Mark Scheme (Results)

Summer 2023

Pearson Edexcel in
GCE History (8HI0/2F)
Advanced Subsidiary

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: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–2**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand 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**	• 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**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**6–9**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	**10–12**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**5–10**	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**11–16**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**17–20**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

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

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the tactics used by Indian nationalists to oppose the Rowlatt Acts. 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: • It states that being arrested is a key tactic ('we seek imprisonment') • It defines the key components of non-cooperation in the event of arrest, e.g. 'No defence should be offered' • It suggests that the opposition should respect the law in their application of tactics ('it is our duty to conform to all prison regulations.') • It suggests that the tactics of the opposition were very well organised – there are precise instructions provided for every eventuality. 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: • The author of the source was responsible for creating the tactics that were being used in this *satyagraha* and can therefore be expected to be well-versed in their key elements • The nationalist response to the Rowlatt Act was fairly immediate, suggesting that those participating in the opposition were familiar with these tactics • The tone of the piece is very measured – it is setting out a clear set of instructions for the tactics those involved in the protest should engage in. 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: • The Rowlatt Acts extended the war-time restrictions that had been imposed on India by the 1915 Defence of India Act • Gandhi had developed the philosophy of *satyagraha* and the tactics linked to it whilst in South Africa • Gandhi was in charge of the tactics.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the attitude of Indians to the events at Amritsar in 1919. 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: • The author is a well-educated Indian whose response may reflect that of many other Indians; he states that he is reflecting more widely held views • The letter was clearly written for wide public consumption in India as it was published in an English language newspaper very shortly after being sent • The tone of the piece indicates the anger that the author feels about the events. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that Indians believed that the British over-reacted ('enormity of the measures') to local problems • It implies that Indians saw the British actions in Amritsar as an unreasonable response to the situation ('severity … are worse than anything') • It states that Indians are helpless and 'scared', implying that they saw the British as holding all the power in India • It suggests that Amritsar acted as a unifying force for Indians ('stand by the side of… my countrymen'). 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: • General Dyer's attack on the meeting organised at the Jallianwala Bagh, which killed at least 400 Indians, met with widespread opposition from within India • Martial law was imposed in the aftermath of the massacre, further alienating Indians from British rule • The INC's Punjab Sub-Committee's report on the massacre increased Indian bitterness and resentment over the events in Amritsar.

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

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the reasons why members of the ANC increasingly engaged in violence after 1961. 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: • It argues that peaceful methods had not achieved any positive results for black South Africans ('did not help us') • It suggests that the move to violence was a direct consequence of government policy ('our organisation … banned.') • It suggests that the decision to increase the use of violence was the consequence of the failure over an extended period of other methods to be successful in achieving the ANC's aim ('ignore the long history'). 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: • As a long-time member of the ANC and an early recruit to Umkhonto we Sizwe, the author is well placed to have an understanding of the reasons for increasing violence • The statement was made in a public arena so that the ideas expressed would be widely disseminated • The judgement received by the author shows that he was perceived as a threat by the South African system. 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: • There were discussions within the ANC about the use of tactics throughout the 1950s, so that the idea of violence was already being considered as a response • In the aftermath of the Sharpeville Massacre, even those ANC leaders who supported peaceful methods, e.g. Luthuli, agreed to the setting up of an independent organisation that would pursue more violent tactics • Umkhonto we Sizwe was launched in December 1961 as the armed wing of the ANC. Its members had received foreign training and attacked strategic targets.

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the beliefs of the National Party in 1948. 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: • As a speech made by the leader of the NP, it can be deemed to accurately reflect the beliefs of the party • As an election speech, its purpose would be to present the views of the NP in such a way as to attract electoral support in the upcoming election • Its tone and line of argument attempts to present apartheid, as pursued by the NP, as a perfectly reasonable policy. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that the National Party's political beliefs are rooted in 'Christian principles', suggesting a need to defend their belief in racial separation • It suggests that the National Party has concerns about the future of white South Africans and is therefore pursuing a policy of apartheid in order to protect the position of whites • It claims that the system of apartheid benefits all groups in South African society ('the character and future of each race can be protected and safeguarded.'). 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: • Apartheid legislation already existed in South Africa and the National Party linked their beliefs to this • The Afrikaner view of a Christian approach to politics was promoted by the *Broederbond* • The impact of the Second World War had enabled the National Party to exploit white fears of *swart gevaar* in order to galvanise electoral support.

Section B: indicative content

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

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

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

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

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

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that the ANC was successful in opposing apartheid in the years 1968-83. Arguments and evidence that it is accurate to say that the ANC was successful in opposing apartheid in the years 1968-83 should be analysed and evaluated. Relevant points may include: • There was significant underground support for the ANC within South Africa, which was harnessed to increase support for opposition to apartheid within the country • The actions of the ANC overseas, e.g. by Oliver Tambo who spoke at the UN, contributed to the galvanising of the international anti-apartheid movement • There was a growing use of successful sabotage against targets of strategic importance by MK, operating as the military wing of the ANC, from 1980, e.g. Sasolburg. Arguments and evidence that it is not accurate to say that the ANC was successful in opposing apartheid in the years 1968-83 should be analysed and evaluated. Relevant points may include: • Many of its leading figures were either in prison (e.g. Mandela) or in exile (e.g. Tambo) for much of this period • In the late 1960s and early 1970s, internal divisions in the ANC, and problems in establishing MK guerrilla bases abroad, limited its effectiveness • Many young black South Africans looked to other organisations to express their opposition to apartheid (e.g. SASO), suggesting that the ANC was not successful • Botha's combination of repression and concession had some success in restricting the success of the ANC. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether it is accurate to say that, in the years 1984-90, the National Party maintained its control of South Africa. Arguments and evidence that, in the years 1984-90, the National Party maintained its control of South Africa should be analysed and evaluated. Relevant points may include: • The ability of opposition to challenge the government was limited by the fragmentation of the various opposition groups, thus enabling the National Party to maintain control • Opposition groups often directed their actions, with increasing violence, against other opposition groups (e.g. in Zululand and Natal) rather than challenging the government directly • The ability of the government to maintain control by repressing any opposition was aided by an expansion in the security forces – the police, the army and special units • The unbanning of political parties and the decision to free Mandela in 1990, indicate that the National Party was sufficiently confident of its control to believe that such concessions would consolidate its position. Arguments and evidence that challenge the view that, in the years 1984-90, the National Party maintained its control of South Africa should be analysed and evaluated. Relevant points may include: • The international anti-apartheid movement continued to exert real pressure on the South African government that undermined its control, especially in the economic sphere • Much of the opposition to the government became more radical in its approach, with violence becoming much more pervasive, and hence more difficult to control • Divisions were emerging within the National Party about the future direction that apartheid should take, undermining its control of South Africa. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether it is accurate to say that the role played by Nelson Mandela was the main reason that a new political settlement was reached in the years 1989-94. Arguments and evidence that the role played by Nelson Mandela was the main reason that a new political settlement was reached in the years 1989-94 should be analysed and evaluated. Relevant points may include: • Mandela had clearly expressed his commitment to negotiating towards a new political settlement, even before he had been freed from prison in 1990 • Mandela had the international status and authority to enter into negotiations and to represent the views of a significant portion of the South African population • Throughout the negotiations, Mandela was committed to promoting national reconciliation and to reaching a compromise that would include all South Africans • Mandela acted to calm black discontent with the process, e.g. following the murder of Chris Hani in 1993. Arguments and evidence that the role played by Nelson Mandela was not the main reason and/or there were other more important reasons that a new political settlement was reached in the years 1989-94 should be analysed and evaluated. Relevant points may include: • The National Party was looking for a method of dealing with the violence that was escalating in South Africa • International isolation had impacted badly on the South African economy and the National Party wanted to improve its international economic status • De Klerk was as important as Mandela, as he was prepared to release Mandela from prison and subsequently to enter into negotiations to reach a new political settlement • The establishment of CODESA and CODESA II gave a foundation and framework for negotiations for the new political settlement. Other relevant material must be credited.

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