



Mark Scheme (Results)

Summer 2025

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 problems that the British government faced in India in the years 1946-47. - 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 indicates that there would be problems with the army if communal violence broke out - It implies that the knowledge that independence is coming was a problem because it altered the behaviour of those Indians involved in the running of India ('We must expect them to look to their future.') - It implies that Britain did not want to be seen as inadequate in dealing with the issues raised in India ('dignity...humiliating retreat.') - It suggests that members of the Cabinet were not entirely in agreement ('how can you expect', 'You suggest'), which may have posed problems for determining the course of action to be taken. - 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 and recipient of the letter were highly placed in the British government, and thus in a good position to determine what the problems were - The letter was written early in 1947, and shows that the British government was concerned about the wide range of issues that were impacting on India - The letter shows some attempt at balance, by placing some of the problems within their broader historical context, and by offering a realistic assessment of the situation. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Attlee had been part of the Simon Commission and so did have personal knowledge of India - Communal violence had started to spread in northern India from the autumn of 1946 - Britain could not afford to maintain an army in India for a prolonged period after the war - Britain wanted to maintain international influence in the post-war world.

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 relationship between Subhas Chandra Bose and the Axis Powers during the Second World War. 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 title of the article implies that it will take a critical approach to Bose's wartime relationship with the Axis Powers • It was written in the USA at a time when the USA was at war with Japan and Nazi Germany, so it would not wish to give succour to the enemy • It uses negative language to describe Bose ('always careful of his own safety.'). 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that Bose supports the Axis Power that he believes is most likely to achieve Indian independence at any point, transferring greater support from Germany to Japan after Pearl Harbor • It claims that Bose was important to the Axis Powers in spreading their propaganda messages to Indians ('spokesman of Nazi propaganda.', 'propagandist.') • It provides evidence that the Axis Powers were prepared to support Bose financially for his contributions ('With a plentiful supply of funds from the Nazis') • It suggests that Bose was using the relationship to promote his own claims for leadership in India ('condemning Gandhi and Nehru as false and discredited leaders'). 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: • Bose had left Congress in 1939 because of Gandhi's manoeuvrings and formed the Forward Bloc Party, pursuing a more violent approach to the achievement of independence for India than Congress • Hitler's support for Bose was limited, as he was concerned that the loss of India by Britain might lead to a power vacuum in India that would benefit Russia • The role of the Indian National Army was limited, with many surrendering to the British and about 12,000 were held in detention camps by 1945.

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 impact of the pass laws on black South Africans in the years 1948-56. 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 claims that the pass laws were responsible for many of the evils of apartheid that impacted on black South Africans ('basis and key feature') • It suggests that the pass laws were responsible for the exploitation of black South Africans in order to benefit the ruling class ('a method of ensuring cheap labour for the mines and the farms.') • It suggests that the extension of the pass laws to women was significant for the ANC because this acted as a rallying call for ANC opposition ('major issue'). 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 leading member of the ANC Women's League, Ngoyi is in a good position to understand the significance of the pass laws • Ngoyi's involvement in opposition to the pass laws demonstrates that she appreciates the problems linked to them • Its arguments are often well-reasoned and appear based on evidence ('even Government Commissions'). 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 pass laws enabled restrictions on the movement of black South Africans, and, as such, came to represent the oppression that was experienced by them in all walks of life • The extension of the pass laws to women in the 1950s was responsible for an increase in opposition to them • Support for opposition to the pass laws in the years 1948-56 was significant, e.g. 100,000 people signed the petition that was presented at the Women's March, August 1956.

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 how the Pan-Africanist Congress (PAC) was organised in early 1960. 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 South African journalist who attended the initial meeting, Pogrund was in a good position to comment on the organisation of the PAC • Pogrund appears to be quoting the words of Sobukwe directly, giving authenticity to his comments • As Pogrund was a liberal journalist, he was likely to see the actions of black South Africans in a sympathetic light • As the biographer of Sobukwe, it can be expected that the author will represent him and his organisation in a sympathetic way. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that the planning for the anti-pass campaign was well organised and working to a schedule ('sent circulars', 'called a press conference.') • It implies that there was a hierarchy within the PAC during its campaigning ('PAC members were urged', 'some PAC leaders were kept out of the campaign') • It implies that the main approach to be taken in the forthcoming anti-pass law campaign was laid down explicitly by the PAC ('instructed') • It argues that the PAC saw the anti-pass law campaign as part of a larger campaign, with the underlying aim of achieving "freedom and independence"...by 1963.' 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: • The PAC was firmly rooted in Pan-Africanist ideas about the role to be played by black South Africans in campaigning for change • The PAC wanted to develop a more confrontational style of direct action than was being pursued by other organisations • The PAC had mobilised a considerable amount of grass roots support for its approach, so that its campaigning would be well supported.

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 far the impact of the First World War contributed to the progress of India towards independence in the years 1914-19. Arguments and evidence that the impact of the First World War contributed to the progress of India towards independence in the years 1914-19 should be analysed and evaluated. Relevant points may include: • The contribution that India made to the war effort, e.g. over a million Indians in the armed forces, strengthened Indian demands for independence • The impact of the war strengthened the Indian nationalist movement, e.g. through the Home Rule Leagues, and thus contributed to the development of calls for independence • The First World War had undermined British policies of 'divide and rule', leading to cooperation between Muslims and Hindus, e.g. the Lucknow Pact (1916), thereby promoting progress towards independence • The Montagu Declaration (1917), a response to war-time circumstances, indicated that India could achieve independence in the future. Arguments and evidence that challenge the view that the impact of the First World War contributed to the progress of India towards independence in the years 1914-19 and/or other factors contributed should be analysed and evaluated. Relevant points may include: • The nationalist movement was already developing before the First World War, so that its demands for Indian independence were already established • The return of Gandhi to India from South Africa in 1915 provided the Indian nationalist movement with significant leadership so that it could make significant progress • The implementation of martial law in Amritsar (1919), subsequent events in the city and the British reaction to these events all contributed to increasing support for demands for independence • The 1919 Government of India Act did not provide sufficient concessions to conciliate nationalist demands and to delay calls for greater autonomy. 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 whether the 1920-22 civil disobedience campaign was a success for Indian nationalists. Arguments and evidence that the 1920-22 civil disobedience campaign was a success for Indian nationalists should be analysed and evaluated. Relevant points may include: • The campaign demonstrated the importance of Gandhi, putting him at the centre of future campaigns • The campaign was supported by members of all religions, castes and classes, suggesting that it had unified the nationalist movement, and created a mass movement that would be increasingly significant • Many aspects of the campaign were realistic and achievable, and were likely to contribute to its aim of making it difficult for the British to govern India, e.g. non-payment of taxes • The campaign enabled members of the Indian elites, e.g. Nehru, to develop an understanding of the situation of the peasants, leading to improved organisation of Congress. Arguments and evidence that challenge the view that the 1920-22 civil disobedience campaign was a success for Indian nationalists should be analysed and evaluated. Relevant points may include: • The campaign was used by some Indians as an excuse for the settling of old scores, often leading to violence in different places at different times, e.g. the Moplah rising (1921) • Some aspects of the campaign were entirely unfeasible, e.g. children not attending school, and led to criticism of the entire campaign • The campaign was called off by Gandhi following the events at Chauri Chaura (1922); the violence linked to this suggests that Gandhi had not achieved his aims and that <i>satyagraha</i> was not an effective tactic • The campaign had little tangible effect, as was evidenced by the need for continued campaigning. 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 Gandhi was responsible for the failure of the Round Table Conferences in the years 1930-32. Arguments and evidence that Gandhi was responsible for the failure of the Round Table Conferences in the years 1930-32 should be analysed and evaluated. Relevant points may include: • Gandhi claimed to speak for all Indians, and by so doing alienated other Indian representatives who attended the Second Round Table Conference, e.g. Jinnah, Ambedkar • Gandhi did not take the views of other groups into account, e.g. the refusal to consider separate electorates, and hence was unable to create coalitions to pursue Indian interests • Gandhi was not prepared to compromise over the issue of <i>purna swaraj</i>, meaning that he would not consider debating the possibility of dominion status. Arguments and evidence that challenge the view that Gandhi was responsible for the failure of the Round Table Conferences in the years 1930-32 should be analysed and evaluated. Relevant points may include: • Gandhi only attended one conference, so his responsibility for failure was limited to the Second Conference • Congress was responsible for the decision that Gandhi should not attend the First and Third Conferences, and for making him their only delegate sent to the Second Conference • There were divisions between the princely states and the nationalists that contributed to the failure • Jinnah's attitude at the Second Round Table Conference influenced the failure of that meeting • The political context in Britain contributed to failure, e.g. the change of government in 1931. 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 far the National Party's election victory in 1948 was the consequence of the growth of support for Afrikaner nationalist ideas. Arguments and evidence that support the view that the National Party's election victory in 1948 was the consequence of the growth of support for Afrikaner nationalist ideas should be analysed and evaluated. Relevant points may include: • Afrikaner nationalist ideas were promoted by the Broederbond and the OB (Ossewabrandwag), contributing to their growing support and thereby the National Party victory • The National Party was able to effectively exploit white fears of <i>swart kevaar</i> and miscegenation in order to gain growing support • The National Party's opposition to the relaxation of segregation laws by the United Party to meet wartime needs met with support from nationalist Afrikaners • The National Party pursued a nationalist policy of 'Afrikaners First' that was popular with Afrikaners, e.g. no English candidates in the elections. Arguments and evidence that challenge the view that the National Party's election victory in 1948 was the consequence of the growth of support for Afrikaner nationalist ideas should be analysed and evaluated. Relevant points may include: • Many Afrikaner voters opposed the support of the government for Britain and its allies during the Second World War and this led to them supporting the National Party • The National Party was well organised and effective in its approach to campaigning in 1948 • The electoral system was weighted towards rural seats, and this advantaged the National Party • The use of a Westminster-style electoral system benefited the National Party, even though it did not poll a majority of the votes. 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 the significance of domestic challenges in undermining the power of the National Party in the years 1968-83. Arguments and evidence that domestic challenges were significant in undermining the power of the National Party in the years 1968-83 should be analysed and evaluated. Relevant points may include: • The impact of the events at Soweto (1976) shocked many South Africans of all races, and led to increased pressure on the government to change its policies, undermining the position of the National Party • The Information Scandal (1978) weakened the National Party and led to internal divisions within the party • There was widespread resistance to the implementation of the Bantustans in the 1970s and this undermined the policy that the NP was trying to implement • Economic problems at home undermined support for the government from white South Africans, weakening the position of the NP • The UDF was founded in 1983, which unified many of the opposition groups, meaning the NP faced a more cohesive opposition at the end of the period. Arguments and evidence that challenge the view that domestic challenges were significant in undermining the power of the National Party in the years 1968-83 should be analysed and evaluated. Relevant points may include: • International attitudes to South Africa were hardening as the global anti-apartheid movement attracted increasing support, e.g. the Stop the Seventy Tour in the aftermath of the D'Oliveira crisis (1968) • Many adjacent states, e.g. Angola and Zimbabwe, had achieved independence and posed a threat to the government of South Africa • MK based their operations outside South Africa (e.g. Zambia at the start of the period and Mozambique at the end), providing an overseas challenge for the NP to deal with. 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 the impact of international isolation on South Africa was the main reason for Botha's decision to negotiate in the years 1985-89. Arguments and evidence that the impact of international isolation on South Africa was the main reason for Botha's decision to negotiate in the years 1985-89 should be analysed and evaluated. Relevant points may include: • Trade sanctions were implemented by some of the western powers (e.g. 1985 European Community, 1986 US Congress) and these impacted adversely on the South African economy • Economic sanctions by global companies, e.g. IBM (1986), were having an adverse effect on the South African economy, so that a way to resolve the problem was required • Economic problems contributed to rising discontent amongst all South Africans. To maintain control, the NP needed to negotiate an agreement that would end its international isolation • International isolation affected South Africa's sporting, academic and cultural life. There was widespread pressure for change from a range of different groups. Arguments and evidence that challenge the view that the impact of international isolation on South Africa was the main reason for Botha's decision to negotiate in the years 1985-89 should be analysed and evaluated. Relevant points may include: • From 1985, Mandela was signalling to Botha that he was prepared to negotiate towards a new political settlement; this meant Botha could have some confidence in initiating negotiation • By 1989, it was clear that the 'total strategy' was failing, so Botha was looking for other approaches to dealing with South Africa's problems; a negotiated settlement was an alternative strategy • The state of emergency that existed in South Africa could best be resolved through a political solution – and a negotiated settlement offered the best chance for this. Other relevant material must be credited.