



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In History (9HI0/2F)
Advanced

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'

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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: 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	1–3	<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 the reasons for the failure of the Simla Conference (1945).</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 was written by Lord Wavell who, as the Viceroy, was a leading participant in the Conference and would have been well-informed about its proceedings It was an immediate reaction to the failure of the Conference, written only one day after it had ended The tone of the source appears to be objective and balanced, with criticisms of both Congress and Muslim League representatives Given that it was subsequently circulated to the Cabinet as a secret document, its contents were clearly deemed to be reliable by the British government. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the failure of the Simla Conference (1945): <ul style="list-style-type: none"> It provides evidence of the limitations of leading individuals ('Gandhi...not capable', 'Jinnah...narrow-minded'), suggesting that these limitations have resulted in failure to reach agreement It argues that the immediate cause of failure was 'Jinnah's inflexibility' It implies that Congress' claim to 'represent everyone' was responsible for creating a level of mistrust amongst Muslims that made reaching agreement virtually impossible. 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"> 21 Indian political leaders represented the range of views and opinions of Indians at the Simla Conference; such divergence was always going to make reaching agreement difficult Communal divisions were long entrenched within Indian society, having been reinforced by the British policy of 'divide and rule' As Congress claimed to represent all Indians, it refused to concede that the Muslim League should nominate all Muslim members of the Executive Council. <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"> The evidence used by the author appears to have been derived from publicly available sources, such as press reports The piece was produced specifically for an organisation that was interested in understanding the problems of the region The author is likely to offer an objective view of events as an outsider

Question	Indicative content
	<ul style="list-style-type: none"> The tone of the piece seems more critical of the role of the Muslim League than that of Congress in the failure of the Conference. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the failure of the Simla Conference (1945):</p> <ul style="list-style-type: none"> It implies that the approach by the British government is responsible for insufficient concessions to enable agreement ('opposition from some officials', 'did not contain any hint of an increase') It argues that Congress was unhappy with some parts of the proposals ('In 1942, this had been the crucial issue'), suggesting that they would oppose the proposals again It argues that the central responsibility lay with Jinnah ('demand is difficult to justify.') It indicates that Wavell 'took all blame upon himself' for the failure of the Conference. <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 major change proposed at Simla was the composition of the Executive Council, which was to provide parity to Hindus and Muslims and to be all Indian, apart from the Viceroy and commander-in-chief Jinnah was committed to the view that the Muslim League should be responsible for the nomination of all Muslim members of the Executive Council and was not prepared to shift on this Wavell wanted to avoid recriminations and leave the door open for future agreement, so did not openly blame either Congress or the Muslim League for the failure of the Conference. <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"> Source 1 provides an insider view of the reasons for failure, whereas Source 2 provides an outsider view Source 1 provides a more balanced assessment of the responsibility for failure, identifying issues with both Congress and the Muslim League. Source 2 is less critical of Congress Both Sources agree that Jinnah's response was responsible for triggering the failure of the Conference.

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 importance of F W de Klerk in the process of dismantling apartheid in 1990.</p> <p>Source 3</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 will be well informed about the work done by de Klerk as it was written by him It presents de Klerk's actions in a positive light It uses optimistic and hyperbolic language to emphasise the significance of the events that are being discussed. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of F W de Klerk in the process of dismantling apartheid in 1990: <ul style="list-style-type: none"> It suggests that the prime mover in the process of dismantling apartheid was de Klerk ('sense of destiny.', 'my speech') It claims that de Klerk's speech (2 February 1990) began the process of dismantling apartheid ('begin a new era.', 'fundamental policy shift.') It implies that most South Africans supported the decisions made to move towards dismantling apartheid ('The only dissenting voices came from the Conservative Party.') It acknowledges the role of Mandela in the process ('both bore the responsibility'). 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"> De Klerk had been pursuing a new course since he had taken over from Botha in 1989 De Klerk had been negotiating with Mandela in order to organise his release from prison and reach a negotiated settlement; this involved the dismantling of apartheid De Klerk had not consulted with the South African Parliament – he simply announced the freeing of Mandela and the unbanning of opposition parties. <p>Source 4</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 was written very shortly after the events, so was an immediate response to these specific events As a British journalist, the author will not be subject to South African censorship, as his report would be published in Britain The content reveals some balance in reporting the actions taken by de Klerk.

Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of F W de Klerk in the dismantling of apartheid in 1990:</p> <ul style="list-style-type: none"> • It argues that Thatcher played a role in making de Klerk aware that apartheid could not continue ('she couldn't keep up her anti-sanctions position for ever.') • It recognises that de Klerk understood the importance of making changes in South Africa ('courage and intelligence') • It suggests that de Klerk was enacting changes that many South Africans supported ('white supporters.', 'unhappy with it for years.') • It implies that de Klerk's motivations were not necessarily altruistic ('little given away...done a lot'), but may have been motivated by a desire to improve South Africa's international reputation. <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"> • Western leaders, such as Thatcher, who had been seen as political allies of the apartheid regime, were now pressurising de Klerk to end apartheid • Many white South Africans did not want to continue with apartheid because they feared that it would result in civil conflict – they were looking for an alternative future • De Klerk did not implement his ideas with great haste. Formal negotiations did not begin until May 1990. <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"> • Source 3 provides an insider's view of events, whereas Source 4 provides an outsider's view • Source 3 emphasises the importance of de Klerk in the process, whereas Source 4 looks at a wider range of influences • Both Sources acknowledge that de Klerk did play a key role in beginning the process that led to the dismantling of apartheid • Both Sources agree that many whites were now supportive of a policy that would dismantle apartheid.

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 the 1920-22 non-cooperation campaign was the most important influence on the growth of nationalism in the years 1914-22.</p> <p>Arguments and evidence that support the view that the 1920-22 non-cooperation campaign was the most important influence on the growth of nationalism in the years 1914-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The nature of the campaign encouraged mass support from across the social spectrum, moving support for self-government beyond just the educated groups that had previously supported it • The methods used were non-violent, but went beyond the strategies of the past and, by opening up a new kind of politics, it appealed to a wide cross section of Indian society • The role played by Gandhi made him of pivotal importance in the development of, and support for, the nationalist message • In the early stages of the campaign, both Hindus and Muslims supported its tactics, strengthening the nationalist campaign • The initial successes of the campaign, e.g. the boycott of the visit by the Prince of Wales, attracted further support for the nationalist cause. <p>Arguments and evidence that challenge the view that the 1920-22 non-cooperation campaign was the most important influence on the growth of nationalism in the years 1914-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Congress split over Gandhi's decision to call off the campaign in 1922, undermining the growing strength of nationalist feeling • Communal divisions and the accompanying violence that emerged during the campaign, e.g. Moplah, weakened the development of nationalism • Mass arrests meant that much of the local leadership of the nationalist movement was not available to develop further support • Cooperation between the ANC and the Muslim League during the First World War, e.g. the Lucknow Pact, was significant in advancing the nationalist cause • The impact of the First World War, in encouraging Indians to demand the rights that they were being denied, was of great significance in the growth of nationalism • The treatment of Indians by the British, e.g. Rowlatt Acts, Amritsar and its aftermath, generated a great deal of anger that was a significant factor in the growth of nationalism. <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 the Government of India Acts of 1919 and 1935 made fundamental changes to India's relationship with Britain.</p> <p>Arguments and evidence that support the view that the Government of India Acts of 1919 and 1935 made fundamental changes to India's relationship with Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Indian participation in government at the highest levels increased. In 1919, only 3 civilian members of the Imperial Executive Council were Indian; in 1935, the Viceroy's Executive Committee had more Indians • There was a shift of decision making from central government to provincial government in order to enable more Indians to participate in the decision-making processes • The role of provincial governments was expanded under each act, so by 1935, the provinces controlled almost everything except defence and foreign policy • Each act extended the franchise; to about 6 million voters by the 1919 Act and to 35 million voters in direct elections after the 1935 Act • There was a view that each act involved Britain in making concessions that would ultimately lead India to full self-government • The impact of the 1935 Act on the princes represented a diminution of their power, thus fundamentally changing their relationship with Britain. <p>Arguments and evidence that challenge the view that the Government of India Acts of 1919 and 1935 made fundamental changes to India's relationship with Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Britain, in the form of the Viceroy, still had overall control over Indian affairs • The continued use of separate electorates in both acts meant that Britain was still able to influence Indian affairs through the continued use of 'divide and rule' • There were inconsistencies between the two acts, e.g. 1919 introduced dyarchy and 1935 abolished it • Congress opposed the acts on the basis that they did not go far enough and demanded further change • The limited concessions that were made by the acts were insufficient to conciliate the Indian middle classes who were increasingly supportive of the calls of the nationalist movement. <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, in the years 1948-61, the weaknesses of African nationalism were more significant than the strengths of the National Party in explaining the failure of opposition to apartheid.</p> <p>Arguments and evidence that support the view that, in the years 1948-61, the weaknesses of African nationalism were more significant than the strengths of the National Party in explaining the failure of opposition to apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Internal divisions in the ANC, especially in the 1940s, between a cautious leadership and a more activist young membership, weakened its power to oppose apartheid • Divisions between the opposition groups, e.g. at the end of the period with the split between ANC and PAC, weakened the ability of the opposition to stand united against apartheid • Disagreements over the methods to be used, including the growing use of violence by Umkhonto we Sizwe and Poqo, after 1960, weakened some of the support for opposition to apartheid • The loss of leading members of the opposition groups, either through arrest, imprisonment or exile, limited their ability to oppose apartheid successfully. <p>Arguments and evidence that, in the years 1948-61, the strengths of the National Party were more significant than the weaknesses of African nationalism in explaining the failure of opposition to apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The National Party government used the instruments of law and order effectively to repress the opposition to apartheid • The effective use of apartheid policy by the National Party to defend their political position • Increased support for the National Party in the 1950s enabled it to strengthen its control over the state and use this as the basis to limit opposition to apartheid • Across the period, the National Party government made effective use of the police to limit the ability for opposition to flourish • The National Party government declared a state of emergency in 1960, and banned opposition groups such as the ANC. This limited the ability of African nationalism to organise opposition to apartheid. <p>Other relevant material must be credited.</p>

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 about whether it is accurate to say that, in the years 1968-83, the power of the National Party was seriously undermined.</p> <p>Arguments and evidence that support the view that it is accurate to say that, in the years 1968-83, the power of the National Party was seriously undermined should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The influence of Black Power created a new sense of identity amongst young black South Africans that led to a sustained campaign against the power of the National Party • The impact of the Soweto Uprising and the subsequent death of Steve Biko, on both domestic and international audiences, undermined support for the National Party government • By the late 1960s, the global anti-apartheid movement was developing and gathering momentum, contributing to calls for international boycotts, which undermined the power of the National Party • Under Oliver Tambo, the ANC reorganised and became more effective, undermining the message of the National Party • Trade union activity in the 1970s, e.g. 1974 Natal strikes, encouraged more effective organisation amongst groups that had previously not been involved in opposing the power of the state • Internal division and scandal, e.g. the information scandal, undermined the credibility and the power of the National Party. <p>Arguments and evidence that challenge the view that it is accurate to say that, in the years 1968-83, the power of the National Party was seriously undermined should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the four general elections in these years, the number of National Party MPs elected changed very little • The National Party continued to use repression in order to limit challenges to its power • The homeland policy encouraged some African politicians to co-operate with the National Party and helped to strengthen support for the National Party • Under Botha, attempts were made to conciliate opponents and retain power through reform, e.g. some political powers were devolved to black urban councils • Through diplomacy with surrounding states, e.g. 1982 Lesotho, limitations were put on the ANC in exile, thus strengthening the position of the National Party in South Africa. <p>Other relevant material must be credited.</p>

