



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (9HI02) Paper 2F
Advanced

Unit 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none">• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none">• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"><li data-bbox="402 197 1372 310">• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.<li data-bbox="402 321 1372 468">• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.<li data-bbox="402 478 1372 619">• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.

Level	Mark	Descriptor
		<ul style="list-style-type: none"><li data-bbox="402 195 1279 249">• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the impact of World War 1 on the progress of India towards self-government.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• The author was a leading member of Congress, and as such would represent the views held by that organisation, especially as he was elected President the following year• The purpose of the speech is to explain the views held by Congress over the role played by India in the war and what should happen as a result of this• The tone of the speech is respectful (e.g. 'gracious message', 'deep regret'), but also points out the shortcomings of British actions. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of World War 1 on the progress of India towards self-government:</p> <ul style="list-style-type: none">• It claims that India has responded positively to imperial calls for its help in fighting Germany ('loyally responded', 'splendid rally')• It provides evidence that at this time, very little progress has been made to directly advance Indian interests ('distinctions remain as they were before the war broke out')• It suggests that Hindus and Muslims are working together ('the Congress and the Muslim League have recommended...') rather than being subject to divide and rule• It indicates that the British have accepted the need for self-government ('self-government ... the goal of British policy in India') even though no declaration about this has been announced. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• In 1914, Congress, the Muslim League and the princely states all declared their support for the war effort• This speech was made ten days before the 1917 Montagu Declaration which addressed at least some of the issues being raised regarding Britain's future intentions• In 1916, Congress and the Muslim League agreed the Lucknow Pact to put concerted pressure on the British.

Question	Indicative content
	<p>Source 2</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • The document is a statement by a British politician reporting to the House of Commons on India's role in the war • As Secretary of State for India, the speaker was clearly in a position to be able to comment knowledgeably • The statement was made in the closing months of the war when it was possible to start to reflect on the impact of the war. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of World War 1 in advancing the progress of India towards self-government: <ul style="list-style-type: none"> • It acknowledges the importance of Indian troops throughout the war ('are playing by far the larger part in Mesopotamia and Palestine') • It suggests that progress to self-government was begun before the war broke out • It indicates that the war may have been responsible for speeding up the progress towards self-government ('I do not say that that demand for self-government was not quickened by the War'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> • Over one million Indians fought in World War 1 in a range of theatres of war • Montagu was responsible for the 1917 Montagu Declaration which committed the British government to some form of self-government, although it did not provide a timescale for this • The 1919 Government of India Act was passed by the British government to increase Indian participation in government. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • The sources both agree that India made a significant contribution to the British war effort • Source 2 suggests that progress towards self-government was in progress before the war, whereas Source 1 suggests that there had been little progress before the war • The sources both suggest that the First World War had an impact in progressing India towards self-government.

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the problems facing South Africa in the transition of its system of government in the early 1990s.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• The source is from a foreign newspaper which therefore has more independence as it comes from outside• The source appears to be balanced in its representation of both sides of the talks, criticising both sides at times• The report is based upon both reported statements and written documents produced by both sides. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing South Africa in the transition of its system of government in the early 1990s:</p> <ul style="list-style-type: none">• It provides evidence that both sides used 'angry language' in their dealings which is not conducive to reaching an agreement• It indicates that there were divisions between the ANC and its allies ('a course of confrontation')• It suggests that there were problems in determining the structure of a new South Africa• It indicates that negotiations were being carried out against a backdrop of violence. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• De Klerk's initial approach was a system of power sharing which protected 'minorities' and this went against Mandela's majority rule view• The problems that faced CODESA I and CODESA II which led to each set of talks being suspended• The support given by de Klerk to the Inkatha Freedom Party which was opposing the ANC. <p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• The source is a report produced by a highly respected international organisation whose main concern is the promotion of human rights• Amnesty International did not appear to take sides as it had not championed Mandela in the 1960s

Question	Indicative content
	<ul style="list-style-type: none"> • The report is supported by precise statistical data from within South Africa which suggests that it is based on accurate information as this could be verified. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing South Africa in the transition of its system of government in the early 1990s:</p> <ul style="list-style-type: none"> • It indicates that there is wide-ranging violence going on, both within ('arbitrary detention') and outside ('assassination') of the legal system • It provides evidence that the government was complicit in the violence • It provides evidence that the security forces were central to the violence and were using both direct and indirect means to oppose progress towards the ending of the apartheid system • It indicates that fair and free elections could not take place in South Africa at this time. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • In the early 1990s, a total of 14,000 people were killed in politically related incidents • Right-wing extremists, such as the AWB (Afrikaner Resistance Movement) led by Eugene Terreblanche, threatened civil war if majority rule went ahead • Attacks on white civilian targets by the armed wing of PAC – the Azanian People's Liberation Army e.g. 'one settler one bullet campaign.' <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources are written from outside of South Africa so are reporting on events from the perspective of people not directly involved • Both sources identify the extent of violence taking place as a major problem that has clearly yet to be resolved • Source 3 deals with the problems surrounding the CODESA talks as well as the issue of violence whereas the focus of Source 4, perhaps unsurprisingly, is on the violence and its links to human rights.

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 the suggestion that in the years 1922-32, the position of Congress was strengthened.</p> <p>Arguments and evidence that in the years 1922-32, Congress experienced a strengthening of its position should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Gandhi's 'back to basics' policy increased the appeal of Congress in the countryside and resulted in an increased membership for the organisation• Gandhi's abilities to unite the divided elements of Congress at the Lahore Congress of 1929 under the slogan of 'purna swaraj'• The success of the salt satyagraha in drawing attention to the demands of Indian nationalism, both at home and abroad• Modification of strategy between the earlier satyagraha and the salt satyagraha. It was less centralised with more autonomy given to provincial branches of Congress; this helped to mitigate the impact of any divisions• Mass arrests of protesters in 1930 (possibly 60,000) put immense strains on the civil service and police of the Raj• By the end of the 1920s, Britain was again trying to deal with the problems that were being brought to their attention through the actions of Congress e.g. the Irwin Declaration and the first Round Table Conference. <p>Arguments and evidence that in the years 1922-32, Congress did not experience a strengthening of its position should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There were periods of imprisonment for some of the leading members of Congress, e.g. Gandhi 1922-24 and 1930-31, Nehru 1922-23, 1930, 1931, which impacted on the organisation of the movement• A large number of Muslim members of Congress withdrew their support in the aftermath of the failure of the Khilafat movement; this represented a deterioration in Hindu-Muslim relations• Divisions emerged in Congress e.g. between the path that Gandhi wanted to follow and the socialist approach that was being advocated by the 'Young Hooligans'• Gandhi agreed to attend the second Round Table Conference which caused divisions so Congress did not emerge strengthened. <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 the suggestion that the most significant obstacle to Indian independence, in the years 1935-42, was divisions within India.</p> <p>Arguments and evidence that the most significant obstacle to Indian independence, in the years 1935-42, was divisions within India should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The continuing rivalry between Congress and the Muslim League had driven them increasingly further apart e.g. the outbreak of war, August Offer meant that they could not put effective pressure on the British • Continued support for the Raj from the princely states, even when other groups were demanding moves towards independence • The impact of the 1937 election in highlighting divisions between the Muslim League and Congress limited their ability to challenge the Raj • The inability of the Muslim League and Congress to reach agreement in 1938 because of Congress' refusal to recognise the Muslim League as the sole representative of Muslims • Divisions within Congress were revealed in 1938 over the election of its president; Bose initially refused to resign and Nehru was not prepared to stand against him. <p>Arguments and evidence that the most significant obstacle to Indian independence, in the years 1935-42, was not divisions within India should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 1942 'Quit India Campaign' garnered relatively little support, even in areas which had participated fully in earlier campaigns, suggesting less interest in campaigning for independence • The British continued to exercise control over key decisions e.g. the decision by Linlithgow to go to war in 1939 • The nature of the terms that were offered to India by the 1935 Government of India Act and the proposals mooted in the 1942 Cripps Mission showed a reluctance by the British to allow full independence • The continued opposition to Indian independence by sections of the British Conservative party – most notably Winston Churchill who was Prime Minister in 1942. <p>Other relevant material must be credited.</p>

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

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 increasing use of violence by anti-apartheid groups in South Africa, in the years 1960-68, was a reaction to the use of repression by the government.</p> <p>Arguments and evidence that the increasing use of violence by anti-apartheid groups in South Africa, in the years 1960-68, was a reaction to the use of repression by the government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The impact of the Sharpeville massacre demonstrated that the National Party intended to maintain white supremacy by the use of force and led anti-apartheid groups to consider alternative strategies• The ANC and the PAC were banned in 1960 which limited their ability to act peacefully and led them to consider the use of violence• The continued use of police and military force against mass mobilisation campaigns, e.g. 'stay at home' campaign May 1961, showed that these sorts of protests would no longer work• The declaration of a state of emergency led to the arrest of leading members of the anti-apartheid opposition so that they were no longer always the key influences on anti-apartheid organisations• The creation of MK and Poqo as the underground military wings of the ANC and the PAC was a response to the arrest of many leaders. <p>Arguments and evidence that the increasing use of violence by anti-apartheid groups in South Africa, in the years 1960-68, was not a reaction to the use of repression by the government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The failure of non-violent methods of protest in the 1950s to prevent the extension of apartheid legislation• The split between the ANC and the PAC meant that differences in approach began to emerge• The influence of violent liberation movements in other African countries such as Algeria• The influence of individuals such as Mandela, Sisulu and other ex-Youth League organisers in encouraging the move towards more direct forms of action. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the significance of the role played by leading individuals in challenging the apartheid policies of the National Party in the years 1968-83.</p> <p>Arguments and evidence about the significance of the role played by leading individuals in challenging the apartheid policies of the National Party in the years 1968-83 should be analysed and evaluated. Candidates should reference at least two individuals. Relevant points may include:</p> <ul style="list-style-type: none"> • Steve Biko was crucial to the development of a new view of black identity through the Black Consciousness Movement which acted to unify all those who were oppressed by apartheid • Steve Biko played an important role in influencing school and university students to organise through SASO and engage in mass mobilisation campaigns against the regime • Oliver Tambo was the president of the ANC from 1967 and in this capacity directed the actions of the organisation against the regime after his escape from arrest by going into exile • By the late 1970s, Nelson Mandela came to symbolise those held as political prisoners by the apartheid regime in South Africa and acted to unify opposition to the policies of the regime • On the Nationalist side, Botha acknowledged after 1978 that reform of the system was required, although his purpose at this time was to reform in order to preserve white supremacy. <p>Arguments and evidence about the limited significance of leading individuals and/or other factors in challenging the apartheid policies of the National Party in the years 1968-83 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Leading individuals were often imprisoned by the regime or were in exile because of their position. They were therefore reliant on the mass mobilisation of groups to carry through protests • The role played by the international community in isolating the apartheid regime by e.g. economic and sporting boycotts and international condemnation of events such as the Soweto uprising • The National Party was weakened by internal divisions and scandals, e.g. the information scandal which impacted on its ability to defend its apartheid policies vigorously • The impact of conflict in the countries close to South Africa threatened the authority of the National Party, e.g. Mozambique, Angola and Zimbabwe. <p>Other relevant material must be credited.</p>

