Pearson Edexcel

Mark Scheme (Results)

January 2023

Pearson Edexcel International Advanced Level in History (WHI02/1D)

Paper 2: Breadth Study with Source Evaluation

Option 1D: South Africa, 1948–2014

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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 for Paper 2

Section A: Question 1(a)

Target: AO2 (10 marks): 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 but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.
2	**4–6**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material, but mainly 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 value is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
3	**7–10**	• 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 developed inferences. • Sufficient 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 value takes into account relevant considerations such as the nature or purpose of the source material or the position of the author.

Section A: Question 1(b)

Target: **AO2 (15 marks):** 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, but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material but mainly 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. The concept of reliability is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
3	**8–11**	• 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 developed inferences. • Detailed knowledge of the historical context is deployed 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	**12–15**	• 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 well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays 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 (25 marks):** 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	**1–6**	• 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	**7–12**	• There is some 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 support 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	**13–18**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly 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 or precision.
4	**19–25**	• Key issues relevant to the question are explored by an 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 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 or precision.

Section A: indicative content

Option 1D: South Africa, 1948–2014

Question	Indicative content
1a	Answers will be credited according to their 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 are required to analyse the source and consider its value for an enquiry into the reasons why Nelson Mandela became a world icon. 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 suggests that Mandela was revered because of his attitude and actions after his release from prison ('apparent lack of bitterness that characterises Mandela's conduct', 'initiatives to break the vicious circle') • It implies that Mandela's lack of bitterness was remarkable given what he had suffered ('nearly 28 years of imprisonment', 'personal integrity and great political courage') • It claims that Mandela's actions were successful in ending apartheid ('brilliant contribution to peace… achieved astonishing results') • It claims that Mandela helped to save South Africa from further conflict ('chosen reconciliation rather than the alternative that would inevitably have led to an even bloodier conflict'). 2.The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • The Nobel Peace Prize was a prestigious international award bestowed by a panel of judges who would have deliberated on the qualities of a number of potential candidates before making their decision • The speech awarding the Nobel Prize to Mandela reflects the views of the world community that Mandela had made an outstanding contribution to the ending of apartheid in South Africa • The speech was made at the end of 1993, at a time when Mandela was working together with de Klerk to end the apartheid system. 3. Knowledge of the historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • Mandela was revered by many before his release. His plight became the focus of the Anti-Apartheid Movement. Mandela's 70th Birthday Party at Wembley was broadcast to 67 countries to an audience of 600 million • From 1985, Mandela began receiving emissaries from Britain and the US who wanted to gauge his position on the events in South Africa. It became clear that Mandela was crucial to any solution to end apartheid • In the negotiations to end apartheid, Mandela agreed that the future

Question	Indicative content
	government of South Africa would be one of national unity, including members of all parties with more than five per cent of the vote • Mandela, as President, won international praise for his handling of the anger over apartheid though the Truth and Reconciliation Commission. Other relevant material must be credited.

Question	Indicative content
1b	Answers will be credited according to their 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 are required to analyse and evaluate the source in relation to an enquiry into the significance of the imposition of economic sanctions on South Africa in the 1980s. 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 *New York Times* newspaper had a worldwide audience and its reports were influential in shaping opinions on events • The content of the article makes it clear that the reporter had access to the views of officials and diplomats regarding the imposition of sanctions • The tone of the article is relatively neutral, although voicing the opinion that the sanctions were unlikely to have a significant impact. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that the USA and members of the EEC imposed sanctions on South Africa ('Eleven West European nations … to impose sanctions', 'US President Reagan announced economic sanctions') • It claims that the sanctions would have limited impact ('largely symbolic', 'unlikely to cause South Africa much inconvenience') • It suggests that the main reason for sanctions was to send a message of disapproval to South Africa ('intended to emphasise unhappiness') • It suggests that sanctions were weakened by a reluctance to impose measures that would impact adversely on the imposers ('opposes meaningful sanctions … imports over $1 billion … diamonds). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note

Question	Indicative content
	limitations or to challenge aspects of the content. Relevant points may include: • American banks refused to renew South Africa's loans in 1985. This led to a slump in the South African currency and put significant economic pressure on the Botha government • As a consequence of the economic sanctions, in 1985 and 1986, over 90 US firms closed down their South African operations • Economic sanctions played a role in increasing in inflation, which rose from 11 per cent in 1983 to 18 per cent by 1986 • The imposition of sanctions led to increased pessimism among Afrikaner businessmen who believed that foreign investment would not return without meaningful reform of the apartheid system. Other relevant material must be credited.

Section B: Indicative content

Option 1D: South Africa, 1948–2014

Question	Indicative content
2	Answers will be credited according to their 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 Freedom Charter (1955) was the most significant factor in developing resistance to apartheid in the years 1948-64. The arguments and evidence that the Freedom Charter (1955) was the most significant factor in developing resistance to apartheid in the years 1948-64 should be analysed and evaluated. Relevant points may include: • The Freedom Charter was created by a wide coalition of groups that opposed apartheid, including the ANC, the SAIC, the SACTU and the white Congress of Deputies • The Freedom Charter clearly alarmed the government, which responded by arresting the 156 leaders and also by passing legislation to censor books, films and other materials imported into or produced in South Africa • The Freedom Charter inspired successful resistance to apartheid, e.g. the potato boycott of 1957-59; the rotting and unsold produce led to Afrikaner farmers improving working conditions for black labourers. The arguments and evidence that there were other, more significant factors in developing resistance to apartheid in the years 1948-64 should be analysed and evaluated. Relevant points may include: • The Defiance Campaign of 1952 was significant in developing resistance to apartheid. The campaign drew the support of thousands of people and led to a massive expansion of the ANC from 4,000 to 100,000 members • The formation of the FSAW and the Women's Protest of 1956 involved 20,000 women marching on the parliament and presenting a petition with 100,000 signatures. The government responded with repressive legislation • The formation of PAC and its national campaign against the pass laws was a significant development. The Sharpeville massacre drew international condemnation and inspired further protest throughout 1960 • Mandela's decision that non-violence was an ineffective weapon was a significant development. The establishment of MK pushed the ANC into more violent forms of protest • The Rivonia Trial 1964 drew great publicity, especially the four-hour speech by Mandela in which he justified resistance to apartheid.

	Other relevant material must be credited

Question	Indicative content
3	Answers will be credited according to their 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 John Vorster and PW Botha took similar approaches to maintaining the system of apartheid in South Africa. The arguments and evidence that John Vorster and PW Botha took similar approaches to maintaining the system of apartheid in South Africa should be analysed and evaluated. Relevant points may include: • Vorster and Botha shared the same aim in their approach to apartheid – the maintenance of white supremacy • Both Vorster and Botha strengthened the powers of the police and security services to enforce apartheid, e.g. under Vorster, the 1967 Terrorism Act gave the police the right to hold suspects indefinitely and, under Botha, the 1982 Internal Security Act permitted banning without giving reasons • Both Vorster and Botha used the police and security services to enforce apartheid with violence. In 1976, Vorster sanctioned the use of violence to crush the Soweto uprising and in 1986, Botha presided over the deaths of more than 500 black Africans shot dead by the police • Both Vorster and Botha supported granting independence to the Bantustans. Vorster granted independence to Transkei in 1976 and Bophuthatswana in 1977 and Botha granted independence to Venda in 1979 and to Ciskei in 1981 • Both Vorster and Botha proposed constitutional change to separate black South Africans from other races. From 1974, Vorster advocated giving Indians and Coloureds their own parliament. In 1984, Botha introduced the tricameral parliament, which included Indians and Coloureds. The arguments and evidence that John Vorster and PW Botha took different approaches to maintaining the system of apartheid in South Africa should be analysed and evaluated. Relevant points may include: • Whilst Vorster strove to maintain all aspects of the apartheid system,

	Botha abandoned aspects of petty apartheid, e.g. in 1985, he repealed the Mixed Marriages Act of 1949; in 1986, he abolished the pass laws • Whilst Vorster forbade black trades unions, in 1979, Botha recognised black trades unions and gave them limited powers under the 1981 Industrial Conciliation Act • Unlike Vorster, Botha was prepared to negotiate with the ANC over the future of South Africa. Botha held discussions with Nelson Mandela in 1985 about the conditions for his release from prison. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to their 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 living standards of white South Africans declined in the years 1994-2014. The arguments and evidence that the living standards of white South Africans declined in the years 1994-2014 should be analysed and evaluated. Relevant points may include: • The new South African government introduced affirmative action employment legislation, which reserved 80% of new jobs for black people. This impacted on living standards by limiting access to well-paid jobs • The global financial crisis of 2008 had a negative impact on the living standards of white South Africans. The economic crisis widened poverty within all racial groups, including within the white population • Under Mbeki, there was a significant worsening of white poverty, particularly among Afrikaners - over 350,000 Afrikaners were classified as poor • Rapidly rising crime in South Africa had a negative impact on white living standards. Surveys indicated that 56 per cent of white South Africans felt unsafe. Over a million emigrated in the years 1995-2005. The arguments and evidence that the living standards of white South Africans did not decline in the years 1994-2014 should be analysed and evaluated. Relevant points may include: • In the years after 1994, the living standards of white South Africans were

	maintained by their continued domination of occupations in the middle and lower bureaucracy which offered secure incomes • White South Africans maintained their living standards through relatively secure employment. Between 2001 and 2011, the employment rate of white males was 72% and it rose from 54% to 56% for white females • White South Africans maintained their standard of living by good access to education, particularly higher education. Between 1996 and 2011, higher education levels improved for white South Africans from 26% to 35% • White South Africans continued to enjoy access to higher quality housing and better-quality healthcare services. Other relevant material must be credited.

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