



Mark Scheme (Results)

Summer 2025

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

Paper 2: Depth study
Option 2F.1: India, c1914–48: the road to
independence
Option 2F.2: South Africa, 1948–94: from
apartheid state to 'rainbow nation'

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• 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	• 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	• 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	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• 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	• 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	• 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	• 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	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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 sources to consider how far the historian could make use of them to investigate the political situation in India in 1942. Source 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: - As a member of the government, Attlee was likely to have access to accurate information about the situation in India - Attlee had previous experience of dealing with India's political problems ('Having some first-hand knowledge') - Attlee was presenting a different opinion to that of the Secretary of State for India and the Viceroy. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the political situation in India in 1942: - It suggests that there were divisions in the way in which Britain wanted to deal with the situation of India – 'a renewed effort' (Attlee) versus 'doing nothing' (Secretary of State) or 'minor concessions' ('Linlithgow') - It claims that the impact of the Second World War on Indian politics was to make the problems 'harder' and 'more...urgent' - It implies that there were divisions in the Indian political parties ('get the leaders...to unite') - It claims that the Viceroy was not competent to deal with the problems of the political situation in India ('not the man to do this.'). - 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: - The threat of invasion in 1942 made it urgent for the British government to find a resolution to the problems of India - British concerns about the political situation in India continued – the following month, the Cripps Mission was sent out to secure Indian support for the war effort - Linlithgow's approach to dealing with the situation in India had become increasingly untenable from the decision to involve India in the war, with no consultation in 1939; he was replaced by Wavell in 1943.

Source 2

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:
 - As a leading member of Congress, Rajagopalachari will be aware of the decisions and actions of that organisation
 - Although Rajagopalachari was critical of some aspects of Congress' policies, there was some support for his views, as others signed this letter
 - This was an immediate response to the Quit India Resolution, written within a week of its passing.
2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the political situation in India in 1942:
 - It suggests that there is a broad consensus in Congress about its underlying long-term political aim ('We do not disagree with you')
 - It suggests that India was not ready at this time for greater independence ('chaos would follow.')
 - It implies that there were divisions between Hindus and Muslims ('achieving such a settlement may be difficult.') that needed to be resolved in order for progress to be made
 - It claims that there is a 'serious international situation' that undermined moves to independence, implying that once the War was over, the reasons for not seeking self-government would have been removed.
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:
 - Although the Japanese threat to India from the sea had been reduced by the Battle of the Coral Sea, there remained the threat of an invasion of India from Burma
 - Many members of Congress were reluctant to support the 'Quit India Campaign' because they believed it would help the Axis Powers, e.g. Nehru
 - Congress was ambivalent in its attitude towards the 'Quit India Campaign', taking 3 months to decide whether it should support the campaign
 - Divisions between the Muslim League and Congress (over the Cripps Mission), and also within Congress (over 'Quit India'), gave Britain the time to prepare to deal with the situation.

Sources 1 and 2

The following points could be made about the sources in combination:

- Source 1 is from a leading British politician who is a member of the government and Source 2 is from a member of Congress
- Both Sources agree that the impact of the Second World War on Indian politics has been significant
- Both Sources believe that there needed to be cooperation between Hindus and Muslims to achieve effective change.

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

Question	Indicative content
2	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 sources to consider how far the historian could make use of them to investigate attitudes towards the education of black South African children in the 1950s. Source 3 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: • As a speech made by Verwoerd in his role as Minister of Native Affairs, it is likely to accurately reflect the attitudes of the National Party towards education for black South African children • As a speech made in the South African parliament in support of new legislation, it is likely to present its proposals as having a positive impact • The tone of the speech is a justification for the differential treatment of black South African children. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes towards the education of black South African children in the 1950s: • It claims that black South African children do not need to use mathematics and therefore do not need to be taught it ('quite absurd.') • It implies a belief by white South Africans that black South African children only need 'to be trained' rather than to have an 'education.' to prepare them for their working lives • It suggests that the government wanted to implement an education system that would prevent challenges to its authority ('ever-increasing number of dissatisfied persons') • It claims that the education system that it is proposing will contribute to improved race relations. 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: • The Bantu Education Act brought all schools for black South African children directly under the control of the state • Verwoerd wanted to increase the number of black South African children accessing education by providing schools for all children; the 1951 census recorded that 24 per cent of black South Africans were literate • Verwoerd was aware that the changing nature of the labour market in South Africa required black South Africans to have certain fundamental skills, such as literacy, numeracy and fluency in English and Afrikaans.

Question	Indicative content
	Source 4 - 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: - It is written from the perspective of black South Africans, who were directly experiencing the education system - As the author was involved in the campaign against the Bantu Education Act, she can be expected to write with some authority about this campaign and the wider attitudes of black South Africans to education - The tone of the piece is very critical of the government policies on education. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes towards the education of black South African children in the 1950s: - It rejects the education offered under the Bantu Education Act ('bad Bantu Education Act'), suggesting that there is a desire for a more appropriate system of education - It argues that the standard of education for black South African children has declined as a result of the Bantu Education Act ('Before 1953, the education was a bit better') - It suggests that appropriate education for black South African children is seen as vitally important by black South Africans ('couldn't leave the children...learning nothing.') - It suggests that the 'cultural clubs' were valued as a system of education ('Some... stayed open until 1960.'). - 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: - The Bantu Education Act implemented a system that was framed in terms of apartheid and offered clearly different opportunities to black South African children and white South African children - The use of boycotts was limited to some urban areas, e.g. Johannesburg, and never involved more than about 7,000 children - Most of the 'cultural clubs' did not provide an effective alternative education - Some of the missionary schools closed as a result of the Bantu Education Act; others were taken over by the state and saw a dramatic change in the content of what was taught, e.g. Adams College. Sources 3 and 4 The following points could be made about the sources in combination: - Source 3 is written from the perspective of the National Party's attitudes, whereas Source 4 is written from the perspective of a black South African activist - Source 3 outlines some of the main thinking that underpinned the Bantu Education Act, whereas Source 4 describes the black South African response to it - While both Sources agree that the Bantu Education Act was going to restrict the education of black South Africans, Source 3 sees this positively, whereas Source 4 sees it negatively.

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 whether the main reason that Britain maintained its hold on power in India, in the years 1917-35, was by making concessions to Indian nationalists. Arguments and evidence that support the view that the main reason that Britain maintained its hold on power in India, in the years 1917-35, was by making concessions to Indian nationalists should be analysed and evaluated. Relevant points may include: • The Montagu Declaration (1917) promised future independence at some point, whilst maintaining Indian support for the war • The Government of India Acts (1919 and 1935) were designed to grant concessions whilst maintaining overall British control of India • Britain was prepared to review the working of its concessions and make changes as needed in order to ensure ongoing control, e.g. the work of the Simon Commission in relation to the 1919 Government of India Act • Britain was prepared to enter into discussions that would lead to further concessions to Indian nationalists, e.g. at the Round Table Conferences (1930-32), whilst maintaining its overall position • The British accepted the terms of the Yeravda Pact and modified the Communal Award in order to end Gandhi's fast unto death, which was likely to have had an adverse impact on British control. Arguments and evidence that challenge the view that the main reason that Britain maintained its hold on power in India, in the years 1917-35, was by making concessions to Indian nationalists should be analysed and evaluated. Relevant points may include: • The purpose of concessions was not to maintain control, but was seen by liberal politicians as part of a process of development in the granting of self-rule to India, e.g. the Irwin Declaration (1929) • The concessions offered by Britain were limited and insufficient to stem the tide of nationalist demands; hence they did not significantly aid Britain in maintaining its hold on power • War-time restrictions were extended by the use of the repressive Rowlatt Acts (1919), which were designed to help the British maintain their hold on power through repression • Britain was prepared to use the army (e.g. Amritsar 1919) and the police (e.g. Dharasana salt <i>satyagraha</i> 1930) to resist any challenges to the position of the Raj • Nationalist leaders were frequently imprisoned whilst undertaking campaigns demanding independence, as a way of undermining their influence, e.g. Gandhi (1917, 1919, 1922, 1930, 1932) • Britain continued to use divide and rule as a policy to prevent Indian nationalists uniting, e.g. the approach to separate electorates. 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 it is accurate to say that Gandhi made only a limited contribution to advancing the cause of Indian independence in the 1930s. Arguments and evidence that support the view that Gandhi made only a limited contribution to advancing the cause of Indian independence in the 1930s should be analysed and evaluated. Relevant points may include: • Gandhi did not attend the First or the Third Round Table Conferences, thus having little say in the decisions that were reached, e.g. over Dominion status in the First Round Table Conference • Gandhi's actions at the Second Round Table Conference contributed to its failure and exacerbated nationalist divisions, e.g. over the issue of separate electorates • Lord Willingdon's attitude to Gandhi whilst he was Viceroy (1931-36) restricted Gandhi's contribution. Willingdon was not prepared to negotiate with Gandhi, and he also ordered mass arrests of members of Congress • The 1935 Government of India Act did not take note of Gandhi's views. <i>Purna swaraj</i> was not achieved and separate electorates were embedded in it • Gandhi was involved in the disagreements in Congress in the late 1930s that led to the removal of Bose and undermined the ability of Congress to campaign for independence • Gandhi initially argued, on the outbreak of the Second World War in 1939, that the British should negotiate with Hitler. This was not a popular stance, at home or abroad. Arguments and evidence that challenge the view that Gandhi made only a limited contribution to advancing the cause of Indian independence in the 1930s should be analysed and evaluated. Relevant points may include: • The effectiveness of the salt <i>satyagraha</i> (1930) in attracting international support for the nationalists' campaign led to pressure being put on the British government to change its approach • Gandhi's success in the early 1930s led to some rapprochement between him and Viceroy Irwin that provided a foundation for further negotiation • The fact that Gandhi's attendance at the Second Round Table Conference was viewed as essential by the British government indicates its view of his importance • The fact that Gandhi was the only representative of Congress at the Second Round Table Conference shows how important Congress believed him to be • Gandhi's threat to fast unto death, to demonstrate his opposition to separate electorates for the Untouchables, resulted in the Yeravda Pact that resolved this specific division. Other relevant material must be credited.

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

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 the significance of the threat posed to the South African government by African nationalists in the years 1961-68. Arguments and evidence that support the view that the threat posed to the South African government by African nationalists in the years 1961-68 was significant should be analysed and evaluated. Relevant points may include: • Nationalists in South Africa maintained a prominent international profile (e.g. Albert Luthuli won the Nobel Peace Prize in 1961), encouraging foreign pressure on the government to continue through the period • Nationalists who fled into exile abroad to avoid arrest (e.g. Oliver Tambo) were significant in maintaining the threat of international pressure in opposition to the apartheid regime • MK threatened the government through its commitment to the selective sabotage of property in the 1960s. This additionally drew attention to the failings of the government • Poqo was prepared to engage in more brutal action than MK, against both property and people, creating an atmosphere of tension and fear that challenged the government • MK and Poqo had the support of some neighbouring African countries that allowed them to train there, e.g. Zambia and Lesotho • Communist regimes, e.g. the Soviet Union, provided financial support and training for MK, thereby increasing the potential threat that it posed. Arguments and evidence that challenge the view that the threat posed to the South African government by African nationalists in the years 1961-68 was significant should be analysed and evaluated. Relevant points may include: • The South African government used its powers of repression effectively to contain nationalist opposition, e.g. the Rivonia Trial, executions of members of MK and Poqo • It was difficult for the nationalist leaders to organise within South Africa; Mandela and Sobukwe were isolated in prison, others had fled, and those who remained could not actively protest • Neither MK nor Poqo had sufficient resources to provide a sustained threat to the South African government • By 1968, the South African government was able to exert economic pressure on some of the surrounding countries, e.g. Lesotho, so that they could no longer be used as bases by MK and Poqo • The successful economic situation in South Africa in the 1960s undercut opposition to the government. Other relevant material must be credited.

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 whether it is accurate to say that opposition to apartheid was strengthened throughout the years 1968-83. Arguments and evidence that support the view that it is accurate to say that opposition to apartheid was strengthened throughout the years 1968-83 should be analysed and evaluated. Relevant points may include: • Under the leadership of Oliver Tambo, the organisation of the ANC was reunified and restrengthened; this was a crucial element underpinning the overall strengthening of the opposition to apartheid throughout the period • There was growing grass roots support for opposition to apartheid among the young throughout the period, who were galvanised by the Black Consciousness Movement, e.g. through membership of SASM and SASO • The global anti-apartheid movement developed steadily in this period and provided support for a range of boycotts through the period, e.g. sport (Stop the Seventy in cricket) • Opposition was strengthened by the work of significant organisations across these years, e.g. World Council of Churches (1972), Gleneagles Agreement (1977), UN International Anti-Apartheid Year (1978). Arguments and evidence that challenge the view that it is accurate to say that opposition to apartheid was strengthened throughout the years 1968-83 should be analysed and evaluated. Relevant points may include: • Opposition to apartheid, both domestic and international, was driven forward by specific events, e.g. Soweto (1976) and the government's reaction to these events, rather than being strengthened throughout • Kaunda removed his support for MK to be based in Zambia, thus making it harder for MK to organise its training, and leading to the ANC's decision to end military incursions • The ANC was divided over the decisions relating to membership taken at Morogoro (1969), with members who wanted the movement to be exclusively African being expelled in 1975 • The South African government used repression to undercut the actions of its opponents, e.g. imprisonment of the Soweto student leaders • Many of the leaders of the South African opposition groups were unable to engage in leadership inside the country, either through imprisonment (Mandela) or exile (Tambo) • Opposition was undermined in the early 1980s through concessions made by Botha's government, e.g. equalising expenditure on education. Other relevant material must be credited.

