Mark Scheme (Results)

Summer 2023

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

Paper 2: Breadth Study with Source Evaluation

Option 1D: South Africa, 1948–2014

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at www.pearson.com/uk

Summer 2023
Question Paper Log Number: P71808A
Publication Code: WHI02_1D_2306_MS
All the material in this publication is copyright
© Pearson Education Ltd 2023

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.

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 President Zuma's handling of the AIDS crisis in South Africa. 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 provides evidence that Zuma placed great emphasis on the role of individuals in overcoming the crisis ('individuals taking responsibility for their own lives', 'take steps to ensure that they do not become infected') • It indicates that Zuma regarded testing as a key method in tacking the crisis ('massive campaign to test all South Africans for HIV', 'I will do another test … take your own tests.') • It indicates that medical treatment was to be expanded to ensure those infected would receive effective treatment ('All children under one … All patients with HIV … ARVs … All pregnant …access to treatment.') • It suggests that Zuma was critical of the handing of the crisis by previous administrations and intended to take more effective action ('cannot be overcome simply by improving the quality of drinking water'). 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 speech was made to an international audience, including the UN AIDS Executive Director, who would have a keen interest in Zuma's plans for tackling the crisis • The date of the speech, made in the first year of Zuma's presidency, indicates the importance he attached to tackling the crisis • The purpose of the speech was to persuade South Africans to participate in mass testing as a means of preventing the spread of AIDS. 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: • During Mbeki's presidency, AIDS denialism had had a negative impact on the treatment of HIV/AIDS. Mbeki's claims that a healthy diet was more effective than ARVs meant that many patients were denied treatment • Zuma was praised for his 'great leadership' in tacking AIDS. His 2009 speech led to the USA announcing a $120 million two-year assistance package to help fund improvement in AIDS treatment in South Africa

Question	Indicative content
	• Zuma's expansion of treatment with ARVs meant that, by 2012, two million South Africans were being treated, ten times as many as in 2006. There was a dramatic increase in life expectancy to 60 years 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 importance of the 1948 election result for white South Africans. 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: • Nelson Mandela was able to observe the 1948 election and was able to comment on its outcome with some authority. As a leading member of the ANC, he was likely to voice a negative opinion of the result • As a black South African, Mandela approached the outcome of the election from the perspective of the disenfranchised whose lives were significantly impacted by the result • Mandela wrote this account several decades after the event when he had had time to reflect upon its significance. His comments on the reaction of white South Africans will have been affected by his views on apartheid. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that the Afrikaners would be pleased with the result, but that white South Africans from a British background would be dissatisfied ('end of the domination of the Afrikaner by the Englishman') • It claims that the result was important because it led to the domination of South Africa by the Afrikaners ("South Africa belongs to us once more,' the Nationalist leader, Malan, proclaimed in his victory speech.') • It suggests that the Afrikaners regarded the victory as essential in protecting their culture ('bitterness towards the English … the African, who … was threatening the prosperity and purity of Afrikaner culture') • It claims that Afrikaners believed the victory justified their subsequent actions ('apartheid was to embed white supremacy for ever', 'Afrikaners

Question	Indicative content
	were God's chosen people, … black people were a subservient species.'). 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: • Afrikaners had a long history of distrusting the British. Afrikaner nationalism had grown. In 1948, the NP capitalised on their fears, while Smut's campaign had been lacklustre • Most Afrikaners had been brought up with a sternly puritanical Christianity and an extreme racism that was reinforced by the Dutch Reformed Church • The NP victory in the 1948 election ushered in apartheid. White South Africans benefitted from the apartheid laws through the preservation and expansion of the economic superiority of the white race • The apartheid bureaucracy provided numerous jobs for Afrikaners and raised living standards closer to that of the British whites. 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 the extent to which external pressures on South Africa changed in the years 1960-86. The arguments and evidence that external pressures on South Africa changed in the years 1960-86 should be analysed and evaluated. Relevant points may include: • In the 1960s, pressures within Africa were limited by good relations with the Portuguese colonies and Rhodesia, but in the 70s-80s, independent Mozambique, Angola and Zimbabwe created significant pressures • External cultural pressures changed. In 1960, New Zealand selected an all-white rugby team to play South Africa, but South Africa was banned from the Olympics in 1964 and from all sports competitions in 1977 • Economic pressures on South Africa changed. Until the mid-1980s, economic sanctions were limited. Later in the 1980s, companies withdrew investments, and the US Congress overrode Reagan's veto on sanctions • External pressures from the West changed according to the nature of their governments, e.g. under the Conservatives, Britain pursued 'constructive engagement' with South Africa, but Labour imposed sanctions The arguments and evidence that external pressures on South Africa did not change in the years 1960-86 should be analysed and evaluated. Relevant points may include: • Throughout the period, South Africa's economic dominance in Africa limited the pressure on it from its newly decolonised and independent neighbours, e.g. Zambia and Botswana relied on South Africa for trade • External pressures remained limited for most of the period because of the reluctance of the Western powers to apply economic sanctions that would damage their trade with South Africa • Throughout the period, the UN condemned the apartheid system and regularly advocated sanctions, e.g. Resolution 134 condemning the Sharpeville Massacre; Resolution 392 condemning actions at Soweto • Although most countries had vociferous anti-apartheid groups, they had little impact on foreign governments' relations with South Africa. The

	West continued to support South Africa as a bulwark against communism • The reliance on foreign investment and resources was a constant pressure throughout the period. South Africa needed to import all its oil as well as heavy machinery and technical innovations for its mining industry. 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, in the years 1960-89, the United Democratic Front played the most significant role in the struggle against apartheid in South Africa. The arguments and evidence that, in the years 1960-89, the United Democratic Front played the most significant role in the struggle against apartheid in South Africa should be analysed and evaluated. Relevant points may include: • In the absence of other leaders, who were in prison or in exile, the UDF became the leading voice for change in the 1980s. It was often regarded as the internal wing of the ANC • The UDF was responsible for organising marches and demonstrations throughout South Africa. It had up to 2 million people supporting its campaigns against poor housing and inadequate provision of utilities • The UDF put pressure on the government for change by its work with the Indian Congresses and COSATU. Strike action proliferated and, by 1987, 6 million days were lost to strikes • The UDF programme 'People's Organs, People's Power' was highly effective in organising rent strikes. By 1989, rent arrears had grown to half a billion rand, which increased the pressure to dismantle apartheid. The arguments and evidence that, in the years 1960-89, the UDF was not the most significant/other opponents played a more significant, role in the struggle against apartheid in South Africa should be analysed and evaluated. Relevant points may include: • The UDF was a loose organisation and unable to control the many groups affiliated to it. Some groups turned violent, against the beliefs of

	the UDF, and undermined its role as a non-violent organisation • Mandela used the Rivonia Trial to publicise the injustices of apartheid. During his imprisonment, the ANC in exile fostered international links and gained combat training for its activists to prepare for the later struggle • The Black Consciousness movement dominated opposition in the 1970s. SASO organised campus strikes and mobilised school children against apartheid. The Soweto uprising was the largest demonstration to date • The global anti-apartheid movement promoted boycotts and sanctions of South Africa and began to have an impact by the late 1980s. 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 Julius Malema played the most significant role in opposition to the government of the new South African republic in the years 1994-2014. The arguments and evidence that Julius Malema played the most significant role in opposition to the government of the new South African republic in the years 1994-2014 should be analysed and evaluated. Relevant points may include: • Julius Malema's opposition was particularly damaging because he was a party insider – the president of the ANCYL. In 2011, he was suspended from the ANC for sowing division and bringing the party into disrepute • Malema undermined the ANC by his calls for violent action. In 2008, he declared himself prepared to kill to defend Zuma against corruption charges and, in 2010, he sang 'kill the Boer' at ANC rallies • Malema undermined the alliance between the ANC, SACP and COSATU by proposing the nationalisation of the mines and sparking infighting in the alliance. His militantism won popularity among the masses of the poor • Malema undermined the ANC's foreign policy by calling for regime change in Botswana and by praising the dictatorial rule of Mugabe in Zimbabwe, when the ANC had taken pains not to involve itself in its political conflict

	• Malema's suspension did not neutralise his opposition. In 2013, he founded the EFF with a programme to expropriate land and nationalise mines without compensation. This alarmed white South Africans. The arguments and evidence that other individuals and/or groups played a more significant role in opposition to the government of the new South African republic in the years 1994-2014 should be analysed and evaluated. Relevant points may include: • The EFF won only 6.35 per cent of the vote in the 2014 elections and did not disturb the ANC's domination of politics in South Africa • Eugene Terreblanche and the AWB were a significant threat to the government of the new Republic. The AWB called for a separate Boer state and began a campaign of bombings in the 1994 election • The Democratic Alliance was supported by white South Africans. In 2009, it prevented the ANC from implementing constitutional changes and, in the 2011 local elections, it secured control of most of the Western Cape • The government was undermined by its failure to prevent violence and political assassinations. There were over 1000 individual cases of assassination or attempted assassination in the years 2000-15. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom