are. There is the Hindu-Muslim difficulty. There is also the constitutional difficulty. You have the difficulty of the minorities. All these difficulties exist, and they exist to be overcome. They can only be overcome by continued negotiations. 10 15



Source 2: From Margarita Barns, *India Today and Tomorrow*, published 1936. Barns was an English journalist who ran the Free Press of India news agency in Bombay from 1925-35. In this book, she reflected on what she had observed during this period.

Describing the background of the Second Round Table Conference in my newspaper, I wrote: 'The sectionalism which developed amongst the delegates last year shows little sign of diminishing'. The problem was still unsolved when the Conference began. The Hindus were convinced that the Muslims were receiving the support of the British Government on the 'divide and rule' principle. While no one could deny that there was a certain basis for the Hindu belief regarding the attitude of the Government, it was largely a justification of their own uncompromising attitude. 20 25

Mr Gandhi lost the biggest opportunity of his life when he did not take his courage into his hands and, in open defiance of the Hindu leaders, take responsibility for a settlement with the Muslims. Congress was plagued with the obsession that, if it made any concession, then the Muslims would only ask for more later. Thus Congress ignored the consequences of an imposed settlement - that the British Government was bound in any solution devised by them to take into account the wishes of the minority. 30

After Mr Gandhi's fast at Yeravda Gaol ended, the public began to recall his firm attitude at the Second Round Table Conference in his discussions with Dr Ambedkar*. 35

*Dr Ambedkar – leader of the Untouchables



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- 3** 'Repression was the principal method used by the British to maintain their control over India throughout the years 1914-30.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that Gandhi was the main reason for progress towards Indian independence in the years 1920–42?

(Total for Question 3 = 20 marks)



- 4 The Simon Commission was appointed in 1927.

How accurate is it to say that British policy in India, in the years 1927–39, resulted in progress towards greater rights for Indians?

(Total for Question 4 = 20 marks)



-
- 3** 'The main reason for political hostility between Hindus and Muslims, in the years 1920-40, was differences between Gandhi and Jinnah.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



4 To what extent did Indian nationalism make political progress in the years 1919–29?

(Total for Question 4 = 20 marks)



- 5 How accurate is it to say that the role played by Congress was the main reason for the failure of the Round Table Conferences in the early 1930s?

(Total for Question 5 = 20 marks)



- 4 How accurate is it to say that Congress made only limited progress towards achieving independence for India in the years 1920–32?

(Total for Question 4 = 20 marks)



-
- 3** 'The impact of the salt *satyagraha* (1930) was more significant than the impact of any other civil disobedience campaign in the years 1920–42.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that Gandhi's poor political skills were the principal reason for the failure of the Second Round Table Conference in 1931?

(Total for Question 4 = 20 marks)



-
- 3** How significant was the role of Jinnah in the development of divisions between the Muslim League and Congress in the years 1920–40?

(Total for Question 3 = 20 marks)



4 To what extent was Britain's control of India maintained in the years 1920–35?

(Total for Question 4 = 20 marks)



- 4 How significant was the role played by Gandhi in the campaign for Indian independence in the years 1919–32?

(Total for Question 4 = 20 marks)



5 The Irwin Declaration was made in 1929.

How accurate is it to say that, in the years 1929–40, Britain maintained its rule in India by making concessions to the Indian nationalist movement?

(Total for Question 5 = 20 marks)



-
- 3** 'In the years 1928–35, the pressure for constitutional change in India attracted considerable support in Britain.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



- 5 How accurate is it to say that Gandhi was responsible for the failure of the Round Table Conferences in the years 1930–32?

(Total for Question 5 = 20 marks)



-
- 3** 'The main reason that Britain maintained its hold on power in India, in the years 1917–35, was by making concessions to Indian nationalists.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that Gandhi made only a limited contribution to advancing the cause of Indian independence in the 1930s?

(Total for Question 4 = 20 marks)



KEY TOPIC 3

CONSTITUTIONAL CHANGE AND THE SECOND WORLD WAR, 1935–45

8 questions in this sub-topic · 136 marks · lowest tariff first



You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the role played by Subhas Chandra Bose during the Second World War?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2F.1: India c1914–48: the road to independence**Source for use with Question 1(a).**

Source 1: From a top secret report sent by the War Office to the India Office, 14 July 1943. This is a report on the activities of Subhas Chandra Bose and was created by a branch of the British Military Intelligence Service.

Bose's great drive and political insight will be of real value to the Japanese. Under his direction, subversive activities and espionage in India will be intensified. Bose has finally revealed his true intention towards us by his association with Germany and Japan. His political future is entirely dependent upon the continued military success of the Japanese and the paralysis of British rule in India by internal revolt. Fortunately, public morale and internal security in India are now steady and the Japanese widely feared. Bose will undoubtedly be able to make some capital out of the economic distress and the political deadlock, but unless he can win over Congress his chances of stirring up a major revolt appear to be small. Had he arrived last August his prospects would have been much better.

Source for use with Question 1(b).

Source 2: From John Gunther, *Inside Asia*, published 1939. Gunther was an American journalist who travelled in India in 1937–38. He interviewed a range of people on his travels, including political leaders and ordinary Indians.

In 1937 came the tremendous event. It was that, after the passage of the new Government of India Act, elections were held in the eleven provinces of British India, and Congress won in seven of them and took office. Thus the Congress, the same Congress which had so bitterly fought Britain, came into the British structure. Nehru and his followers violently opposed taking office. They thought that provincial self-government, as defined in the Act, did not go far enough. They thought that acceptance of office, working under the British, was a fatal compromise.

After almost four months of tense negotiation, Gandhi invented a formula which seemed to allow Congress to rule without loss of face. They found that running a government is a great deal more difficult than criticising it. This tended to encourage them to act moderately, which the Congress radicals interpreted as subservience to Britain. Provincial self-government was a clever measure by the British, though many Englishmen think that it gave the Congress too much. It was masterly, because it brought Congress for the first time within the fold of governmental responsibilities. It gave Congress most of the difficult things to handle, whilst the British continued to hold veto power. Britain also kept control over defence and foreign affairs.

You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into how the USA tried to influence British policy in India during the Second World War?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.**Answer the questions in Section A on the option for which you have been prepared.****Option 2F.1: India, c1914–48: the road to independence****Source for use with Question 1(a).**

Source 1: From a telegram sent by the US President Franklin D Roosevelt to Harry Hopkins, 11 April 1942. Hopkins was a close associate and adviser to Roosevelt who informed Winston Churchill, the British Prime Minister, of the President's views.

Kindly give the following message from the President to Churchill immediately.

'I hope most earnestly that you may be able to postpone the departure from India of Cripps until one more effort has finally been made to prevent a break-down of the negotiations. Here, the feeling is held almost universally that the deadlock has been due to the British Government's unwillingness to concede the right of self-government to the Indians, in spite of the willingness of India to entrust to the British authorities control of its defence. If there is a willingness on the part of the British Government to permit the component parts of India to withdraw from the British Empire after the war, then why is it unwilling to permit them to enjoy during the war what amounts to self-government? It is impossible to understand.'

Source for use with Question 1(b).

Source 2: From Jawaharlal Nehru, *The Discovery of India*, published 1946. This book was written by Nehru in 1944 during his imprisonment by the British in the Ahmednagar Fort. He was imprisoned with other political prisoners, both Hindu and Muslim, and discussed the ideas he was writing about with them.

Any division of India on a religious basis between Hindus and Muslims, as planned by the Muslim League, cannot separate the followers of these two principal religions of India, for they are spread out all over the country. Even if the areas in which each group are in a majority are separated, huge minorities belonging to the other group remain in each area. Thus, instead of solving the minority problem, we create more problems. Other religious groups, like the Sikhs, are split up unfairly against their will and placed in two separate states. In giving freedom to one group, other groups will be denied that freedom.

If it is said that the majority religion must prevail in each area, so far as the question of separation is concerned, there is no particular reason why each tiny area should not decide its independent status for itself. However, this would create a vast number of small states – an entirely undesirable development.

It is difficult enough to solve such problems by separation where nationalities are concerned. But where the test becomes a religious one, it becomes impossible to solve on any logical basis.

- 4 How accurate is it to say that the most significant obstacle to Indian independence, in the years 1935–42, was divisions within India?

(Total for Question 4 = 20 marks)



5 How far was British control of India weakened in the years 1930–42?

(Total for Question 5 = 20 marks)



- 4 How accurate is it to say that the Second World War hindered rather than helped the advance of India towards independence?

(Total for Question 4 = 20 marks)



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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the effectiveness of the 'Quit India Campaign'?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From the political autobiography of Frank Moraes, *Witness to an Era: India 1920 to the Present Day*, published 1973. Moraes was an Indian journalist who had known many of the leading Congress politicians from the 1930s onwards.

The Quit India campaign threatened to use the full force of Congress' non-violent strength against the government if it refused to abdicate. Gandhi's attitude was different from that on previous occasions. He had previously left the door open for negotiation. Now he was determined to go through with mass civil disobedience whatever the consequences.

5

'I do not want rioting as a direct result,' Gandhi said. 'But if, in spite of precautions, rioting does take place, it cannot be helped.' To issue ultimatums of this sort, with the Japanese menacing India, was naturally seen as provocative by the British, and Gandhi's language confirmed the impression.

The fateful meeting of the Congress Working Committee that passed the Quit India resolution took place in August 1942. I attended the greater part of its session. Shortly before the meeting Gandhi had said to a British journalist, 'It will be my biggest movement.' It proved to be his biggest mistake.

10

Gandhi was arrested the next morning along with all the members of the Congress Working Committee. Oddly enough, he had not expected the arrests so soon. Their leaders imprisoned, the rank and file of Congress were left to act on their own initiative and resources.

15



Source 2: From a letter written by the Viceroy, Lord Linlithgow, to Gandhi, 25 January 1943. This was part of a correspondence between the two men that began in August 1942 about the 'Quit India Campaign'. It was agreed that the correspondence would not be kept confidential.

I must regard the Congress movement, and you as its authorised and fully empowered spokesman at the time of the resolution of last August, as responsible for the sad campaign of violence, crime and revolutionary activity. This has done so much harm and so much injury since last August. 20

I am very glad to read your absolute condemnation of violence. I am well aware of the importance which you have given to that belief in the past. But the events of these last months, and even the events that are happening today, show that it has not met with the full support of certain of your followers. The fact that your followers may have fallen short of an ideal, which you have advocated, is no answer to the relatives of those who have lost their lives. It is also no answer to those who have lost their property or suffered severe injury as a result of violent activities on the part of Congress and its supporters. 25

I cannot accept your suggestion that 'the whole blame' should be laid at the door of the Government of India. We are dealing with facts in this matter, and they have to be faced. I am very anxious to have from you anything that you may have to say or any specific proposition that you may have to make. However, the position remains that it is not the Government of India, but Congress and yourself that need to justify yourselves in this matter. 30
35



- 4 'The Government of India Acts of 1919 and 1935 made fundamental changes to India's relationship with Britain.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the political situation in India in 1942?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From Clement Attlee, 'Memorandum on the Indian Situation, 2 February 1942'. Attlee was the leader of the Labour party and a member of Britain's wartime coalition government. The Memorandum was a response to opinions about India expressed by the Secretary of State for India and the Viceroy.

I cannot accept the conclusion that nothing can or should be done about India at the present time. This seems to me to result from a dangerous ignoring of the present wartime situation. The Secretary of State thinks that we may survive the immediate situation by doing nothing, but what of subsequent problems? A policy that merely reacts to circumstances is not statesmanship. The increasingly large contribution in blood and tears and sweat made by Indians to the war effort will not be forgotten. 5

Having some first-hand knowledge of the constitutional problem of India, I am aware of its complexities. These complexities are made harder, not easier, by the war. They are made more, not less, urgent by the approach of war closer to the borders of India. 10

I consider that now is the time for an act of statesmanship. To do nothing is to lose India. A renewed effort must be made to get the leaders of the Indian political parties to unite. It is quite obvious that the Viceroy is not the man to do this. Lord Linlithgow thinks only in terms of making minor concessions, while maintaining the existing situation. 15

Source 2: From a letter written by Chakravarti Rajagopalachari to Gandhi, 21 July 1942. Rajagopalachari was a leading member of Congress who was opposed to the 'Quit India' movement. The letter was signed by three other members of Congress.

We have carefully read the Quit India Resolution passed by the Congress Party Working Committee on 14 July, which is to be placed before a full meeting of Congress next month. We feel it is our duty to give you our considered views on this matter. 20

We do not disagree with you about India's demand for complete freedom from foreign domination. However, the idea of the withdrawal of the current British Government, to be replaced by an Indian Government, is altogether impossible at this time. Even if the British could be persuaded to withdraw unconditionally, we are convinced that chaos would follow. 25

We feel that a Hindu-Muslim settlement is essential before a demand for withdrawal can reasonably be made, even though achieving such a settlement may be difficult. The major political organisations, namely the Congress Party and Muslim League, should develop a joint plan for a provisional Government that can take power and preserve the continuity of the State. 30

The serious international situation in which India is directly involved makes certain that it will be Japan that would gain immediately by the Quit India movement. If the movement could possibly displace the British Government by installing an Indian Government capable of resisting Japanese aggression, it might be worthwhile taking the risk. But, as this result is not even remotely probable, it will only produce more intense and large-scale repression and suffering. Attempting to displace the British Government would facilitate a Japanese invasion and occupation. 35

KEY TOPIC 4

THE ROAD TO INDEPENDENCE AND PARTITION, 1945–48

10 questions in this sub-topic · 164 marks · lowest tariff first



1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the response of Indian nationalists to the Cabinet Mission of 1946?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

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

Source for use with Question 1(a).

Source 1: From an editorial by Gandhi in his weekly newspaper *Harijan*, published 20 May 1946. The Cabinet Mission had reported its findings on 16 May 1946.

After four days of careful examination of the State Paper issued by the Cabinet Mission and the Viceroy on behalf of the British Government, my belief remains that it is the best document the British Government could have produced in the circumstances. It reflects our weakness, if we would only see it. The Congress and the Muslim League did not, could not, agree. We would be severely mistaken if, at this time, we foolishly satisfy ourselves that the differences are a British creation. The Mission has not come all the way from England to exploit our differences. They have come to devise the easiest and quickest method of ending British rule. We must be brave enough to believe their declaration until this is disproved. This does not, however, mean that what is best from the British standpoint is also best, or even good, from the Indian standpoint. Their best may possibly be harmful.

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Source for use with Question 1(b).

Source 2: From a telegram sent by Clement Attlee, the British Prime Minister, to Muhammad Ali Jinnah, Prime Minister of Pakistan, 15 September 1947. Jinnah had asked Attlee for help in dealing with the communal violence.

My colleagues and I have watched with anxiety and deep sympathy the grave developments in India and Pakistan since 15th August. It is obvious that the situation had very nearly got completely out of hand, but there is no doubt in our minds that the Indian Government is trying to restore order and to prevent violence spreading over still wider areas. Indeed there appear to be real signs of improvement in the last few days. You, with your own difficulties, cannot but appreciate the magnitude of the task. Problems would, to some extent, have been inevitable, even if partition had taken place in an atmosphere of complete friendliness and goodwill. Nothing can help so much as continued contact, frank discussion and co-operation between the two Governments of India and Pakistan. Thus the inevitably slow process of healing the tragic breach could be started. The establishment of the two Dominions as neighbours living in peace and security could begin. If the two Governments finally break adrift, it is impossible to see how the spread of violence all over India and Pakistan could be prevented.

15

20

25



1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the causes of the riots during the Direct Action Day (1946)?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

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

Source for use with Question 1(a).

Source 1: From a secret report written by Sir Frederick John Burrows to Lord Wavell, 22 August 1946. Burrows was the British Governor of Bengal. Wavell was the Viceroy of India. Burrows is discussing the riots in the city of Calcutta during the Direct Action Day, 16 August 1946.

I shall try to be as objective as possible.

The more long-term cause of the riots is the long struggle for power between Hindus and Muslims, in which Calcutta is a focal point. Normal life in Calcutta has been disrupted by war and famine. Furthermore, our authority in India has been weakened because of our imminent departure.

5

The immediate cause of the riots was the resolution of the Muslim League for 'the Muslim nation to resort to direct action to achieve Pakistan', and the Direct Action Day of 16 August.

We found it extremely difficult to arrive at any confident assessment of the probability of trouble and its possible extent. Outwardly, both Congress and the Muslim League had emphasised the necessity of keeping the peace. On the other hand, the atmosphere was admittedly explosive, and we realised that the Muslim League was playing with fire.

10



Source for use with Question 1(b).

Source 2: From Frank Moraes, *Witness to an Era*, published 1973. Moraes worked as a war correspondent for *The Times of India* newspaper in Bombay in the years 1942–45.

The Cripps proposals of April 1942 were made under the stress of the Japanese military threat to India. The proposals did not recommend any change in the character and status of the government under the direction of the Viceroy. They did hold out the hope that, at the end of the war, an elected group would devise a new constitution, which would provide dominion status for the country. 15

The leaders of the principal political parties were invited to help in the task of organising military, moral and material resources on the clear understanding that the control and direction of the defence of India was the responsibility of His Majesty's Government. 20

As Nehru explained much later to a group of us, the breakdown came over the immediate proposals regarding the role of Indian ministers. When it came to defining what powers Indian ministers would have, it was discovered that their authority would be non-existent. When Nehru enquired what the functions of an Indian minister of defence would be, it emerged that he would be in charge of canteens, stationery and printing, public relations and social arrangements for foreign missions. 25 30



1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the problems that the British government faced in India in the years 1946–47?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

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

Source for use with Question 1(a).

Source 1: From a letter written by Clement Attlee to Ernest Bevin, 2 January 1947. Attlee was the British prime minister and Bevin was the British foreign secretary.

The Indian Army has behaved well so far but, in the event of communal conflict breaking out on a large scale, the Indian Army would be divided in its loyalties.

We have always governed India through the Indians. Without them, we could not carry on. The loyalty of Indian officials is increasingly directed towards Indian governments and not to the British Raj. With the knowledge that the end of British rule in India is not far off, we must expect them to look to their future. 5

You suggest that we are giving in too easily, but this entirely ignores the history of the past twenty-five years. We are seeking to fulfil our promises to India with dignity and to avoid a humiliating retreat. But it will be a retreat if matters are allowed to drift. 10



Source for use with Question 1(b).

Source 2: From 'The Guilty: Subhas Chandra Bose', an article in *Collier's* magazine, published 30 September 1944. *Collier's* magazine was a weekly news magazine published in the USA.

At the outbreak of war, Bose formed an All-India Anti-Compromise Congress, and travelled India proclaiming that the British Empire's peril was India's opportunity. He openly praised Nazi Germany. Fleeing India, Bose escaped to Berlin and became a spokesman of Nazi propaganda. He called on India to rise in revolt, arguing that Germany was waging a war on behalf of the world's colonised peoples. 15

With a plentiful supply of funds from the Nazis, Bose then made his way to Tokyo. After Pearl Harbor*, Bose believed that Japanese involvement in the war provided the best chance of Indian independence. He painted a picture of the paradise that would come into being for every indigenous race when the white man was driven out of Asia. 20

After the Japanese invasion of Burma, Bose's activities gained in size and importance. He was made a general by the Japanese and he formed an Army of Liberation. He went to the frontline as a propagandist. He did not go as a fighting man, of course, for he was always careful of his own safety. 25

Bose constantly broadcasts to India, condemning Gandhi and Nehru as false and discredited leaders, and urging the people to kill and burn.

*Pearl Harbor – a US naval base in Hawaii that was attacked by the Japanese, 7 December 1941



5.

- 5 How far was the decision to grant independence to India in 1947 the result of Britain's economic needs?

(Total for Question 5 = 20 marks)



5 How far was Muhammad Ali Jinnah responsible for the Partition of India in 1947?

(Total for Question 5 = 20 marks)



- 4 'The impact of communal violence after the Second World War was the most significant factor in the British decision to partition the Indian subcontinent in August 1947.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



5 How accurate is it to say that Mountbatten was responsible for the partition of India in 1947?

(Total for Question 5 = 20 marks)



- 5 How accurate is it to say that British policy was the main reason for communal violence during the process of partition and independence?

(Total for Question 5 = 20 marks)



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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the reasons for the failure of the Simla Conference (1945)?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From a note written by the Viceroy, Lord Wavell, about the Simla Conference, 15 July 1945. It was circulated to the British Cabinet, as a secret document, by the Secretary of State for India, 8 August 1945.

On 14 July, I made a short statement at the end of the Simla Conference. I reviewed the proceedings, explained how the failure of the Conference had occurred, and said that I must take time to consider what should be done. When all the leaders had spoken, the proceedings ended. They were less heated than I expected.

5

During the conference, I had talks with Jinnah, Gandhi, Azad* and Nehru. Gandhi, in spite of his great influence, is not capable of achieving a communal settlement. I doubt if he could ever think in terms of genuine co-operation with Muslims – other than those who are members of Congress. Jinnah is narrow-minded and arrogant and is driven by fear and distrust of Congress. Like Gandhi, Jinnah is incapable of friendly co-operation with the opposing party. Azad is an old-fashioned scholar with pleasant manners, but I doubt if he contributes very much to Congress policy. Nehru is an idealist, and, I feel, straight and honest.

10

The immediate cause of the failure of the Conference was Jinnah's inflexibility about Muslim representation and Muslim safeguards. The deeper cause was the real distrust of most Muslims for Congress and for Hindus. The Muslims have a genuine fear that Congress, by claiming to represent everyone and containing only a token few Muslims, will dominate the entire administration of any united India. This cannot be dismissed merely as an obsession of Jinnah and his closest allies.

15

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*Azad – President of Congress and a Muslim who believed in Hindu-Muslim unity



Source 2: From Miriam Farley, *The Simla Conference*, published 15 August 1945. Farley was an American researcher. She wrote this article for an international organisation that provided opportunities for the investigation and discussion of problems facing countries in Asia and the Pacific.

Lord Wavell is reliably reported to have urged the British Government to make a new offer to India, despite strong opposition from some officials in London. On 11 June, Lord Wavell and the British Government simultaneously announced a new offer to India. Although it did not differ fundamentally from the Cripps offer, it was more flexible, and more specific as regards immediate steps. 25

There were some small, but distinct, improvements over the Cripps proposals. However, while the new offer called for reorganising the membership of the Viceroy's Executive Council, it did not contain any hint of an increase in the Council's powers. In 1942, this had been the crucial issue for Congress. 30

The Conference assembled on 25 June. According to press reports, the general terms of the British offer were accepted as a basis for discussion. However, it proved impossible to take the first step because, as we know from his public statement, Mr. Jinnah insisted on prior acceptance of the Muslim League's right to name all Muslim members of the new Executive Council. Such a demand is difficult to justify. 35

When Lord Wavell announced that the Conference had failed, he made a public statement. He took all blame upon himself, warned against recrimination, and left the door open for further moves, although his tone was not very hopeful.

- 4 How accurate is it to say that Mountbatten was primarily responsible for the problems associated with the partition of the Indian subcontinent in 1947?

(Total for Question 4 = 20 marks)



MARK SCHEMES

official Pearson Edexcel mark schemes



Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into Gandhi's attitude to British rule in the years 1920–22 - 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: - It provides evidence that Gandhi believed British rule to be unjust ('This 'British Empire' ... cannot live if there is a just God ruling the universe') - It suggests that Gandhi believed British rule in India was based on illegitimate means of control ('organised exploitation ... brute force') - It provides evidence that Gandhi was not prepared to compromise with the British ('how can there be any compromise...?') - It reaffirms Gandhi's commitment to removing British rule through non-violent means, however long that took. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The author is Gandhi himself explaining his own views - The source was written towards the end of the period 1920–22 and is reflecting on events in those years - The language of the source provides a contrast between the actions of Indians (e.g. 'pray', 'humility') and those of the British ('force', 'bloody') which reinforces the message of the piece - Comments like those made in this article did not meet with approval from the British as Gandhi was arrested shortly afterwards for printing a series of articles like this one in this newspaper. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The satyagraha of 1920–22 included boycotts against British institutions, such as the law courts, and against British cloth. Such boycotts indicated disapproval with British rule. - The article was written after the 1920–22 campaign had become violent. The incident at Chauri Chaura took place in February 1922. This is reflected in Gandhi's continuing commitment to remove British rule using non-violent methods. - Gandhi was able to use his trial for sedition in March 1922 as a platform to further outline his opposition to British rule in India. He pleaded guilty and was jailed for six years, although he was released early.



Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into relations between Hindus and Muslims in the late 1920s. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The statement was produced by an All-Parties Conference, which suggests that both Hindus and Muslims were involved - The All-Parties Conference was headed by Motilal Nehru who was a Hindu and might be expected to support their position on the future direction of India - The language of the source is moderate in tone and suggests a desire for agreement and consensus between Hindus and Muslims. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It indicates that both Hindus and Muslims were afraid of each other in the areas where they were in the minority - It suggests that relations between Hindus and Muslims were not good as the All-Parties Conference was looking for ways to improve them ('we cannot have one community dominating another') - It provides evidence that the view of the All-Parties Conference was that relations between Hindus and Muslims could be resolved ('If the fullest religious ... problem is in effect solved') - It provides evidence that the basis of the divisions between Hindus and Muslims was economic ('fear of the Hindus that their economic position might suffer if Muslims were in charge of affairs'). - 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: - The Nehru Report was in part a response to Indian opposition to the Simon Commission. Such opposition came from both Congress and the Muslim League - The Nehru Report did not support the continuation of separate electorates and this was unacceptable to the Muslim League - Despite a lack of agreement over the Nehru Report, Hindus and Muslims were still trying to reach agreement in the late 1920s as was evidenced by Jinnah's 14 points in 1929, thus displaying a desire for consensus.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into the importance of the 1919 Government of India Act. - 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: - 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') - It provides evidence that India will not be allowed to have control of foreign and defence affairs, but only of domestic affairs - It implies that India is not capable of governing herself at this time ('burden is too heavy') - It provides evidence that the experience of government will enable India to increase 'responsibility' in the longer term. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - 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 - George V was 'King-Emperor' and as such was concerned with the interests of all of his imperial subjects - It emphasises the positive impact of Britain's influence on India. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - 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 - The terms of the Act were based on the Montagu-Chelmsford Report, published in 1918 - By establishing a dyarchy, the Act aimed to conciliate Indians who wanted more autonomy, whilst not making major concessions.



Question	Indicative content
1b	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. 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. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Hardinge was the Viceroy of India during the war and could be expected to be well-informed about what was happening in India - Hardinge makes it clear he is only considering the first 'twenty months' of the war - The tone of the source is overwhelmingly positive. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - 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') - It suggests that not all Indians were as supportive of the war effort as Hardinge might present ('only a few minor plots') - It suggests that Hardinge had to persuade the British government to take advantage of Indian resources and support ('I demanded') - It provides evidence that India's support for the British war effort was essential ('arrived in France just in time'). - 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: - Over one million Indian troops were deployed to support the British war effort during the First World War - Indian troops fought on the Western Front, as well as in other theatres of war such as Mesopotamia - Plots were planned against the British by revolutionary groups in India, e.g. 1915 attempt to get the army to mutiny.

Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'



1	1–2	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
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Question	Indicative content
3	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. Candidates are expected to reach a judgement about how accurate it is to say that the impact of the First World War was the main reason for the growth of nationalism in India in the years 1914–19. Arguments and evidence that it is accurate to say that the impact of the First World War was the main reason for the growth of nationalism in India in the years 1914–19 should be analysed and evaluated. Relevant points may include: - Indians fought alongside white British and colonial forces and this encouraged their desire for comparable systems of government in India - The wartime situation offered Hindus and Muslims an opportunity to co-operate; this was most clearly demonstrated in the Lucknow Pact of 1916 which undermined the British policy of 'divide and rule', thus advancing Indian nationalism - The wartime situation encouraged the development of the Home Rule Leagues, which advanced the cause of Indian nationalism, with 60,000 Indians joining them within the first year of their founding - The failure of the British to deliver on the apparent promise for progress towards independence via the Montagu Declaration of 1917 acted to encourage more Indians to support the nationalist movement. Arguments and evidence that it is not accurate to say that the impact of the First World War was the main reason for the growth of nationalism in India in the years 1914–19 should be analysed and evaluated. Relevant points may include: - The INC had been founded in 1885 and the Muslim League in 1906, so the nationalist movement was well in place when the First World War began - The limited advances offered by the Government of India Act of 1919 acted to encourage more Indians to support the nationalist movement - The passing of the Rowlatt Acts and events at Amritsar, both in 1919, galvanised many to join the nationalist movement. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement about how accurate it is to say that Britain's control of India was weakened by the First World War in the years to 1919. Arguments and evidence that it is accurate to say that Britain's control of India was weakened by the First World War in the years to 1919 should be analysed and evaluated. Relevant points may include: • The nationalist movement experienced a growth in its membership, partly through the emergence of the Home Rule Leagues, which served to undermine the control of the Raj • A breakdown of law and order in many provinces because resources were being used for the war effort e.g. food riots and petty violence • Divide and rule tactics were weakened, as evidenced by the Lucknow Pact 1916 • The unpopularity of the replacement of the temporary war-time Defence of India Act with the Rowlatt Act. This culminated in a complete loss of control in the Punjab, including events at Amritsar in 1919. Arguments and evidence that it is not accurate to say that Britain's control of India was weakened by the First World War in the years to 1919 should be analysed and evaluated. Relevant points may include: • Mass support for the war effort by the Indian population; 1.5 million men had taken part in the war effort • The Government of India Act of 1919 made only limited concessions to India, suggesting the maintenance of British control • The nationalist movement was still in its early stages and not yet a mass movement, so did not yet pose a significant threat to British control. Other relevant material must be credited.

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the impact of World War 1 on the progress of India towards self-government. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The author was a leading member of Congress, and as such would represent the views held by that organisation, especially as he was elected President the following year • The purpose of the speech is to explain the views held by Congress over the role played by India in the war and what should happen as a result of this • The tone of the speech is respectful (e.g. 'gracious message', 'deep regret'), but also points out the shortcomings of British actions. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of World War 1 on the progress of India towards self-government: • It claims that India has responded positively to imperial calls for its help in fighting Germany ('loyally responded', 'splendid rally') • It provides evidence that at this time, very little progress has been made to directly advance Indian interests ('distinctions remain as they were before the war broke out') • It suggests that Hindus and Muslims are working together ('the Congress and the Muslim League have recommended...') rather than being subject to divide and rule • It indicates that the British have accepted the need for self-government ('self-government ... the goal of British policy in India') even though no declaration about this has been announced. 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 content. Relevant points may include: • In 1914, Congress, the Muslim League and the princely states all declared their support for the war effort • This speech was made ten days before the 1917 Montagu Declaration which addressed at least some of the issues being raised regarding Britain's future intentions • In 1916, Congress and the Muslim League agreed the Lucknow Pact to put concerted pressure on the British.

Question	Indicative content
	Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - The document is a statement by a British politician reporting to the House of Commons on India's role in the war - As Secretary of State for India, the speaker was clearly in a position to be able to comment knowledgeably - The statement was made in the closing months of the war when it was possible to start to reflect on the impact of the war. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of World War 1 in advancing the progress of India towards self-government: - It acknowledges the importance of Indian troops throughout the war ('are playing by far the larger part in Mesopotamia and Palestine') - It suggests that progress to self-government was begun before the war broke out - It indicates that the war may have been responsible for speeding up the progress towards self-government ('I do not say that that demand for self-government was not quickened by the War'). - 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 content. Relevant points may include: - Over one million Indians fought in World War 1 in a range of theatres of war - Montagu was responsible for the 1917 Montagu Declaration which committed the British government to some form of self-government, although it did not provide a timescale for this - The 1919 Government of India Act was passed by the British government to increase Indian participation in government. Sources 1 and 2 The following points could be made about the sources in combination: - The sources both agree that India made a significant contribution to the British war effort - Source 2 suggests that progress towards self-government was in progress before the war, whereas Source 1 suggests that there had been little progress before the war - The sources both suggest that the First World War had an impact in progressing India towards self-government.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
3	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. Candidates are expected to reach a judgement about how accurate it is to say that the impact of the Amritsar Massacre was the most significant factor in the growth of nationalism in the years 1914-22. Arguments and evidence that the impact of the Amritsar Massacre was the most significant factor in the growth of nationalism in the years 1914-22 should be analysed and evaluated. Relevant points may include: • The events at Amritsar severely weakened the image of a benevolent British Raj that was governing in the interests of the Indian population • Many Indians who had prior to Amritsar supported the Raj were alienated by these events and turned to nationalism and demands for independence • Despite the findings of the Hunter Commission, many British felt that Dyer had acted appropriately and this reinforced nationalist resentment against the British • The Report of the Punjab Sub-Committee included detailed eyewitness accounts of the events and photographic evidence. This was disseminated by Congress to encourage support for nationalism. Arguments and evidence that other factors played a more significant role in the growth of nationalism in the years 1914-22 should be analysed and evaluated. Relevant points may include: • The development of nationalist organisations in this period (INC and Muslim League) and the development of some cooperation, e.g. 1916 Lucknow Pact • The impact of the First World War in strengthening a desire for freedom and democracy • The achievement of concessions from the British, which encouraged a desire for further concessions, e.g. 1917 Montagu Declaration, 1919 Government of India Act • Other evidence of repression by the British that reinforced feelings of anger generated by Amritsar, e.g. Rowlatt Acts • Impact of the first satyagraha 1920-22 in encouraging Indians to participate in mass support of opposition to the Raj. Other relevant material must be credited.

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the nature of British government in India in the years 1918–20. Source 1 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - The source is an official document produced for the British government and is therefore likely to reflect its views - The authors of the source are Montagu (the Secretary of State for India) and Chelmsford (the Viceroy) and both are very well-informed about British government in India because of their positions - The ideas and recommendations encapsulated in the report would be the basis of legislation the following year. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of British government in India in the years 1918–20: - It suggests that the British government knows what is best for the interests of both Britain and India - It provides evidence of the desire of the British government to increase the participation of Indians in the Legislative Assembly ('enlarged and made more representative') - It points to the need for the extension of rights and powers to Indians to be undertaken gradually and suggests that the success of this should be under constant scrutiny. - 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 content. Relevant points may include: - The decision by Britain to move towards greater self-government for India was partly the result of the loyalty shown by India in the First World War - Edwin Montagu had shown his commitment to a gradual move to self-government through the Montagu Declaration 1917 - Before the writing of the Montagu-Chelmsford Report, Montagu travelled widely in India listening to a range of opinions - The 1919 Government of India Act set up a system of dyarchy. Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - The source is a letter from a leading Indian nationalist to the Viceroy and as such might be expected to be a frank expression of Gandhi's views - The source considers how Indians perceive the nature of British government in India - The tone of the letter demonstrates that Gandhi is very angry about recent events in the Punjab. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of British government in India in the years 1918–20: - It claims that the Viceroy was not taking the events that had happened at

Question	Indicative content
	Amritsar sufficiently seriously ('treated this official crime casually') • It provides evidence that British government was not acceptable to Gandhi • It argues that the events at Amritsar were disproportionate to the provocation that caused them • It claims that the British government had no genuine concern for the Indian people ('hopelessly indifferent'). 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 content. Relevant points may include: • Rioting had begun in Punjab as a result of the arrests of those who were leading opposition to the implementation of the Rowlatt Acts • The Hunter Committee censured Dyer, thus forcing his resignation, and reprimanded O'Dwyer • The House of Commons upheld the censure of Dyer, but the House of Lords voted against censuring him. Sources 1 and 2 The following points could be made about the sources in combination: • Source 1 presents a British perspective whereas Source 2 presents an Indian perspective • Source 1 deals with British government through legislative policy whereas Source 2 deals with it through a specific incident • Source 1 takes a positive view of British government in India whereas Source 2 takes a negative view • Source 1 suggests that British government in India brings benefits to Indians, whereas Source 2 suggests it maintains itself through indifference and cruelty.

Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'



Question	Indicative content
3	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. Candidates are expected to reach a judgement about how far the British maintained their control of India in the years 1914-19. Arguments and evidence that it is accurate to say that the British maintained their control of India in the years 1914-19 should be analysed and evaluated. Relevant points may include: • There was widespread support in India for Britain's war effort, both in terms of volunteers and financial contributions, which demonstrated the maintenance of control • Britain was prepared to make concessions to India in order to conciliate the population and thus continue to exercise their control, e.g. Montagu Declaration, Government of India Act • British policy was prepared to use repression where necessary in order to maintain control, e.g. Rowlatt Acts • Individuals who might become the focus for opposition were imprisoned (Tilak) or interned (Besant). Arguments and evidence that challenge the view that the British maintained their control of India in the years 1914-19 should be analysed and evaluated. Relevant points may include: • The Lucknow Pact undermined the basis of 'divide and rule' policies, which had previously been central to the maintenance of control • Growing support for nationalist movements suggested that Britain's control was being gradually undermined • Specific actions both undermined British control and provided an increase in support for opposition to the British, e.g. Amritsar • The granting of concessions was likely to lead to demands for more concessions, thus undermining British control over time. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether the main consequence in India of the First World War was a weakening of Britain's control of the Indian sub-continent in the years 1914-19. Arguments and evidence that support the view that the main consequence in India of the First World War was a weakening of Britain's control of the Indian sub-continent in the years 1914-19 should be analysed and evaluated. Relevant points may include: • Mutinies in the early years of war weakened Britain's control, both in the short term and in the longer term, e.g. Komagata Maru incident undermined support for Britain in the Punjab • British control was weakened by the new nationalist movements that developed in the war-time circumstances, e.g. the Home Rule Leagues, encouraging mass support for their demands • The declaration of war against Turkey caused resentment amongst some Muslims and contributed to the Lucknow Pact (1916), which served to weaken 'divide and rule' • There were often local riots and petty violence as a response to local war-time conditions, and these undermined British control • The extension of the Defence of India Act (1915) by the Rowlatt Acts alienated many Indians and contributed to growing support for the nationalist movement. Arguments and evidence that challenge the view that the main consequence in India of the First World War was a weakening of Britain's control of the Indian sub-continent in the years 1914-19 should be analysed and evaluated. Relevant points may include: • The economic impact of the war in India caused significant problems, e.g. increased taxes, higher prices, food shortages – this was a more important consequence for most Indians • Indians anticipated that their contribution to the war effort would be rewarded with greater rights; when this did not happen, there was an increase in support for nationalist movements – this was the main consequence • The princely states, e.g. Hyderabad, offered significant support throughout the war and continued to support Britain's control • The Raj was prepared to make compromises in order to prevent the weakening of its control, e.g. the Montagu Declaration (1917), the Government of India Act (1919)



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| | <ul style="list-style-type: none">• Opposition to British control was limited by imprisoning or interning key opponents, e.g. Annie Besant and Bal Tilak (1917) and Gandhi (1917 and 1919). |
|--|---|

Other relevant material must be credited.



1	1–3	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
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3	8–12	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
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3	6–8	• 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.
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Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	6–9	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.



Question	Indicative content
3	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. Candidates are expected to reach a judgement about how far the impact of the First World War contributed to the progress of India towards independence in the years 1914-19. Arguments and evidence that the impact of the First World War contributed to the progress of India towards independence in the years 1914-19 should be analysed and evaluated. Relevant points may include: • The contribution that India made to the war effort, e.g. over a million Indians in the armed forces, strengthened Indian demands for independence • The impact of the war strengthened the Indian nationalist movement, e.g. through the Home Rule Leagues, and thus contributed to the development of calls for independence • The First World War had undermined British policies of 'divide and rule', leading to cooperation between Muslims and Hindus, e.g. the Lucknow Pact (1916), thereby promoting progress towards independence • The Montagu Declaration (1917), a response to war-time circumstances, indicated that India could achieve independence in the future. Arguments and evidence that challenge the view that the impact of the First World War contributed to the progress of India towards independence in the years 1914-19 and/or other factors contributed should be analysed and evaluated. Relevant points may include: • The nationalist movement was already developing before the First World War, so that its demands for Indian independence were already established • The return of Gandhi to India from South Africa in 1915 provided the Indian nationalist movement with significant leadership so that it could make significant progress • The implementation of martial law in Amritsar (1919), subsequent events in the city and the British reaction to these events all contributed to increasing support for demands for independence • The 1919 Government of India Act did not provide sufficient concessions to conciliate nationalist demands and to delay calls for greater autonomy. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether the 1920-22 civil disobedience campaign was a success for Indian nationalists. Arguments and evidence that the 1920-22 civil disobedience campaign was a success for Indian nationalists should be analysed and evaluated. Relevant points may include: • The campaign demonstrated the importance of Gandhi, putting him at the centre of future campaigns • The campaign was supported by members of all religions, castes and classes, suggesting that it had unified the nationalist movement, and created a mass movement that would be increasingly significant • Many aspects of the campaign were realistic and achievable, and were likely to contribute to its aim of making it difficult for the British to govern India, e.g. non-payment of taxes • The campaign enabled members of the Indian elites, e.g. Nehru, to develop an understanding of the situation of the peasants, leading to improved organisation of Congress. Arguments and evidence that challenge the view that the 1920-22 civil disobedience campaign was a success for Indian nationalists should be analysed and evaluated. Relevant points may include: • The campaign was used by some Indians as an excuse for the settling of old scores, often leading to violence in different places at different times, e.g. the Moplah rising (1921) • Some aspects of the campaign were entirely unfeasible, e.g. children not attending school, and led to criticism of the entire campaign • The campaign was called off by Gandhi following the events at Chauri Chaura (1922); the violence linked to this suggests that Gandhi had not achieved his aims and that <i>satyagraha</i> was not an effective tactic • The campaign had little tangible effect, as was evidenced by the need for continued campaigning. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1930-39, progress was being made towards Indian independence. Arguments and evidence that, in the years 1930-39, progress was being made towards Indian independence should be analysed and evaluated. Relevant points may include: • The Round Table Conferences showed a willingness on the part of the British to consider issues of self- government • The 1935 Government of India Act showed a willingness by the British government to make further concessions to India, even if there was opposition to it from both Britain and India • Success in the 1937 elections enabled Congress to take a fuller part in provincial government, thereby moving India closer to a position of showing itself capable of self-government. Arguments and evidence that, in the years 1930-39, progress was not being made towards Indian independence should be analysed and evaluated. Relevant points may include: • The Round Table Conferences failed to reach agreement with specific problems emerging at each of the three conferences • Relations between Hindus and Muslims were deteriorating throughout the decade, making the task of moving towards independence more complex • Disagreements occurred within Congress, especially at the end of the decade, which made progress difficult to implement • In 1939, Lord Linlithgow declared that India should go to war without consulting India. The continued ability of the British to determine Indian affairs revealed there was still some distance to go before independence could be achieved. Other relevant material must be credited.



Question	Indicative content
4	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. Candidates are expected to reach a judgement on how accurate it is to say that, Gandhi hindered the progress of India towards independence in the years 1920-32. Arguments and evidence that, it is accurate to say that Gandhi hindered the progress of India towards independence in the years 1920-32 should be analysed and evaluated. Relevant points may include: • His style of leadership was confrontational and not the most appropriate approach to the achievement of independence. His satyagraha, although non-violent in theory, often ended in violence e.g. in 1922 and 1930 • He created divisions within Congress which limited Congress' ability to put pressure on the British • His claims to speak for all Indians at the Second Round Table Conference alienated many other groups, most notably the Muslims and created divisions among those seeking independence. Arguments and evidence that, it is not accurate to say that Gandhi hindered the progress of India towards independence in the years 1920-32 should be analysed and evaluated. Relevant points may include: • His methods were responsible for turning Congress into a mass party which encouraged the British to make concessions • His use of non-violent protest e.g. the salt satyagraha attracted international attention to the demands for independence and put pressure on the British • The 1932 fast-unto-death resulted in the Yeravda Pact which enabled the Communal Award to be implemented. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement about the suggestion that in the years 1922-32, the position of Congress was strengthened. Arguments and evidence that in the years 1922-32, Congress experienced a strengthening of its position should be analysed and evaluated. Relevant points may include: • Gandhi's 'back to basics' policy increased the appeal of Congress in the countryside and resulted in an increased membership for the organisation • Gandhi's abilities to unite the divided elements of Congress at the Lahore Congress of 1929 under the slogan of 'purna swaraj' • The success of the salt satyagraha in drawing attention to the demands of Indian nationalism, both at home and abroad • Modification of strategy between the earlier satyagraha and the salt satyagraha. It was less centralised with more autonomy given to provincial branches of Congress; this helped to mitigate the impact of any divisions • Mass arrests of protesters in 1930 (possibly 60,000) put immense strains on the civil service and police of the Raj • By the end of the 1920s, Britain was again trying to deal with the problems that were being brought to their attention through the actions of Congress e.g. the Irwin Declaration and the first Round Table Conference. Arguments and evidence that in the years 1922-32, Congress did not experience a strengthening of its position should be analysed and evaluated. Relevant points may include: • There were periods of imprisonment for some of the leading members of Congress, e.g. Gandhi 1922-24 and 1930-31, Nehru 1922-23, 1930, 1931, which impacted on the organisation of the movement • A large number of Muslim members of Congress withdrew their support in the aftermath of the failure of the Khilafat movement; this represented a deterioration in Hindu-Muslim relations • Divisions emerged in Congress e.g. between the path that Gandhi wanted to follow and the socialist approach that was being advocated by the 'Young Hooligans' • Gandhi agreed to attend the second Round Table Conference which caused divisions so Congress did not emerge strengthened. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about how accurate it is to say that civil disobedience campaigns, in the years 1920-30, made it impossible for the British to govern India effectively. Arguments and evidence that civil disobedience campaigns, in the years 1920-30, made it impossible for the British to govern India effectively should be analysed and evaluated. Relevant points may include: • Some elements of the 1920-22 non-co-operation campaign were likely to be highly effective in impacting on Britain's ability to govern effectively, e.g. a mass refusal to pay taxes • The salt satyagraha in 1930 challenged the law and led to mass arrests, numbering about 60,000, which brought the system of law and order, and hence government, close to breaking point • The salt satyagraha affected most provinces of India and led the Viceroy to consider the imposition of martial law, suggesting the difficulties in governing effectively. Arguments and evidence that civil disobedience campaigns, in the years 1920-30, did not make it impossible for the British to govern India effectively should be analysed and evaluated. Relevant points may include: • Some elements of the non-co-operation campaign were unrealistic and unlikely to impact on Britain's ability to govern India effectively, e.g. plans for lawyers to boycott the courts and parents to prevent their children going to school • Local divisions emerged from the 1920-22 satyagraha, which led to violence and Gandhi's decision to call off the campaign • There were divisions in Congress regarding the most effective strategies for achieving independence, so the civil disobedience campaign was not sustained – only 1920-22 and 1930 • Violence alienated the moderate nationalists, so that they returned to their position of support for the Raj in the immediate aftermath of the campaigns • Britain continued its policies of concessions throughout the 1920s, e.g. support for local assemblies, which included cholera inoculation policies, and this undercut the campaigns. Other relevant material must be credited.



Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the problems facing the Second Round Table Conference. Source 1 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - The source is a speech by a British politician who is involved in a debate in parliament before the ending of the Conference, which suggests there may be some political agenda on which his comments are based - As deputy leader of the Labour party, Attlee might be expected to have some sympathy for the Indian position in view of his party's approach to India - Attlee had spent a short time in India, so his comments are based on some direct experience of the subcontinent which would inform his understanding of the problems - There is no direct reference to Gandhi, despite his role in causing some of the problems associated with the Conference. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Second Round Table Conference: - It provides evidence that the root of the problems was complex and involved a range of issues that had developed over time ('facts of geography, facts of climate and facts of history') - It argues that the situation was 'constantly changing' and suggests that this contributed to the complexity of understanding what needed to be done - It identifies the divisions between Hindus and Muslims and points to the existence of 'extremists' who make the situation harder to remedy - It suggests dealing with separate electorates is causing disagreement ('You have the difficulty of the minorities.'). - 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 content. Relevant points may include: - Some members of Congress, e.g. Nehru and Bose were becoming more extremist in their views and had some influence on Gandhi's thinking - The divisions between Hindus and Muslims were long-established and had been exacerbated over time by the British policy of 'divide and rule' - Separate electorates were wanted by the Muslim League, the Untouchables and the Sikhs, but were opposed by Gandhi. Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - The author had reported directly on the events at the time and is using this material in her account ('in my newspaper, I wrote') - The author of the source was an English journalist who was reflecting on her experiences in India after she had left the subcontinent - The length of her stay in India might lead to the conclusion that she would have a secure understanding of Indian matters which would inform her

Question	Indicative content
	understanding of the problems facing the Second Round Table Conference. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Second Round Table Conference: • It suggests that there were long term issues arising from British policy that generated problems in the discussions, ('divide and rule' principle') • It provides evidence of divisions between Hindus and Muslims, ('The sectionalism which developed') • It suggests divisions between Gandhi and the Depressed Classes, (Gandhi's 'firm attitude ... in his discussions with Dr Ambedkar') • It both provides evidence and suggests that Gandhi's attitude and actions were responsible, ('Gandhi lost the biggest opportunity of his life'). 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 content. Relevant points may include: • Gandhi claimed that he alone could speak for all of India and that was why he was the only representative from Congress. This claim alienated other groups • Gandhi attended with a clear agenda that had been developed as a result of his support for the 'young hooligans' • The Depressed Classes were outraged by Gandhi's claim to speak for them because they were all Hindu • Jinnah tried to play one group off against another to maximise the concessions that Muslims might get from the Conference. Sources 1 and 2 The following points could be made about the sources in combination: • The authors of both sources were English observers with some direct experience of India which informed their comments on the problems facing the Second Round Table Conference • The author of the Source 1 was commenting in parliament before the Second Round Table Conference had ended; Source 2 was a reflection written by a journalist some five years later • Both sources agree that a key issue was the divisions that existed amongst Indians e.g. between Hindus and Muslims, and Congress and the Depressed Classes.

Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'



3

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.

Candidates are expected to reach a judgement about whether repression was the principal method used by the British to maintain their control over India throughout the years 1914–30.

Arguments and evidence that repression was the principal method used by the British to maintain their control over India throughout the years 1914–30 should be analysed and evaluated. Relevant points may include:

- Nationalist leaders and supporters were interned/ imprisoned regularly, e.g. Annie Besant of the Home Rule League (1917), Gandhi (1917, 1919, 1922, 1930), participants in the Salt Satyagraha (1930)
- The passing of the repressive Rowlatt Acts continued the use of wartime controls and suggested that any concessions that were made by the British were meaningless
- Provincial governors had the power to resolve opposition to the Raj by using the most appropriate means, e.g. it was O'Dwyer who sent Dyer to Amritsar and approved his actions, such as the Crawling Order
- The use of force by the army and the police throughout the period to keep control, e.g. Amritsar (army), the response to the Dharasana Satyagraha (police).

Arguments and evidence that repression was not the principal method used by the British to maintain their control over India throughout the years 1914–30 and/or other methods were used should be analysed and evaluated. Relevant points may include:

- Many Indians were loyal to and voluntarily supported the Raj, e.g. about 1.5 million were recruited for the armed forces during the First World War, so that repression was not needed
- Britain offered conciliation to their rule through the hope of independence at some point in the future – the Montagu Declaration (1917) and the Irwin Declaration (1929)
- Political concessions were made to India, e.g. 1919 Government of India Act which created a system of dyarchy, invitation to the Round Table discussions 1930
- The response of the Hunter Committee to the Amritsar massacre suggests that this was an exceptional event, rather than a confirmed method of British policy
- Irwin rejected the imposition of martial law as a response to the Salt Satyagraha, suggesting that Britain avoided the use of repression.

Other relevant material must be credited.



Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether Gandhi was the main reason for progress towards Indian independence in the years 1920–42. 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: • 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 • Gandhi's ability, at certain points in this period, to unify Indian nationalists across both religious and caste lines • Gandhi worked as a unifying force for Congress, which was often disunited, in the movement towards independence, e.g. at the 1929 Lahore Congress • Gandhi's ability to negotiate with representatives of the Raj to bring about change, e.g. 1931 Gandhi-Irwin Pact. 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: • 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 • Gandhi's intransigent position at the Second Round Table Conference hindered progress towards independence • 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 • British policy was moving throughout the period to greater autonomy for India, e.g. 1935 Government of India Act. Other relevant material must be credited.

Question	Indicative content
4	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. 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. 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: • 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 • There was a commitment to the development of Dominion status for India, e.g. the Irwin Declaration • 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 • Legislation extended the political rights of Indians, e.g. the 1935 Government of India Act. 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: • Decisions were often made without active participation by Indians themselves, e.g. there were no Indians included in the delegation for the Simon Commission • The imprisonment of leading nationalists, e.g. after the Salt Satyagraha • Viceroy Linlithgow declared war in 1939 without consulting India. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether the main reason for political hostility between Hindus and Muslims, in the years 1920–40, was differences between Gandhi and Jinnah. Arguments and evidence that supports the statement that the main reason for political hostility between Hindus and Muslims, in the years 1920–40, was differences between Gandhi and Jinnah should be analysed and evaluated. Relevant points may include: • Gandhi and Jinnah disagreed over the approach to be taken in the Khilafat movement, although many Muslim leaders supported Gandhi's stance on this • Gandhi and Jinnah disagreed over the deployment of a mass movement; Jinnah distrusted the masses and preferred to deal with educated Indians • Gandhi and Jinnah came to the Second Round Table Conference with different positions, especially over the issue of separate electorates, an ongoing cause of political hostility • Attempts at League/Congress agreement in these years were largely unsuccessful, e.g. in 1938 Jinnah's insistence that the Muslim League should be regarded as the sole party of India's Muslims by Congress • Jinnah laid out what he believed Muslims should achieve in the 1940 Lahore Resolution; Gandhi spoke out strongly against this, leading to protests. Arguments and evidence countering the statement that the main reason for political hostility between Hindus and Muslims, in the years 1920–40, was differences between Gandhi and Jinnah should be analysed and evaluated. Relevant points may include: • Hindus and Muslims pursued different sets of religious beliefs and values and these underpinned political hostility • Religious groups that emphasised a sense of separateness developed in this period, e.g. <i>Tanzeem</i> and <i>Tabligh</i> movements (Muslim) and <i>Arya Samaj</i> (Hindu) • The British policy of strict neutrality towards the religions encouraged all religions to believe that they could act as they wanted with no regard to the sensibilities of other groups • The impact of the neutrality policy was exacerbated by the use of 'divide and rule' tactics by the Raj, which helped to foster political hostility between Hindus and Muslims • The inability of Jinnah and Nehru to reach agreement in 1939–40 also played a contributing role in the continuing political hostility between Hindus and Muslims. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about the extent to which Indian nationalism made political progress in the years 1919-29. Arguments and evidence that Indian nationalism did make political progress in the years 1919-29 should be analysed and evaluated. Relevant points may include: • The British government had made political concessions in the passage of the Government of India Act (1919), e.g. provincial governments had control over public works and education • The development of new tactics of action by Congress, under the guidance of Gandhi, set the framework for future campaigns and led to a mass membership prepared to take action • Congress participated in local elections in 1923, increasing their respectability and encouraging more middle-class support for nationalism • The Irwin Declaration (1929) reiterated Britain's commitment to greater autonomy for India and suggested that there was a willingness to make concessions to nationalist demands. Arguments and evidence that challenge the view that Indian nationalism did make political progress in the years 1919-29 should be analysed and evaluated. Relevant points may include: • The concessions offered by the Government of India Act (1919) were limited in scope, e.g. only 10% of adult men had the vote • The collapse of the 1920-22 <i>satyagraha</i> and its slide into violence undermined the impact that the campaign had achieved, as did the imprisonment of many of the leading nationalist campaigners • No Indian representatives were included in the Simon Commission delegation, 1927, suggesting no real political progress had been made • The Hindu-Muslim alliance became increasingly weak at the end of the 1920s, weakening the ability of nationalism to make progress. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement about how accurate it is to say that the role played by Congress was the main reason for the failure of the Round Table Conferences in the early 1930s. Arguments and evidence that the role played by Congress was the main reason for the failure of the Round Table Conferences in the early 1930s should be analysed and evaluated. Relevant points may include: • Congress did not send representatives to the First and the Third Round Table Conferences, so these conferences did not reflect all interested groups • Congress only sent Gandhi to the Second Round Table Conference and no other representatives • Gandhi's claims that Congress spoke for all of India at the Second Round Table Conference were seen as arrogant, and alienated other Indian groups at the Conference • Gandhi and Congress opposed the implementation of separate electorates at the Second Round Table Conference; this was seen as vital by Muslims, Sikhs and the Untouchables. Arguments and evidence that the role played by Congress was not the main reason for the failure of the Round Table Conferences in the early 1930s and/or other reasons were more important should be analysed and evaluated. Relevant points may include: • There was a changed political situation after the First Round Table Conference, which impacted on British attitudes, e.g. the Viceroy (Irwin replaced by Willingdon) and British government (Labour to National) • There was a diverse range of Indian groups being represented, whose interests were not always the same. As well as nationalists, there were also representatives of the princely states • Jinnah engaged in tactics of playing one group off against another at the Second Round Table Conference in order to gain greater concessions for the Muslim League • The British Labour Party was not represented at the Third Round Table Conference, although it had been the driving force behind the process; this impacted on its ability to succeed. Other relevant material must be credited.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether it is accurate to say that Congress made only limited progress towards achieving independence for India in the years 1920-32. Arguments and evidence that supports the view that it is accurate to say that Congress made only limited progress towards achieving independence for India in the years 1920-32 should be analysed and evaluated. Relevant points may include: • The campaigns that were designed to mobilise mass support for independence failed to achieve their aims and often had to be abandoned when they ended in violence, e.g. 1920-22 <i>satyagraha</i> • Divisions in Congress, e.g. the Young Hooligans, made it more challenging for Congress to organise its campaigns effectively • Leading members of Congress were imprisoned during this period, which made continuity of campaigning more difficult • Growing tensions between Hindus and Muslims reduced Muslim participation in Congress and facilitated 'divide and rule' • There was limited involvement by Indians in the decision-making processes, e.g. there were no Indian delegates included in the Simon Commission • Congress did not participate in the First or Third Round Table Conference, so could not influence decision making • Congress sent Gandhi to the Second Round Table Conference, but his attitude alienated other nationalists and prevented any progress being made. Arguments and evidence that challenges the view that it is accurate to say that Congress made only limited progress towards achieving independence for India in the years 1920-32 should be analysed and evaluated. Relevant points may include: • The increasing support for Congress through this period, linked to its changing methods of organisation, provided the basis on which to build an effective campaign • The publicity that surrounded non-violence attracted international attention and promoted the idea of independence, e.g. Webb Miller's reporting on the Dharasana Salt Works • Labour was elected in 1929 and, under the leadership of Ramsay MacDonald, took a more sympathetic attitude towards Congress' demands than previous governments • Irwin issued the Irwin Declaration that restated the intentions of the Montagu Declaration and committed to eventually granting India



	dominion status. Other relevant material must be credited.
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3	8–12	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
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4	13–16	- 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, although treatment of the two sources may be uneven. - 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. - Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Level	Mark	Descriptor
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3	6–8	• 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.
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Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	6–9	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.

4	10–12	• 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. • 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. • 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.
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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
1	1–4	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- 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. - 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. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- 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. - 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. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- 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. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - 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. - 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.

Section A: indicative content**Option 2F.1: India, c1914-48: the road to independence**

Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into the tactics used by Indian nationalists to oppose the Rowlatt Acts. - 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: - It states that being arrested is a key tactic ('we seek imprisonment') - It defines the key components of non-cooperation in the event of arrest, e.g. 'No defence should be offered' - It suggests that the opposition should respect the law in their application of tactics ('it is our duty to conform to all prison regulations.') - It suggests that the tactics of the opposition were very well organised – there are precise instructions provided for every eventuality. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The author of the source was responsible for creating the tactics that were being used in this <i>satyagraha</i> and can therefore be expected to be well-versed in their key elements - The nationalist response to the Rowlatt Act was fairly immediate, suggesting that those participating in the opposition were familiar with these tactics - The tone of the piece is very measured – it is setting out a clear set of instructions for the tactics those involved in the protest should engage in. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The Rowlatt Acts extended the war-time restrictions that had been imposed on India by the 1915 Defence of India Act - Gandhi had developed the philosophy of <i>satyagraha</i> and the tactics linked to it whilst in South Africa - Gandhi was in charge of the tactics.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the attitude of Indians to the events at Amritsar in 1919. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The author is a well-educated Indian whose response may reflect that of many other Indians; he states that he is reflecting more widely held views - The letter was clearly written for wide public consumption in India as it was published in an English language newspaper very shortly after being sent - The tone of the piece indicates the anger that the author feels about the events. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It implies that Indians believed that the British over-reacted ('enormity of the measures') to local problems - It implies that Indians saw the British actions in Amritsar as an unreasonable response to the situation ('severity ... are worse than anything') - It states that Indians are helpless and 'scared', implying that they saw the British as holding all the power in India - It suggests that Amritsar acted as a unifying force for Indians ('stand by the side of... my countrymen'). - 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: - General Dyer's attack on the meeting organised at the Jallianwala Bagh, which killed at least 400 Indians, met with widespread opposition from within India - Martial law was imposed in the aftermath of the massacre, further alienating Indians from British rule - The INC's Punjab Sub-Committee's report on the massacre increased Indian bitterness and resentment over the events in Amritsar.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'

Question	Indicative content
2a	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. Candidates must analyse the source to consider its value for an enquiry into the reasons why members of the ANC increasingly engaged in violence after 1961. - 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: - It argues that peaceful methods had not achieved any positive results for black South Africans ('did not help us') - It suggests that the move to violence was a direct consequence of government policy ('our organisation ... banned.') - It suggests that the decision to increase the use of violence was the consequence of the failure over an extended period of other methods to be successful in achieving the ANC's aim ('ignore the long history'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As a long-time member of the ANC and an early recruit to Umkhonto we Sizwe, the author is well placed to have an understanding of the reasons for increasing violence - The statement was made in a public arena so that the ideas expressed would be widely disseminated - The judgement received by the author shows that he was perceived as a threat by the South African system. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - There were discussions within the ANC about the use of tactics throughout the 1950s, so that the idea of violence was already being considered as a response - In the aftermath of the Sharpeville Massacre, even those ANC leaders who supported peaceful methods, e.g. Luthuli, agreed to the setting up of an independent organisation that would pursue more violent tactics - Umkhonto we Sizwe was launched in December 1961 as the armed wing of the ANC. Its members had received foreign training and attacked strategic targets.

Question	Indicative content
2b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the beliefs of the National Party in 1948. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - As a speech made by the leader of the NP, it can be deemed to accurately reflect the beliefs of the party - As an election speech, its purpose would be to present the views of the NP in such a way as to attract electoral support in the upcoming election - Its tone and line of argument attempts to present apartheid, as pursued by the NP, as a perfectly reasonable policy. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It claims that the National Party's political beliefs are rooted in 'Christian principles', suggesting a need to defend their belief in racial separation - It suggests that the National Party has concerns about the future of white South Africans and is therefore pursuing a policy of apartheid in order to protect the position of whites - It claims that the system of apartheid benefits all groups in South African society ('the character and future of each race can be protected and safeguarded.'). - 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: - Apartheid legislation already existed in South Africa and the National Party linked their beliefs to this - The Afrikaner view of a Christian approach to politics was promoted by the <i>Broederbond</i> - The impact of the Second World War had enabled the National Party to exploit white fears of <i>swart gevaar</i> in order to galvanise electoral support.

Section B: indicative content**Option 2F.1: India, c1914-48: the road to independence**

Question	Indicative content
3	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. Candidates are expected to reach a judgement about how significant the role of Jinnah was in the development of divisions between the Muslim League and Congress in the years 1920-40. Arguments and evidence that the role of Jinnah was significant in the development of divisions between the Muslim League and Congress in the years 1920-40 should be analysed and evaluated. Relevant points may include: • Jinnah was frequently critical of the stance taken by Gandhi over specific issues, e.g. the Khilafat movement and the issue of separate electorates at the Second Round Table Conference • Jinnah was increasingly committed to Muslim separatist demands from 1935 and this was the basis of a number of the divisions between Congress and the Muslim League, e.g. 1940 Lahore Resolution • Jinnah was able to effectively exploit Congress' decision to withdraw from government at the start of the Second World War, strengthening the Muslim League and increasing division. Arguments and evidence that challenge the view that the role of Jinnah was significant in the development of divisions between the Muslim League and Congress in the years 1920-40 should be analysed and evaluated. Relevant points may include: • Jinnah attempted to co-operate and reach a compromise with Congress on a number of occasions, e.g. the '14 points' (1929) • Jinnah's significance did not extend across the whole period as he withdrew from politics after the 'parting of the ways' in 1929 and practised as a lawyer in London until 1935 • Political differences were rooted in religious differences, which were reflected in different approaches to worship and values • The role of Congress was more significant because it often put obstacles in the way of co-operation, e.g. refusal to recognise the Muslim League as the sole representative of Muslims in India in 1938. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about the extent to which Britain's control of India was maintained in the years 1920-35. Arguments and evidence that Britain's control of India was maintained in the years 1920-35 should be analysed and evaluated. Relevant points may include: • Nationalist campaigns, e.g. 1920-22 <i>satyagraha</i> and 1930 salt <i>satyagraha</i>, were contained by the British, suggesting continued control • A lack of co-operation between Congress and the Muslim League, e.g. in the late 1920s, made it easy for Britain to maintain control as they faced a divided opposition • The failure of the Round Table Conferences indicates that British policies of 'divide and rule' were still effective in enabling Britain to maintain control • Britain was prepared to make concessions as a conscious strategy for maintaining her control of India, e.g. the 1935 Government of India Act. Arguments and evidence that Britain's control of India was not maintained in the years 1920-35 should be analysed and evaluated. Relevant points may include: • The success of Gandhi's campaigns, in creating a mass movement to demand independence, undermined the control of the British • In order to contain opposition, large numbers of Indians were arrested and imprisoned, e.g. 80,000 Indians were imprisoned in 1932; this suggests that British control was being stretched • International awareness and opposition to British rule, created by the campaigns of the nationalists, challenged the basis of continued British control. Other relevant material must be credited.

4	10–12	• 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. • 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. • 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.
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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
1	1–4	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- 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. - 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. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- 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. - 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. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- 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. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - 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. - 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.

Section A: indicative content**Option 2F.1: India, c1914-48: the road to independence**

Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into the causes of the riots during the Direct Action Day in 1946. - 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: - It identifies a range of long-term causes, implying that these play a role in establishing the context of events ('more long-term causes') - It provides evidence of the role of the Muslim League in triggering the riots ('cause...resolution of the Muslim League',) suggesting that much of the responsibility for the violence lies with the Muslim League - It suggests that the British were not sufficiently well-prepared to deal with events on the day ('extremely difficult to arrive at any confident assessment of the probability of trouble and its possible extent.') - It implies that both Congress and the Muslim League may have played a role by concealing their true views ('outwardly'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As the British Governor of Bengal, the author can be expected to be well informed about the issues in the area he has responsibility for - The author of the source is providing the Viceroy with a confidential report, which may be expected to report as accurately as possible on the situation - The author claims that he will 'try to be as objective as possible' and the tone of the report suggests that he is trying to achieve this. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - There was a long tradition of intercommunal violence, e.g Moplah, which had been exacerbated by British policies of divide and rule - There had been a number of attempts to reach a negotiated political solution to enable Britain to leave India in the years 1945-6 - Congress and the Muslim League were unable to find a compromise - Jinnah had called the Direct Action Day in response to the failure of negotiations to reach a settlement.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the proposals made by the Cripps Mission (1942). - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The author is likely to be well informed about these events as he was working as a reporter in Bombay and would be aware of what was going on - The author had access to high level sources that would have reflected the views of Congress ('Nehru explained') - The author was reflecting on these events at a later date, using additional information with which he had been provided ('much later'). - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It implies that the proposals made by the Cripps Mission were a means of conciliating Indian public opinion during the war by making limited concessions ('did not provide...did hold out the hope') - It provides evidence that the proposals saw the role of Indians as supporting the British government ('help in the task of...'), suggesting that Indians would be of limited importance in the overall government of India - It provides evidence that the proposals provided Indian politicians with only limited powers and authority ('in charge of canteens') - It suggests that the British had not fully worked out a plan for the future of India but were developing policy in response to specific situations. - 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: - The purpose of the Cripps Mission was to discuss wartime arrangements for the government of India based on the terms of the 1935 Government of India Act - Japan had declared war in December 1941 and, with the fall of Singapore and invasion of Burma in early 1942, the threat to India was very real - Cripps was perceived as favouring Congress over other political parties - Congress and Gandhi opposed the proposals because they allowed for the possibility of provinces to opt out of the constitution.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'

Question	Indicative content
2a	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. Candidates must analyse the source to consider its value for an enquiry into Mandela's hopes for the future following his release from prison in 1990. - 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: - It indicates that his release from prison marks a turning point in making progress towards the ending of apartheid in South Africa ('decisive moment') - It implies that the end of apartheid is within reach ('march to freedom is irreversible') - It provides an optimistic message for all South Africans, suggesting his hope for a state that can take its place on the world stage ('our victory...our white fellow citizens...international community') - It claims that the future for South Africa will be in a 'united, democratic and non-racial' state. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As the author of the speech, Mandela will have a clear sense of what he hopes will be achieved following his release from prison - It represents Mandela's own views on the immediate potential significance of his release from prison - Its purpose, by being inclusive, is to unite many differing groups within South Africa in order to achieve a new South Africa - The tone of the source is optimistic about what the future holds. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - De Klerk and Mandela had met in December 1989 to agree the framework for Mandela's release - Mandela's release from prison was accompanied by the unbanning of political parties, e.g. ANC - Mandela travelled widely after his release, addressing large crowds, and paving the way for the ending of apartheid.

Question	Indicative content
2b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the 1994 elections. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Suzman had been an MP for over 30 years, so was likely to have a secure understanding of the nature of the South African political system - Suzman was a member of the Independent Electoral Commission and therefore had clear knowledge of how the elections operated based on first-hand experience of the preparation and conduct of the election - It provides some statistical data to support her arguments - As her memoirs were published in the same year as the election, this is an immediate response based on her observations. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It suggests that preparations for the election were a challenge ('four months...no voter registration...inexperienced') - It provides evidence that the South African government provided resources to make the election successful ('300,000 people ...trained quickly.'), suggesting its commitment to free and fair elections - It claims that the election was as fair as it was possible for it to be and that problems resulted largely from inefficiency rather than corruption - It claims that the oversight of the election by the security forces was conducted 'with absolute fairness.' 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: - This was the first election in South Africa where citizens of all races could take part – the first election where universal suffrage applied - As there was not time to create a Voters' Roll, the Independent Electoral Commission relied on identity cards issued under apartheid to establish who was eligible to vote - Voting took place over four days - All participating parties agreed that the results of the election fairly represented their support, even if there had been some irregularities.

Section B: indicative content**Option 2F.1: India, c1914-48: the road to independence**

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether the First World War was the most significant reason for the growth of nationalism in India in the years 1914-20. Arguments and evidence that the First World War was the most significant reason for the growth of nationalism in India in the years 1914-20 should be analysed and evaluated. Relevant points may include: • Indian troops fighting overseas were exposed to ideas of democracy and self-government and came home wanting those things for India • Muslim and Hindu differences were put aside during the war (e.g. Lucknow Pact 1916) and this facilitated the growth of nationalism • The sacrifices made by Indians in the war were recognised by the Montagu Declaration (1917), which encouraged hopes for self-government and nationalist thinking • Shortages and high prices of food caused discontent, which was channelled into nationalist ideas. Arguments and evidence that challenge the view that the First World War was the most significant reason for the growth of nationalism in India in the years 1914-20 should be analysed and evaluated. Relevant points may include: • The 1919 Government of India Act disappointed many Indians who were expecting more progress towards self-government and contributed to growing nationalism • British repression, as evidenced by the Rowlatt Acts and Amritsar (1919), contributed to the growing support for nationalist groups • Gandhi's role in starting a <i>satyagraha</i> in 1920 encouraged many Indians to start to support nationalist action. Other relevant material must be credited.



Question	Indicative content
4	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. Candidates are expected to reach a judgement about the significance of the role played by Gandhi in the campaign for Indian independence in the years 1919-32. Arguments and evidence that the role played by Gandhi in the campaign for Indian independence, in the years 1919-32, was significant should be analysed and evaluated. Relevant points may include: • Gandhi was significant in mobilising mass support to challenge the power of the Raj and put pressure on it to move towards independence, e.g. opposition to the Rowlatt Acts, 1920-22 <i>satyagraha</i>, 1930 <i>salt satyagraha</i> • Gandhi was significant in garnering international support for his campaigns, e.g. through the reporting of Webb Miller at the Dharasana Salt Works, 1930, thus increasing pressure on Britain for concessions • Gandhi was significant in his work to unite Congress, e.g. at the 1929 Lahore Congress, so that it was able to campaign more effectively for independence • Gandhi was significant in being able to negotiate with representatives of the Raj, bringing nationalist interests to their attention, e.g. 1931 Gandhi-Irwin Pact. Arguments and evidence that challenge the statement that the role played by Gandhi in the campaign for Indian independence, in the years 1919-32, was significant should be analysed and evaluated. Relevant points may include: • Many of Gandhi's ideas were impractical to implement, undermining his significance, e.g. children boycotting school, 'back to basics' • Gandhi was imprisoned in 1920, 1922-24, 1930-31 and 1932 and the leadership of Congress passed to others, who were more significant at those times • Gandhi's involvement in the Round Table Conferences hindered progress towards independence, e.g. intransigent position at the Second Round Table Conference. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement about whether it is accurate to say that, in the years 1929-40, Britain maintained its rule in India by making concessions to the Indian nationalist movement. Arguments and evidence that it is accurate to say that, in the years 1929-40, Britain maintained its rule in India by making concessions to the Indian nationalist movement should be analysed and evaluated. Relevant points may include: • The British commitment to dominion status was renewed on several occasions as a mechanism for conciliating Indian nationalist opinion to British rule, e.g. Irwin Declaration, 1935 Government of India Act • The Round Table conferences showed that Britain was prepared to discuss constitutional reforms with the nationalists; there was no significant challenge to Britain's rule whilst these were scheduled • The British government was prepared to negotiate with Gandhi and make concessions in order to maintain law and order, e.g. the Gandhi-Irwin Pact • The 1935 Government of India Act aimed at conciliating Indian nationalists by making concessions to their demands, e.g. extension of the franchise and more power to provincial governments. Arguments and evidence that challenge that it is accurate to say that, in the years 1929-40, Britain maintained its rule in India by making concessions to the Indian nationalist movement should be analysed and evaluated. Relevant points may include: • Britain continued to exploit differences amongst Indian nationalists in order to pursue policies of divide and rule to maintain control, e.g. the Round Table conferences, the Communal Award • Britain was concerned that control of key aspects of Indian policy, e.g. defence and foreign affairs, should be maintained and this underpinned the passage of the 1935 Government of India Act • Britain often pursued her own interests with little or no concern for concessions or consultation with Indians, e.g. the declaration of war by Lord Linlithgow in 1939, which alienated many Indians • Britain was prepared to maintain control by imprisoning nationalist leaders for their opposition to the Raj, e.g. 1930 <i>salt satyagraha</i>, after the collapse of the Round Table talks, 1940 individual <i>satyagraha</i>. Other relevant material must be credited.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



3	8–12	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
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Question	Indicative content
5	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. Candidates are expected to reach a judgement about whether Gandhi was responsible for the failure of the Round Table Conferences in the years 1930-32. Arguments and evidence that Gandhi was responsible for the failure of the Round Table Conferences in the years 1930-32 should be analysed and evaluated. Relevant points may include: • Gandhi claimed to speak for all Indians, and by so doing alienated other Indian representatives who attended the Second Round Table Conference, e.g. Jinnah, Ambedkar • Gandhi did not take the views of other groups into account, e.g. the refusal to consider separate electorates, and hence was unable to create coalitions to pursue Indian interests • Gandhi was not prepared to compromise over the issue of <i>purna swaraj</i>, meaning that he would not consider debating the possibility of dominion status. Arguments and evidence that challenge the view that Gandhi was responsible for the failure of the Round Table Conferences in the years 1930-32 should be analysed and evaluated. Relevant points may include: • Gandhi only attended one conference, so his responsibility for failure was limited to the Second Conference • Congress was responsible for the decision that Gandhi should not attend the First and Third Conferences, and for making him their only delegate sent to the Second Conference • There were divisions between the princely states and the nationalists that contributed to the failure • Jinnah's attitude at the Second Round Table Conference influenced the failure of that meeting • The political context in Britain contributed to failure, e.g. the change of government in 1931. Other relevant material must be credited.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether the main reason that Britain maintained its hold on power in India, in the years 1917-35, was by making concessions to Indian nationalists. Arguments and evidence that support the view that the main reason that Britain maintained its hold on power in India, in the years 1917-35, was by making concessions to Indian nationalists should be analysed and evaluated. Relevant points may include: • The Montagu Declaration (1917) promised future independence at some point, whilst maintaining Indian support for the war • The Government of India Acts (1919 and 1935) were designed to grant concessions whilst maintaining overall British control of India • Britain was prepared to review the working of its concessions and make changes as needed in order to ensure ongoing control, e.g. the work of the Simon Commission in relation to the 1919 Government of India Act • Britain was prepared to enter into discussions that would lead to further concessions to Indian nationalists, e.g. at the Round Table Conferences (1930-32), whilst maintaining its overall position • The British accepted the terms of the Yeravda Pact and modified the Communal Award in order to end Gandhi's fast unto death, which was likely to have had an adverse impact on British control. Arguments and evidence that challenge the view that the main reason that Britain maintained its hold on power in India, in the years 1917-35, was by making concessions to Indian nationalists should be analysed and evaluated. Relevant points may include: • The purpose of concessions was not to maintain control, but was seen by liberal politicians as part of a process of development in the granting of self-rule to India, e.g. the Irwin Declaration (1929) • The concessions offered by Britain were limited and insufficient to stem the tide of nationalist demands; hence they did not significantly aid Britain in maintaining its hold on power • War-time restrictions were extended by the use of the repressive Rowlatt Acts (1919), which were designed to help the British maintain their hold on power through repression • Britain was prepared to use the army (e.g. Amritsar 1919) and the police (e.g. Dharasana salt <i>satyagraha</i> 1930) to resist any challenges to the position of the Raj • Nationalist leaders were frequently imprisoned whilst undertaking campaigns demanding independence, as a way of undermining their influence, e.g. Gandhi (1917, 1919, 1922, 1930, 1932) • Britain continued to use divide and rule as a policy to prevent Indian nationalists uniting, e.g. the approach to separate electorates. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether it is accurate to say that Gandhi made only a limited contribution to advancing the cause of Indian independence in the 1930s. Arguments and evidence that support the view that Gandhi made only a limited contribution to advancing the cause of Indian independence in the 1930s should be analysed and evaluated. Relevant points may include: • Gandhi did not attend the First or the Third Round Table Conferences, thus having little say in the decisions that were reached, e.g. over Dominion status in the First Round Table Conference • Gandhi's actions at the Second Round Table Conference contributed to its failure and exacerbated nationalist divisions, e.g. over the issue of separate electorates • Lord Willingdon's attitude to Gandhi whilst he was Viceroy (1931-36) restricted Gandhi's contribution. Willingdon was not prepared to negotiate with Gandhi, and he also ordered mass arrests of members of Congress • The 1935 Government of India Act did not take note of Gandhi's views. <i>Purna swaraj</i> was not achieved and separate electorates were embedded in it • Gandhi was involved in the disagreements in Congress in the late 1930s that led to the removal of Bose and undermined the ability of Congress to campaign for independence • Gandhi initially argued, on the outbreak of the Second World War in 1939, that the British should negotiate with Hitler. This was not a popular stance, at home or abroad. Arguments and evidence that challenge the view that Gandhi made only a limited contribution to advancing the cause of Indian independence in the 1930s should be analysed and evaluated. Relevant points may include: • The effectiveness of the salt <i>satyagraha</i> (1930) in attracting international support for the nationalists' campaign led to pressure being put on the British government to change its approach • Gandhi's success in the early 1930s led to some rapprochement between him and Viceroy Irwin that provided a foundation for further negotiation • The fact that Gandhi's attendance at the Second Round Table Conference was viewed as essential by the British government indicates its view of his importance • The fact that Gandhi was the only representative of Congress at the Second Round Table Conference shows how important Congress believed him to be • Gandhi's threat to fast unto death, to demonstrate his opposition to separate electorates for the Untouchables, resulted in the Yeravda Pact that resolved this specific division. Other relevant material must be credited.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into the role played by Subhas Chandra Bose during World War II - 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: - It provides evidence that Bose was working with the Axis powers ('his association with Germany and Japan') - It provides evidence that Bose was very able ('great drive and political insight') and suggests that he would be able to use his ability to good effect ('make some capital') - It argues that the timing of Bose's intervention may have inhibited his ability to undermine the war effort ('had he arrived last August his prospects would have been much better'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The information in this report was gathered by Military Intelligence, so one might expect it to be accurate - The information was provided to the India Office so that they would be aware of the activities Bose was engaged in - The tone of the piece appears to be balanced – weighing both the strengths and the weaknesses of Bose's role. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Bose spent the early part of the war in Germany and the later part in Japan. This meant that he was not in India when the Quit India campaign was at its height - Bose was involved in the 'Azad Hind' (Free India) movement during the war - Bose was involved with the creation of the Indian National Army. This had no real success against allied troops.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the impact of the 1937 election. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The source was produced by a journalist who had travelled widely in India but whose sources of information are not named - The source appears to be neutral, insofar as it criticises both Congress and the British - The source was based on information gathered at the exact time that the election was going off, although it was published slightly later, which allowed for some limited hindsight. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that there was opposition to participation in the election process from some members of Congress ('violently opposed taking office') - It suggests that there were divisions in Congress over participation in the elections ('Gandhi invented a formula') - It provides evidence that by allowing Congress to participate in the political process, they were controlled ('came into the British structure') - It suggests that the elections were used as an instrument of British policy ('it was masterly'). - 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: - Divisions in Congress were created – Gandhi believed in co-operating with the Raj whilst Nehru opposed this position - The Muslim League was unsuccessful in these elections – and this led them to consider ways of revitalising the organisation - Many of the new Congress ministers who were appointed abused their positions, including treating Muslims poorly.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into how the USA tried to influence British policy in India during the Second World War. - 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: - It provides evidence that the USA wanted to persuade Britain to continue to reach a resolution with India via the Cripps Mission - It provides evidence that the USA blamed Britain for the breakdown of the Cripps Mission and believed that this should be remedied ('the deadlock has been due to the British Government's unwillingness...') - It suggests that British policy towards India was inconsistent and needed to become more consistent - It implies that the USA believed that Britain should move more rapidly towards independence for India. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - Roosevelt was President of the USA and could be expected to have a very clear understanding of US policy - It would appear that Hopkins had ready access to Churchill in order to convey US attitudes to India to the British ('immediately') - Although the content is critical of British policy, the tone of the piece is more friendly. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The Cripps Mission failed to achieve its purpose and Cripps flew home the day after this telegram was sent - The commitment to self-government for India that Roosevelt references was the logical continuation of the position he held in the Atlantic Charter the previous year

	Roosevelt's approach found support within the Labour Party – especially from Attlee, who was a member of the wartime Cabinet.
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Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the difficulties in attempting to partition India. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Nehru was a leading member of Congress and could be expected to be well-informed about Indian affairs - Nehru had a personal view about partition and is likely to present the arguments that support his position - There may have been some contribution from others to the thinking here as the content was discussed during Nehru's time in prison with both Hindus and Muslims. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that the population of India was not divided neatly on strictly religious lines ('cannot separate the followers of these two principal religions of India') - It suggests that partition could not meet the needs of all of India's population - It claims that the effects might be to fragment the subcontinent into many small governments - It implies that there are divisions between Hindus and Muslims by its veiled criticism of the Muslim League ('as planned by the Muslim League'). - 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: - The Lahore Declaration (1940) had explicitly stated the Muslim League's commitment to partition - Nehru was imprisoned in 1942 as a result of the Quit India campaign and was not released until the end of the war

- | | |
|--|---|
| | <ul style="list-style-type: none">• Nehru was opposed to any form of partition and made public statements in 1946 that made his position clear. |
|--|---|

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
4	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. Candidates are expected to reach a judgement about the suggestion that the most significant obstacle to Indian independence, in the years 1935-42, was divisions within India. Arguments and evidence that the most significant obstacle to Indian independence, in the years 1935-42, was divisions within India should be analysed and evaluated. Relevant points may include: • The continuing rivalry between Congress and the Muslim League had driven them increasingly further apart e.g. the outbreak of war, August Offer meant that they could not put effective pressure on the British • Continued support for the Raj from the princely states, even when other groups were demanding moves towards independence • The impact of the 1937 election in highlighting divisions between the Muslim League and Congress limited their ability to challenge the Raj • The inability of the Muslim League and Congress to reach agreement in 1938 because of Congress' refusal to recognise the Muslim League as the sole representative of Muslims • Divisions within Congress were revealed in 1938 over the election of its president; Bose initially refused to resign and Nehru was not prepared to stand against him. Arguments and evidence that the most significant obstacle to Indian independence, in the years 1935-42, was not divisions within India should be analysed and evaluated. Relevant points may include: • The 1942 'Quit India Campaign' garnered relatively little support, even in areas which had participated fully in earlier campaigns, suggesting less interest in campaigning for independence • The British continued to exercise control over key decisions e.g. the decision by Linlithgow to go to war in 1939 • The nature of the terms that were offered to India by the 1935 Government of India Act and the proposals mooted in the 1942 Cripps Mission showed a reluctance by the British to allow full independence • The continued opposition to Indian independence by sections of the British Conservative party – most notably Winston Churchill who was Prime Minister in 1942. Other relevant material must be credited.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
5	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. Candidates are expected to reach a judgement about how far British control of India weakened in the years 1930-42. Arguments and evidence that British control of India weakened in the years 1930-42 should be analysed and evaluated. Relevant points may include: • Mass support for the 1930 salt satyagraha, with 60,000 people imprisoned for their involvement, demonstrated that British control of India was slipping • Britain was prepared to make concessions to India in the 1930s, which may suggest an awareness of the need to keep Indians content with British rule, e.g. Round Table Conferences called, Government of India Act • Success in the 1937 elections enabled Congress to take a fuller part in provincial government, thereby moving India closer to self-government • Attempts by Britain after 1939 to conciliate Indians, e.g. the August Offer, the Cripps Mission, suggest that Britain was aware of the importance of India to the war effort and concerned that control might be weakening. Arguments and evidence that British control of India did not weaken in the years 1930-42 should be analysed and evaluated. Relevant points may include: • The failure of the Round Table Conferences to reach agreement suggested that British principles of 'divide and rule' still prevailed • Relations both between Hindus and Muslims and also within Congress, deteriorated in this period, which limited their ability to oppose and weaken British control • In 1939, Lord Linlithgow declared that India should go to war without consulting India thus demonstrating Britain's continued control over India • Both major nationalist campaigns within this period (the Salt Satyagraha and Quit India) were contained by the British, thus indicating continued British control. Other relevant material must be credited.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'

Question	Indicative content
4	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. Candidates are expected to reach a judgement about how accurate is it to say that the Second World War hindered rather than helped the advance of India towards independence. Arguments and evidence that the Second World War hindered rather than helped the advance of India towards independence should be analysed and evaluated. Relevant points may include: • Linlithgow's declaration of war on behalf of India demonstrated that India was still firmly under British control • The differing responses to the war of Congress and the Muslim League reinforced the divisions between them and the difficulties that this posed in advancing the cause of independence • Britain was more concerned with the threat of attack in the region by the Japanese than with moving towards independence • Divisions within Congress in responding to the war were created by, e.g. the Quit India campaign • British policy in the 20th century had been to make a series of concessions to India, which were moving towards independence and were interrupted by the outbreak of war. Arguments and evidence that the Second World War helped rather than hindered the advance of India towards independence should be analysed and evaluated. Relevant points may include: • India's contribution to the war effort in manpower made it difficult to resist India's claims to independence • Britain came under pressure from some of its allies, e.g. USA, to make far greater concessions than had been made hitherto • The wartime debts incurred by the British as a consequence of the Second World War meant that it was reluctant to remain in the subcontinent • The effects of the war on Britain required significant expenditure on rebuilding Britain, which conflicted with the costs that remaining in India would entail. Other relevant material must be credited.

Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'



Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the effectiveness of the 'Quit India Campaign'. Source 1 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - The author was a journalist who had first-hand experience of part of the meeting that had taken place - The focus of the autobiography is on political events surrounding Indian history - The author could have gained insights from his relationship with leaders of Congress - The language used is critical of the role played by Gandhi in the events surrounding the 'Quit India Campaign'. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effectiveness of the 'Quit India Campaign': - It argues that the 'Quit India Campaign' differed from campaigns undertaken by Congress in the past ('previously left the door open') and implies that this impacted on its effectiveness - It suggests that the assumptions and role played by Gandhi undermined the effectiveness of the campaign ('his biggest mistake.') - It provides evidence that the immediate arrest of the leaders was unexpected ('he had not expected the arrests so soon') and therefore implies poor planning. - 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 content. Relevant points may include: - Gandhi was the driving force behind the campaign and not all members of Congress supported the idea, or accepted Gandhi's arguments, that India could make peace with Japan - The divisions in Congress over whether to go forward with the 'Quit India Campaign' gave the British government time to plan its response

Question	Indicative content
	- An instruction had been provided for individuals to lead their own campaign if the leaders were arrested. Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - It looks at the events from the perspective of the British government in India - As Viceroy, Linlithgow would be in a strong position to know what was going on - As there was an agreement that this was not a confidential correspondence, neither man would necessarily be entirely frank - The source is couched in diplomatic language, with Linlithgow seeking compromise, whilst not conceding major points to Gandhi. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effectiveness of the 'Quit India Campaign': - It provides evidence about the violence and suffering that was the consequence of the campaign ('violence, crime and revolutionary activity.') - It suggests that Gandhi was not in control of the actions that were being undertaken as part of the campaign ('fallen short of an ideal which you have advocated') - It suggests that Gandhi has not been successful in influencing the attitudes of the British government in relation to independence. - 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 content. Relevant points may include: - The purpose of the campaign was to make India ungovernable - The decision to let people run their own campaign encouraged violence, with more than a thousand people being killed - More than 100,000 protesters were arrested, including the leadership of Congress. Sources 1 and 2 The following points could be made about the sources in combination: - Source 1 is written in hindsight, whereas Source 2 was written contemporaneously with the events - Source 1 is an Indian journalist's view of events, whereas Source 2 is from an official British perspective - Source 1 suggests that Gandhi was less concerned with non-violence

Question	Indicative content
	than he had been in the past, whereas Source 2 suggests that Gandhi was still concerned with non-violence as a strategy • Both sources agree that the campaign had become very violent.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



4	13–16	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the political situation in India in 1942. Source 1 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - As a member of the government, Attlee was likely to have access to accurate information about the situation in India - Attlee had previous experience of dealing with India's political problems ('Having some first-hand knowledge') - Attlee was presenting a different opinion to that of the Secretary of State for India and the Viceroy. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the political situation in India in 1942: - It suggests that there were divisions in the way in which Britain wanted to deal with the situation of India – 'a renewed effort' (Attlee) versus 'doing nothing' (Secretary of State) or 'minor concessions' ('Linlithgow') - It claims that the impact of the Second World War on Indian politics was to make the problems 'harder' and 'more...urgent' - It implies that there were divisions in the Indian political parties ('get the leaders...to unite') - It claims that the Viceroy was not competent to deal with the problems of the political situation in India ('not the man to do this.'). - 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 content. Relevant points may include: - The threat of invasion in 1942 made it urgent for the British government to find a resolution to the problems of India - British concerns about the political situation in India continued – the following month, the Cripps Mission was sent out to secure Indian support for the war effort - Linlithgow's approach to dealing with the situation in India had become increasingly untenable from the decision to involve India in the war, with no consultation in 1939; he was replaced by Wavell in 1943.

Source 2

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
 - As a leading member of Congress, Rajagopalachari will be aware of the decisions and actions of that organisation
 - Although Rajagopalachari was critical of some aspects of Congress' policies, there was some support for his views, as others signed this letter
 - This was an immediate response to the Quit India Resolution, written within a week of its passing.
2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the political situation in India in 1942:
 - It suggests that there is a broad consensus in Congress about its underlying long-term political aim ('We do not disagree with you')
 - It suggests that India was not ready at this time for greater independence ('chaos would follow.')
 - It implies that there were divisions between Hindus and Muslims ('achieving such a settlement may be difficult.') that needed to be resolved in order for progress to be made
 - It claims that there is a 'serious international situation' that undermined moves to independence, implying that once the War was over, the reasons for not seeking self-government would have been removed.
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 content. Relevant points may include:
 - Although the Japanese threat to India from the sea had been reduced by the Battle of the Coral Sea, there remained the threat of an invasion of India from Burma
 - Many members of Congress were reluctant to support the 'Quit India Campaign' because they believed it would help the Axis Powers, e.g. Nehru
 - Congress was ambivalent in its attitude towards the 'Quit India Campaign', taking 3 months to decide whether it should support the campaign
 - Divisions between the Muslim League and Congress (over the Cripps Mission), and also within Congress (over 'Quit India'), gave Britain the time to prepare to deal with the situation.

Sources 1 and 2

The following points could be made about the sources in combination:

- Source 1 is from a leading British politician who is a member of the government and Source 2 is from a member of Congress
- Both Sources agree that the impact of the Second World War on Indian politics has been significant
- Both Sources believe that there needed to be cooperation between Hindus and Muslims to achieve effective change.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'

Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into the response of Indian nationalists to the Cabinet Mission of 1946. - 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: - It suggests that it was seen as an honest attempt by the British to resolve key issues ('the best document the British Government could have produced in the circumstances') - It provides evidence that it is seen as the prelude to independence ('they have come to devise the easiest and quickest method of ending British rule') - It provides evidence that the nationalist response was not united in its views ('the Congress and the Muslim League did not, could not, agree') - It implies that its results may not benefit India (may not be 'best, or even good, from the Indian standpoint'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The source is a statement from a leading nationalist, Gandhi, who could be expected to know about what is happening - The article was a fairly immediate response to the report of the Cabinet Mission showing how Indian nationalists may have felt at the time - The tone of the piece seems to be quite balanced in that it is not entirely critical of the British, even though this might be expected. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The Cabinet Mission was sent to India by Clement Attlee, whose Labour government was pledged to grant independence to India - The Cabinet Mission met many leading Indian politicians, e.g. Gandhi, Nehru, Jinnah, to discover their views on the future of India - The response of Congress and the Muslim League to the Cabinet Mission at this time was divided – Congress rejected the May statement whilst the Muslim League accepted it.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into communal violence in India and Pakistan following independence. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The source is a diplomatic exchange between the leaders of two states and would need to be couched in the appropriate language for such an exchange - The source is written after the date of independence so that Pakistan was now an independent state - The use of a telegram suggests the urgency of the situation - The tone of the piece is pessimistic, suggesting that there is little that can be done to ameliorate the situation and Britain no longer wishes to be involved. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that attempts are being made to resolve the situation by the Indian government ('trying to restore order and to prevent violence spreading') - It suggests that Pakistan is less able to deal with the problem than India because Jinnah has asked Britain for help in dealing with the situation - It suggests that the situation is not static with references to both problems ('the situation... completely out of hand') and to brief periods of respite ('appear to be real signs of improvement in the last few days'). - 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: - Many people were displaced as part of the implementation of partition. It is estimated that in 1947 10 million people had to move - Communal violence was evident in all communities – Hindu, Muslim and Sikh - with perhaps one million people dying in 1947 - As India and Pakistan gained their independence in August 1947, Britain no longer had any need to be involved in dealing with communal violence.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.



Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into the problems that the British government faced in India in the years 1946–47. - 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: - It indicates that there would be problems with the army if communal violence broke out - It implies that the knowledge that independence is coming was a problem because it altered the behaviour of those Indians involved in the running of India ('We must expect them to look to their future.') - It implies that Britain did not want to be seen as inadequate in dealing with the issues raised in India ('dignity...humiliating retreat.') - It suggests that members of the Cabinet were not entirely in agreement ('how can you expect', 'You suggest'), which may have posed problems for determining the course of action to be taken. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The author and recipient of the letter were highly placed in the British government, and thus in a good position to determine what the problems were - The letter was written early in 1947, and shows that the British government was concerned about the wide range of issues that were impacting on India - The letter shows some attempt at balance, by placing some of the problems within their broader historical context, and by offering a realistic assessment of the situation. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Attlee had been part of the Simon Commission and so did have personal knowledge of India - Communal violence had started to spread in northern India from the autumn of 1946 - Britain could not afford to maintain an army in India for a prolonged period after the war - Britain wanted to maintain international influence in the post-war world.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the relationship between Subhas Chandra Bose and the Axis Powers during the Second World War. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The title of the article implies that it will take a critical approach to Bose's wartime relationship with the Axis Powers - It was written in the USA at a time when the USA was at war with Japan and Nazi Germany, so it would not wish to give succour to the enemy - It uses negative language to describe Bose ('always careful of his own safety.'). - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It implies that Bose supports the Axis Power that he believes is most likely to achieve Indian independence at any point, transferring greater support from Germany to Japan after Pearl Harbor - It claims that Bose was important to the Axis Powers in spreading their propaganda messages to Indians ('spokesman of Nazi propaganda.', 'propagandist.') - It provides evidence that the Axis Powers were prepared to support Bose financially for his contributions ('With a plentiful supply of funds from the Nazis') - It suggests that Bose was using the relationship to promote his own claims for leadership in India ('condemning Gandhi and Nehru as false and discredited leaders'). - 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: - Bose had left Congress in 1939 because of Gandhi's manoeuvrings and formed the Forward Bloc Party, pursuing a more violent approach to the achievement of independence for India than Congress - Hitler's support for Bose was limited, as he was concerned that the loss of India by Britain might lead to a power vacuum in India that would benefit Russia - The role of the Indian National Army was limited, with many surrendering to the British and about 12,000 were held in detention camps by 1945.

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'



Question	Indicative content
5	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. Candidates are expected to reach a judgement on how far was the decision to grant independence to India in 1947 the result of Britain's economic needs. Arguments and evidence that the decision to grant independence to India in 1947 was the result of Britain's economic needs should be analysed and evaluated. Relevant points may include: • Britain faced debts of nearly £3 billion at the end of the war • The costs of maintaining India, particularly the cost of a standing army in India to prevent the communal violence that was escalating in the post-war years and the costs entailed in dealing with crises such as the Bengal famine • The costs involved in providing for the post-war world in Britain, including the costs of re-building Britain's infrastructure and the costs of the welfare state • The declining importance of investment in and trade with India which had been taking place since the 1920s and the boycotts of British cotton. Arguments and evidence that the decision to grant independence to India in 1947 was the result of factors other than Britain's economic needs should be analysed and evaluated. Relevant points may include: • The impact of the nationalist movement, both Congress and the Muslim League, in putting pressure on the British from the 1920s onwards • The reinforcement of nationalist pressure created by the impact of the Second World War with India's significant contribution in terms of manpower • The view held in Britain and India that India should be rewarded for the contribution that was made during the Second World War • The view held in Britain that communal violence could not be contained and the imperative this created to leave the sub-continent • The election of a Labour government in Britain in 1945 who were more sympathetic to India's calls for independence than previous governments. Other relevant material must be credited.



Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'

Question	Indicative content
6	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. Candidates are expected to reach a judgement on how accurate it is to say that the growth of Afrikaner nationalism was the main reason for the National Party's election victory in 1948. Arguments and evidence that it is accurate to say that the growth of Afrikaner nationalism was the main reason for the National Party's election victory in 1948 should be analysed and evaluated. Relevant points may include: • The role of the Broederbond, which had been founded in 1918, in promoting Afrikaner cultural and economic interests • The role of the Ossewabrandwag (OB) which had been founded in 1938 as a pro-German and anti-British organisation. It provided a basis for support of the National Party after the Second World War • Effective exploitation of white fears of swart kevaar (black threat – especially in economic matters) and miscegenation. Arguments and evidence that it is not accurate to say that the growth of Afrikaner nationalism was the main reason for the National Party's election victory in 1948 should be analysed and evaluated. Relevant points may include: • The impact of the Second World War created a range of opportunities for the National Party to exploit and challenges for the United Party • To meet the needs of a war-time economy during the Second World War, the United Party had allowed a relaxation of segregationist policies. White opposition to this was exploited by the National Party • Discontent amongst the white electorate with aspects of the United Party's policies, e.g. they had supported Britain in the Second World War; after the war, they appeared to be continuing with a relaxation of segregationist policies • The use of a Westminster-style electoral system enabled the National Party to claim a victory, despite the fact that they did not poll the highest percentage of the popular vote. Other relevant material must be credited.

Question	Indicative content
7	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. Candidates are expected to reach a judgement on how far the rise of the Black Consciousness Movement was responsible for the Soweto Uprising of 1976. Arguments and evidence that the rise of the Black Consciousness Movement was responsible for the Soweto Uprising of 1976 should be analysed and evaluated. Relevant points may include: • The Black Consciousness Movement promoted an ethos of pride in being black and a view that blacks had to be responsible for their own liberation • A number of members of SASO who were expelled from university went to Soweto in the early 1970s to teach in its secondary schools • A general sense of disillusionment amongst young people against apartheid was linked to Black Consciousness • Young people turned to action as result of the 1975 government decision to introduce the teaching of half of the school subjects in Afrikaans, which was seen as the language of oppression; for some, this was linked to Black Consciousness. Arguments and evidence that other factors were responsible for the Soweto Uprising of 1976 should be analysed and evaluated. Relevant points may include: • The range of pressures on young people contributed to their sense of frustration with their lives, which in turn played a part in the Soweto Uprising, e.g. the harsh conditions in the townships and the lack of opportunities for employment • The secondary schools in Soweto were extremely overcrowded as it was government policy from 1962 that new schools should only be built in the homelands • The June 16th demonstration was organised by the South African Students' Movement – many of its members supported the ANC rather than Black Consciousness • The shooting of a large number of children, at the June 16th demonstration and the photographs of these events galvanised many more young people to participate in the wider Soweto Uprising. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on how accurate it is to say that that P.W. Botha's policies in the 1980s made progress towards ending apartheid. Arguments and evidence that it is accurate to say that that P.W. Botha's policies in the 1980s made progress towards ending apartheid should be analysed and evaluated. Relevant points may include: • The implementation of the total strategy included reforms designed to meet both criticism at home and abroad and unrest within South Africa about apartheid • Botha started to relax some of the more oppressive apartheid laws, e.g. 1985 Mixed Marriages Law repealed, 1986 the requirement to carry a pass was removed • Botha aimed to extend black participation in the townships, e.g. by giving more power to black councillors through the 1982 Bantus Authorities Act • Negotiations were begun with Nelson Mandela. Arguments and evidence that it is not accurate to say that that P.W. Botha's policies in the 1980s made progress towards ending apartheid should be analysed and evaluated. Relevant points may include: • Botha's introduction of a tri-cameral system in 1983 was designed to exclude black Africans from the political process, although some limited power was given to 'Coloureds' and 'Indians' • The creation of the UDF showed the existence of opposition to the reforms being implemented by Botha • Limits to progress were evident from widespread black trade union strike activity • The state of emergency declared in 1985 demonstrated repression rather than reform. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement on how far Muhammad Ali Jinnah was responsible for the Partition of India in 1947. Arguments and evidence that Muhammad Ali Jinnah was responsible for the Partition of India in 1947 should be analysed and evaluated. Relevant points may include: • Jinnah was responsible for establishing publicly the idea of partition in 1940 when he issued the Lahore Resolution • It was Jinnah who publicly abandoned constitutional methods and precipitated the Direct Action Day of 16 August 1946 • Jinnah may only have been using the threat of partition as a negotiating tool to get more concessions; he should have anticipated that it might actually happen. Arguments and evidence that other factors, not Muhammad Ali Jinnah, were responsible for the Partition of India in 1947 should be analysed and evaluated. Relevant points may include: • There were a number of occasions when Nehru had the opportunity to compromise, e.g. in 1946 following the Cabinet Mission, and failed to capitalise on the opportunity • Mountbatten was sent to India to prevent partition, but his attitude to Nehru and Jinnah was very different and this contributed to the failure to reach a compromise solution • The breakdown of law and order in parts of India such as the Punjab made the need to reach a final conclusion to events seem even more urgent. Other relevant material must be credited.

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Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether the impact of communal violence after the Second World War was the most significant factor in the British decision to partition the Indian subcontinent in August 1947. Arguments and evidence that the impact of communal violence after the Second World War was the most significant factor in the British decision to partition the Indian subcontinent in August 1947 should be analysed and evaluated. Relevant points may include: • The willingness of leaders on both sides to use violence and accept the possibility of a large loss of life, e.g. Nehru's refusal to compromise and Jinnah's call for a day of Direct Action • No leading nationalist was acting as a voice of moderation or was prepared to compromise; even Gandhi referred to a 'bloodbath' • Violence in cities such as Calcutta, with 5,000 killed in a few days, showed that there was not an easy solution to the communal divisions • The inability of Wavell to deal with the nascent civil war that he was facing. His fears of this led him to develop a secret evacuation plan for both the British army and British civilians in India • The division of the Punjab as part of the negotiations over partition created further communal violence affecting the Sikh communities in the region • The impact of communal violence in influencing the British government's decision to bring forward the date of independence from June 1948 to August 1947. Arguments and evidence that the impact of communal violence after the Second World War was not the most significant factor and/or other factors were more significant in the British decision to partition the Indian subcontinent in August 1947 should be analysed and evaluated. Relevant points may include: • Communal violence was endemic to relations in India and had been exacerbated by the 'divide and rule' policy of the Raj throughout the time Britain had governed India, e.g. Moplah 1921 • The desire of the Labour government to withdraw from India as soon as possible in order to avoid having to deal with India's problems and to be able to rebuild Britain in the post-war era • The role played by Mountbatten in negotiations and decision making, including his preferential treatment of Congress. Other relevant material must be credited.

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Question	Indicative content
5	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. 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. 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: • 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 • 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 • Mountbatten ignored the advice that he was offered about a gradual move towards independence, e.g. by Corfield • 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. 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: • Mountbatten inherited a difficult situation and his options were limited • Jinnah had been suggesting partition of the subcontinent since at least 1940 with the Lahore Resolution • 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 • Nehru was responsible for the use of provocative statements that undermined attempts to negotiate, e.g. regarding the Cabinet Mission proposals. Other relevant material must be credited.

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Question	Indicative content
5	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. Candidates are expected to reach a judgement about whether British policy was the main reason for communal violence during the process of partition and independence. Arguments and evidence that British policy was the main reason for communal violence during the process of partition and independence should be analysed and evaluated. Relevant points may include: • British policy in India had been based on 'divide and rule' and this had established the basis on which communal tensions were exacerbated • Mountbatten's decision to partition India meant that the subcontinent was being divided along communal lines, which was likely to generate violence • There was a massive movement by Hindus, Muslims and Sikhs so that they did not end up on the 'wrong' side of the frontier determined by British policy; this often triggered communal violence • Mountbatten ignored advice to move gradually towards independence, which accelerated issues linked to it, including communal violence • There was an increasing reluctance during the process of independence to use the army to keep order within the subcontinent, e.g. most troops remained in barracks in the Punjab. Arguments and evidence that challenge whether British policy was the main reason for communal violence during the process of partition and independence should be analysed and evaluated. Relevant points may include: • There had always been communal tensions in India, based on religious differences, and these had often led to communal violence in the past, e.g. Moplah (1921) • The failure of Congress to compromise with the Muslim League antagonised Muslim public opinion, contributing to an increase in violence, which continued during partition and independence • The language and slogans used before independence established the basis for communal violence, e.g. Victory to Pakistan (Muslim), Death to Pakistan (Hindu). Other relevant material must be credited.

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1	1–3	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
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4	13–16	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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