



Mark Scheme (Results)

November 2021

Pearson Edexcel GCE
In History (9HI0)

Paper 2: Depth study

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

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Section A

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	1–3	<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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<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 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.
4	13–16	<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, 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.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing 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 secure 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 fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: A01: 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	1–3	<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	4–7	<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 focus of the question. • Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	<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 sources to consider how far the historian could make use of them to investigate reactions in India to involvement in the Second World War.</p> <p>Source 1</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> It is an official document produced by Congress stating their view of events It was drafted by a leading member of Congress before being endorsed by the Working Committee It is a fairly immediate response to the declaration of war. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions in India to involvement in the Second World War: <ul style="list-style-type: none"> It suggests that Indians are resentful at the actions Britain has taken at the outset of the war ('affect the Indian people') It indicates its disapproval of the Nazis through its use of condemnatory language ('aggression ... sweeping away ...') It indicates that Congress' reaction will be determined by how the British respond to nationalist demands for constitutional change It suggests that Congress will exploit the hypocrisy of the British attitude to India to advance the nationalist cause ('If...If...If...'). 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: <ul style="list-style-type: none"> Lord Linlithgow declared war on Nazi Germany on 3 September 1939 with no consultation 8 out of 11 Congress ministers resigned because of their resentment over Linlithgow's declaration Muslim leaders declined to make a joint demand with Congress regarding getting an early statement of Britain's war aims. <p>Source 2</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> It is a speech made to the House of Lords by the Secretary of State and is thus representing the official position of the British government It has been based on information provided by the Viceroy who is in a position to have an overview of reactions in India It deals with the responses of both Congress and Muslims. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions in India to involvement in the Second World War:

Question	Indicative content
	<ul style="list-style-type: none"> • It indicates the opposition to be found across India to the actions of the Nazis ('violent protest against the outrage') • It suggests that there are a significant number of people in India who are supporting Britain's decision to go to war ('spontaneous offers') • It indicates that there is some divergence between the reactions of Congress and the Muslim League to involvement in the war. <p>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:</p> <ul style="list-style-type: none"> • There was clearly widespread support for the war against Hitler, evidenced by the 2.5 million Indian soldiers who fought in the course of the conflict • Publicly, there appeared to be little agreement between Congress and the Muslim League, but privately Nehru and Jinnah were in discussions about their response • The position of the Muslim League was strengthened by the stance that it took in supporting Britain and being more sympathetic to involvement in the war. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • The sources offer differing perspectives on reactions to the outbreak of war – an official British perspective and the perspective of Congress • Both sources agree that Congress and India oppose the rise of Nazism and believe that it should be resisted • Source 1 presents the view of Congress, whereas Source 2 tries to present a broader view across more of a range of opinions.

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

Question	Indicative content
2	<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 sources to consider how far the historian could make use of them to investigate the significance of the Rivonia Trial.</p> <p>Source 3</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • It will be well informed about the legal processes involved in the Rivonia case as the author was the trial lawyer for the defendants • It was written shortly after the trial, so will be an immediate response to the events • There would have been no concern about censorship as the author no longer lived in South Africa. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the Rivonia Trial: <ul style="list-style-type: none"> • It suggests that the sentencing at the trial had a massive international impact ('there was uproar') • It indicates that Afrikaner South Africans believed that the trial had undermined the effectiveness of the ANC • It suggests that the prisoners believed that their conviction would eventually galvanise a change in the position of black South Africans ('they also wait...'). 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: <ul style="list-style-type: none"> • There were 10 defendants brought to trial, including Mandela and Sisulu, of whom eight were sentenced to life imprisonment • The UN was involved from early on, with resolutions calling on the South African government not to proceed with the prosecutions (October 1963) and for the release of all political prisoners (June 1964) • Once convicted, the prisoners were allowed only limited communication with the outside world, so that the effectiveness of the ANC was undermined. <p>Source 4</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • It provides evidence from both a pro-National Party and an anti-government newspaper • It provides an immediate response to the convictions imposed on the defendants • Its purpose was to present a positive image of South Africa to an overseas audience. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the

Question	Indicative content
	<p>Rivonia Trial:</p> <ul style="list-style-type: none"> • It indicates that overseas opinion viewed the Rivonia Trial as the actions of a tyrannical government ('unbearable state tyranny') • It suggests that there were profound differences between the views of the ANC and white Afrikaners • It suggests that even anti-government newspapers shared the view that the defendants had acted illegally ('aware of the consequences') • It implies that the trial judges treated the defendants in a moderate and reasonable fashion ('reason to be thankful that the trial ended as it did'). <p>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:</p> <ul style="list-style-type: none"> • The defendants were tried under the Sabotage Act, which meant there was no need for corroborating evidence from the prosecution • There were concerns that the death penalty would be applied if the accused were found guilty • There was a range of activities around the world to protest the trial and the convictions, e.g. a worldwide petition, the creation of the World Campaign for the Release of South African Political Prisoners. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • The sources offer differing perspectives on reactions to the significance of the convictions – from the defence team and from a publication that the South African government used to promote its ideas • The sources agree that there was considerable interest in, and reaction to, the trial overseas • The sources agree that violence was used but disagree in their attitude as to whether its use was legitimate.

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 whether it is accurate to say that, in the years 1920-32, Gandhi's tactics were an effective means of opposing British rule.</p> <p>Arguments and evidence that support the view that it is accurate to say that, in the years 1920-32, Gandhi's tactics were an effective means of opposing British rule should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Certain aspects of Gandhi's campaigns had the potential to fundamentally disrupt British rule, e.g. the refusal to pay taxes in the 1920-22 <i>satyagraha</i> • Gandhi's tactics garnered international attention in a positive way, which increased the pressure on Britain, e.g. British response to the salt <i>satyagraha</i> • Mass arrests of protesters, e.g. in 1930, posed great difficulties for the prison system and demonstrated the problems that faced Britain in maintaining control • Gandhi's popular influence gave him access to discussions with the British that could be used to good effect, e.g. the Gandhi-Irwin Pact (1931). <p>Arguments and evidence that challenge the view that it is accurate to say that, in the years 1920-32, Gandhi's tactics were an effective means of opposing British rule should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gandhi's style of leadership in the civil disobedience campaigns was confrontational, and this was not necessarily the most appropriate tactic for opposing British rule • Gandhi's tactics often resulted in the leadership of the movement being imprisoned, and thus unable to lead the movement directly from prison • Gandhi's tactics were, on occasion, unrealistic, e.g. proposed school strikes in 1920-22 • Gandhi's campaign of 1920-22 was called off because of the violence that was developing in the campaign, suggesting that his tactics were not an effective means for opposing British rule • Violence alienated moderate nationalists and undermined their support for the nationalist movement, thereby limiting the movement to oppose British rule • Gandhi alienated other sections of the nationalist movement, undermining its effectiveness, e.g. by his claim to speak for all Indians at the Second Round Table Conference. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether British policy in India, in the years 1928-35, was designed to maintain control of the subcontinent by making concessions.</p> <p>Arguments and evidence that support the view that British policy in India, in the years 1928-35, was designed to maintain control of the subcontinent by making concessions should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The British appeared to be prepared to modify their approach in order to maintain control, e.g. the purpose of the Simon Commission (1928), the Poona Pact (1932) • British policy remained committed to dominion status, as evidenced by the Irwin Declaration (1929) in order to maintain the support of nationalists for British rule • British policy attempted to involve Indian opinion in the creation of a new constitution via the Round Table talks of 1930-32 • The British were prepared to negotiate with the nationalists in order to maintain law and order, and hence control, e.g. 1931 Gandhi-Irwin Pact • The terms of the 1935 Government of India Act attempted to provide a constitution that would continue to bind India to Britain, even once dominion status had been achieved. <p>Arguments and evidence that challenge the view that British policy in India, in the years 1928-35, was designed to maintain control of the subcontinent by making concessions should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Indians were not involved in all aspects of British concessions, e.g. there were no Indian representatives on the Simon Commission • The British also used repression in order to maintain control, e.g. in 1930, 60,000 nationalists had been imprisoned • The British continued to exploit the policies of divide and rule to maintain control, e.g. the Communal Award was seen by Gandhi as an attempt to weaken Congress • The 1935 Government of India Act was imposed on India with no negotiation following the failure of the Round Table talks • British policy did not make sufficient concessions to conciliate Congress, which continued to oppose British control. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the impact of the Black Consciousness Movement posed the most significant threat to the National Party's control in South Africa in the years 1968-78.</p> <p>Arguments and evidence that support the view that the impact of the Black Consciousness Movement posed the most significant threat to the National Party's control in South Africa in the years 1968-78 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Black Consciousness Movement promoted the view that blacks needed to be responsible for their own liberation, and thus encouraged a range of actions that challenged the position of the NP • The Black Consciousness Movement directly appealed to young South African blacks who were increasingly disillusioned by the impact of apartheid on their lives • Banning orders in 1973 against leading proponents of Black Consciousness, e.g. Steve Biko and SASO leaders, suggest that the NP perceived the Black Consciousness Movement as a significant threat • The impact of the 1976 Soweto Rising, organised by proponents of Black Consciousness, undermined the position of the NP • The impact of the 1977 death of Steve Biko, the leading proponent of Black Consciousness, undermined the position of the NP. <p>Arguments and evidence that challenge the view that the impact of the Black Consciousness Movement posed the most significant threat to the National Party's control in South Africa in the years 1968-78 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The ANC strengthened its position in the 1970s and under the leadership of Oliver Tambo developed its anti-apartheid strategies, which proved to be a more significant threat • The development of the international anti-apartheid movement was more significant in creating international isolation of South Africa and undermining the control of the NP • Economic boycotts, combined with the international economic crisis in the 1970s, had a damaging impact on the South African economy, which posed a significant threat to NP control • Growing divisions and splits within the NP over the application of apartheid from the 1960s onwards were a more significant threat • Scandal in the NP, e.g. the Information Scandal, posed a significant threat from within the party to the control of the NP. <p>Other relevant material must be credited.</p>

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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 about whether it is accurate to say that the role of international pressure, in the years 1983-91, was the most crucial factor in bringing about the end of apartheid.</p> <p>Arguments and evidence that support the view that it is accurate to say that the role of international pressure, in the years 1983-91, was the most crucial factor in bringing about the end of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The implementation of trade sanctions by other states, e.g. US Congress (1986), demonstrated the international isolation of South Africa and the need to address the issue of apartheid • Disinvestment in South Africa was growing in this period, e.g. in 1985, US banks refused to renew loans, and this was crucial in putting pressure on the South African government to end apartheid to ease economic problems • The combination of different types of economic sanctions contributed to inflation rising to about 15% - this was unsustainable and needed to be addressed • Continued pressure from the UN, passing resolutions on aspects of the apartheid regime, e.g. 556 (1984) calling for the release of all political prisoners, 610 (1988) protesting the execution of the Sharpeville Six • The international anti-apartheid movement maintained the momentum of pressure by high profile media events, e.g. Nelson Mandela: Freedom at 70 (1988) • The cumulative impact of sporting and cultural isolation reinforced the impact of other forms of international pressure. <p>Arguments and evidence that challenge the view whether it is accurate to say that the role of international pressure, in the years 1983-91, was the most crucial factor in bringing about the end of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The role played by both Mandela and de Klerk in reaching a compromise agreement played an important role in enabling apartheid to be brought to an end • The failure of the policy of 'total strategy' meant that an alternative policy approach needed to be found • Although the NP won the 1989 election, it was with much reduced support (less than 50% of the vote). Alternative approaches needed to be found to maintain their position in government • The escalation of violence in the homelands and the townships required dramatic solutions to resolve the problems it was increasingly posing. <p>Other relevant material must be credited.</p>