

Mark scheme (Results)

Summer 2022

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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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	<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 response to the Communal Award of 1932.</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 states that Gandhi plans to 'fast unto death' to demonstrate his opposition to the Communal Award• It implies that Gandhi aims to put pressure on the British government to modify its position through his threat of a fast ('will cease...revises its decision')• It suggests that Gandhi wishes to get as much publicity for his demands as possible ('I also ask that this letter be published') in order to maximise pressure on the British government.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">• As the letter was written by Gandhi, it is likely to be an accurate reflection of how he wishes to portray his views• The letter was written as a direct response to the announcement of the Communal Award• The purpose of Gandhi's letter was to influence British government policy by announcing his plan with a month's notice.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 Communal Award provided separate electorates for a range of minorities, including Sikhs, Muslims and the Depressed classes• Gandhi was particularly opposed to separate electorates for the Depressed classes as he believed that they were Hindus rather than a separate class• Gandhi's fast was brought to an end by the agreement known as the Poona Pact.

Question	Indicative content
1b	<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 towards proposed constitutional changes in India in 1935.</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"> • Hoare was Secretary of State for India and thus was in a strong position to be aware of a range of attitudes in both India and Britain • As the speech was made just prior to the introduction of the Government of India Bill, its purpose was likely to be to garner support for the proposals • The tone of the speech is moderate and shows an awareness of the positions of different groups. 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 implies that unreasonable individuals oppose some element of the constitutional changes ('extremists in both countries') • It suggests that the British government believed that a settlement was possible ('Reasonable Indians...Reasonable people...') • It indicates that both India ('advantage of our experience') and Britain ('protect interests') will benefit from the terms of the legislation for constitutional changes • It indicates that the basis of criticism of the proposed constitutional changes differed in India ('dictatorship') and Britain ('political power...surrendered'). 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"> • There was opposition in Britain to constitutional change from the India Defence League, which included Winston Churchill and Rudyard Kipling • There was opposition to constitutional change in India from Congress with considerable distrust of British intentions • The 1935 Government of India Act was a compromise that did not satisfy its critics in either India or Britain.

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 importance of the scandal involving the National Party in the late 1970s.</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 the scandal has led to a government minister's resignation ('resigned tonight')• It implies that Botha was making attempts to cover up the scandal ('ended the inquiry', 'keep details of the scandal secret')• It provides evidence that the NP was concerned about the international repercussions of the scandal as a result of 'secret activities' in 'numerous Western countries'• It suggests that the scandal has reduced domestic support for the NP ('anxiety' 'angry responses').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 from a foreign newspaper that will not have been subject to censorship• The factual approach of the source suggests that it is presenting an objective report of the events• It supports its reporting by reference to evidence from within South Africa.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 Information scandal was also known as 'Muldergate' because of the involvement of Cornelius Mulder in these events• Mulder was provided with a secret fund which was used at home and abroad in a corrupt fashion and with no oversight• Botha set up a new inquiry after ending the initial inquiry. This one was more sympathetic to the NP and agreed to hold its meetings in secret• The scandal was responsible for the resignation of Vorster who was implicated in it.

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 the reasons why Nelson Mandela would not accept Botha's offer to release him from prison in 1985.</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"> • It was designed as a public statement to express Mandela's views on the offer of freedom and would have been widely reported at home and abroad • As a public statement, Mandela's purpose was to maintain his authority within the ANC • Despite rejecting freedom, the tone of the rejection is moderate and reasonable. 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 implies that previous NP leaders used violence against the ANC, and Botha will need to demonstrate that he is not a man of violence ('Let Botha show that he is different') • It provides evidence that Mandela was seeking significant concessions from Botha ('Let Botha show that he is different') and suggests that he will only accept release if these conditions are met • It suggests that only the ending of apartheid will lead to a resolution of the situation ('What freedom am I being offered when ...'). 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"> • This was the sixth offer of release that Botha had made to Mandela • Mandela had requested that the government unban the ANC and treat it as a political party in January 1985 • Mandela was interested in pursuing negotiations with Botha that would lead to a lasting settlement.

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 consequence of the First World War was to reinforce Britain's control of India in the years 1914-19.</p> <p>Arguments and evidence that it is accurate to say that the consequence of the First World War was to reinforce Britain's control of India in the years 1914-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The failure of the nationalist opposition to successfully exploit British weaknesses during the war ensured that Britain's control of India was reinforced• There was extensive loyalty demonstrated towards Britain and the Empire during the war by many groups within India, e.g. more than 1 million troops served overseas• The limited nature of the concessions offered by the Government of India Act, despite India's war-time support, demonstrate that Britain continued to exercise full control over India• Britain maintained wartime controls beyond the end of the war in 1919, e.g. the Rowlatt Acts. Where concession did not work, repression was an alternative strategy to be employed to retain Britain's control. <p>Arguments and evidence that challenge the view that it is accurate to say that the consequence of the First World War was to reinforce Britain's control of India in the years 1914-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The participation of so many Indians in the war strengthened India's claims for a greater say in the running of their country, thus undermining Britain's position• Britain's control was weakened by the undermining of 'divide and rule' tactics, e.g. the Lucknow Pact 1916• The First World War saw the growth of support for the nationalist movement, which would undermine Britain's control• Britain's legitimacy was undermined by its misuse of legislation, e.g. in leading to the Amritsar massacre. <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 continued to rely on concession when dealing with nationalist opposition in India in the years 1919-31.</p> <p>Arguments and evidence that British policy did continue to rely on concession when dealing with nationalist opposition in India in the years 1919-31 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Government of India Act was passed in 1919 and offered concessions to Indian nationalists through the creation of a system of dyarchy • The Irwin Declaration of 1929 reiterated the Montagu Declaration and promised dominion status • Indian nationalists were invited to the Round Table Conferences that began in 1930 to work out a new constitution for India • The Gandhi-Irwin Pact of 1931 saw both Britain and the Nationalists making concessions. <p>Arguments and evidence that British policy did not continue to rely on concession when dealing with nationalist opposition in India in the years 1919-31 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The passing of the repressive Rowlatt Acts of 1919 implied that any British policy commitment to concession was questionable • Nationalist leaders were imprisoned regularly throughout this period as a means of dealing with their opposition, e.g. Gandhi (1917, 1919, 1922, 1930), participants in the salt <i>satyagraha</i> (1930) • The use of violence by the army (Amritsar 1919) and the police (Dharasana 1930) demonstrated the limited commitment to policies of concession. <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 British decision to leave India in August 1947 was a consequence of the impact of the Second World War.</p> <p>Arguments and evidence that the British decision to leave India in August 1947 was a consequence of the impact of the Second World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • India's contribution to the war effort made it increasingly difficult for Britain to resist Indian demands for independence • Nationalist demands continued through the war, e.g. the Quit India campaign, and this increased pressure on Britain to leave India • The cost of the war and of re-building post-war made it difficult for Britain to maintain an Empire • The Atlantic Charter demonstrated how Britain was coming under pressure from her allies to grant independence. <p>Arguments and evidence that challenge the view that the British decision to leave India in August 1947 was a consequence of the impact of the Second World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • British policy had been moving towards independence for some time and the war may even have delayed it • The election of a Labour government in 1945 under the leadership of Clement Attlee, who had been a member of the Simon Commission, meant there was a government more sympathetic to Indian demands in power in Britain • The consequence of the development of communal violence after the war was to bring forward the date of independence to August 1947 • The role played by Mountbatten after he became Viceroy in negotiating an agreement for British withdrawal. <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 about whether, in the years 1948-61, the anti-apartheid movement in South Africa was weakened by the powers of the state.</p> <p>Arguments and evidence that, in the years 1948-61, the anti-apartheid movement in South Africa was weakened by the powers of the state should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Mass arrests were a common strategy used against the anti-apartheid movement• Many leaders went into exile to avoid arrest, e.g. Tambo• Key leaders of the anti-apartheid movement, e.g. Mandela, Sisulu and Slovo, were unable to organise effectively during their terms of imprisonment whilst awaiting trial during the Treason Trial• Following the passage of the 1960 Unlawful Organisations Act, both the ANC and PAC were declared unlawful. <p>Arguments and evidence that, in the years 1948-61, the anti-apartheid movement in South Africa was not weakened by the powers of the state should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Opposition to apartheid was able to mobilise mass support for some of its campaigns, e.g. the Defiance Campaign, the Freedom Charter, demonstrations following Sharpeville• The periods of imprisonment during the Treason Trial enabled the prisoners, who came from different anti-apartheid organisations, to discuss and to develop a strategy that would be pursued in the future• Those who went into exile were able to mobilise international support for the anti-apartheid movement. <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 about whether the South African economy was strengthened in the years 1961-68.</p> <p>Arguments and evidence that the South African economy was strengthened in the years 1961-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • South Africa's economic growth rate was higher than many Western European countries, with GDP almost doubling in the years 1960-68 • Levels of employment increased to meet the needs of the agricultural and mining sectors • The growth of new towns meant that there was investment in the building industry, with concomitant growth in employment • White South Africans experienced a significant increase in income, by about 50%, indicating the strengthening of the economy. <p>Arguments and evidence that the South African economy was not strengthened in the years 1961-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • South Africa's economic growth was dependent on a limited range of export sectors, primarily agriculture and mining, which left her vulnerable to market shifts • There was a skills shortage that was not being addressed from within the country • NP apartheid policy still restricted access to the cities for black Africans; where this was applied it undermined economic growth. <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 about how significant the role played by Steve Biko was in challenging the power of the National Party in the years 1968-77.</p> <p>Arguments and evidence that the role played by Steve Biko was significant in challenging the power of the National Party in the years 1968-77 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Biko contributed to the development of the Black Consciousness Movement, which united many different strands of opposition to apartheid within South Africa • Biko argued for black nationalists to organise independently of white liberals, who he believed did not fully comprehend the black experience and who could therefore not challenge the regime effectively • Steve Biko played an important role in founding and encouraging students to organise in SASO, which then engaged in mass mobilisation campaigns against the regime • Steve Biko's death was significant in drawing international attention to the problems that faced opposition within South Africa. <p>Arguments and evidence that challenge the view the role played by Steve Biko was significant in challenging the power of the National Party in the years 1968-77 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Biko would not have been successful without the support of a range of organisations which mobilised mass support • Biko was initially perceived as not challenging the power of the NP because SASO was seen as racial separation – the policy the NP wished to promote • Tambo was more significant in his role as President of the ANC throughout this period; he had access to an international stage to draw attention to the problems facing South Africa, e.g. he addressed the UN in 1973 • Organisations such as SACTU were more significant in challenging the power of the NP through industrial action. <p>Other relevant material must be credited.</p>