

Mark Scheme (Results)

Summer 2016

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

Paper 2: Depth study

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

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

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

How to award marks

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 their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Generic Level Descriptors

Section A: Questions 1a/2a

Target: A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• 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.
2	3–5	<ul style="list-style-type: none">• 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 or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	<ul style="list-style-type: none">• 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.

Section A: Questions 1b/2b

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into Gandhi's attitude to British rule in the years 1920-22</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• 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.2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• 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.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• 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
<p>1b</p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into relations between Hindus and Muslims in the late 1920s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • 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. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • 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'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • 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
2a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the views held by the PAC in 1959.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It provides evidence of the ways in which Sobukwe believed that the PAC differed from the ANC, e.g. the PAC believed in a 'national struggle' whereas the ANC believed in a 'class struggle'• It indicates that the PAC would not co-operate with other groups as this was seen as 'collaboration'• It suggests that the PAC will pursue a single aim relentlessly – 'we stand for the complete overthrow of white domination'.2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• It is a contemporary publication produced by the founding leader of the PAC and might be expected to reflect his views closely• It was published in a newspaper of which Sobukwe was editor, so he could say what he wanted• The PAC itself was formally launched only three months after this article; its purpose may therefore have been to attract support away from the ANC.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• The PAC emerged as a response to the Freedom Charter of the ANC which they believed was a rejection of the vision of South Africa for Africans• The PAC objected to the ANC's inclusion of other groups in the protest movement such as the Indian Congress and the Communist Party of South Africa• Many younger Africans joined the PAC because they wanted immediate change and felt frustrated by life in the townships and the lack of progress being made by the ANC. This goes some way to explain the direct calls to action being expressed in the source.

Question	Indicative content
2b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into attitudes to the Pass Laws in the 1950s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • The author has a very clear position on the Pass Laws – she is a founding member of a radical, white anti-apartheid organisation. The source therefore only presents one perspective on attitudes to the Pass Laws • Joseph does, however, claim in the extract that she is speaking for 'women of every race' • The language of the piece suggests that Joseph is very much concerned by the social injustice of the Pass Laws, e.g. 'unjust', 'degradation', 'punishment and misery'. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It indicates that 'twenty thousand women of all races' took part in the Women's March, suggesting that there was opposition to the Pass Laws across all groups in South Africa • It suggests that a key reason for opposition to the Pass Laws was the negative impact it had on African men, e.g. 'arrests, loss of pay', thus indicating the likely attitude of black men to the Pass Laws • It suggests that not everyone opposed the Pass Laws; their implementation was supported by the government which was responsible for the 'raids, arrests...trial'. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • The Pass Laws in some form had been in existence since the 19th century for men, but were extended to the whole country and to women by two laws in 1952 (Native Laws Amendment Act and Abolition of Passes and Co-ordination of Documents Act) • By forcing black Africans to carry a pass, it was possible to restrict their movements, so the pass came to symbolise the whole system of oppression to those who opposed apartheid, not just the Pass Laws • The women who marched on August 9 1956 presented a petition against the Pass Laws which had been signed by 100,000 people, suggesting widespread opposition • August 9 has been celebrated as National Women's Day in South Africa since 1994, suggesting the huge significance attached to this particular event.

Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the impact of the First World War was the main reason for the growth of nationalism in India in the years 1914-19.</p> <p>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:</p> <ul style="list-style-type: none">• 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. <p>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:</p> <ul style="list-style-type: none">• 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. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1930-39, progress was being made towards Indian independence.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far was the decision to grant independence to India in 1947 the result of Britain's economic needs.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the growth of Afrikaner nationalism was the main reason for the National Party's election victory in 1948.</p> <p>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:</p> <ul style="list-style-type: none">• 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. <p>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:</p> <ul style="list-style-type: none">• 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. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the rise of the Black Consciousness Movement was responsible for the Soweto Uprising of 1976.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Arguments and evidence that other factors were responsible for the Soweto Uprising of 1976 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that that P.W. Botha's policies in the 1980s made progress towards ending apartheid.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Other relevant material must be credited.</p>