



Pearson

Mark Scheme (Results)

January 2018

Pearson International Advanced Level
In History

WHI02: 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

January 2018

All the material in this publication is copyright

© Pearson Education Ltd 2018

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

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	<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 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	<ul style="list-style-type: none"> • 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	<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 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: A02 (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	<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, 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	<ul style="list-style-type: none"> • 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	<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 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	<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. • 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	<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	7–12	<ul style="list-style-type: none"> • 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	<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 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	<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. • 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	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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 are required to analyse the source and consider its value for an enquiry into the significance of the Truth and Reconciliation Commission.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences that could be drawn and supported from the source:</p> <ul style="list-style-type: none"> • It claims that the real significance is that everyone in South Africa would hear about the experiences of the black population during apartheid ('For the first time these individual truths are told to all South Africans') • It suggests that previously white South Africans had been ignorant about the impact of the treatment of black South Africans ('they didn't realise the magnitude of the outrage, the 'depth of depravity') • It provides evidence that black South Africans regarded the Commission as a form of justice ('justice lies in the fact that everything is being told.'). <p>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:</p> <ul style="list-style-type: none"> • As an Afrikaner journalist, Krog's report, on the working of the Commission and its revelations about the treatment of black South Africans under apartheid, rings true • Krog was an eyewitness to the accounts given to the Commission and is able to use her personal experience to produce a vivid assessment of its proceedings • Krog worked closely with black South African reporters and is able to provide two perspectives in her account. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy /usefulness of information. Relevant</p>

Question	Indicative content
1b	<p>points may include:</p> <ul style="list-style-type: none"> • The purpose of the Truth and Reconciliation Commission was to encourage South Africans to confront their past and come to terms with it in order to prevent a backlash from the majority black South Africans when apartheid ended • The TRC granted amnesties to individuals based on their testimony. This included government officials, members of the National Party and ANC members who were involved in atrocities • The members of the TRC were ethnically diverse and balanced in gender. It was chaired by Archbishop Desmond Tutu whose leadership gave it a more moral and religious tone rather than a legal tone • The TRC was criticised by many Afrikaners, who claimed it was not impartial because most of its members were anti-apartheid, and by members of the ANC who claimed it criminalised the liberation struggle. <p>Other relevant material must be credited.</p> <p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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 are required to analyse and evaluate the source in relation to an enquiry into the reasons why Nelson Mandela achieved international admiration in the years after his release from prison.</p> <p>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:</p> <ul style="list-style-type: none"> • The author had worked with Mandela on his autobiography and can offer a personal insight into Mandela • The article was written on the occasion of Mandela's death and is therefore likely to give a very positive view • The tone of the article, raising negative, as well as positive aspects of Mandela's career, wants to suggest a level of impartiality • As an American, Stengel offers the perspective of an international audience. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It provides evidence that Mandela was admired for his work ('he is a figure of heroic achievement.') • It provides evidence of Mandela's key achievements ('His greatest achievement is surely the creation of a democratic, non-racial South Africa, preventing ... a terrible, bloody civil war') • It implies that Mandela was admired for his ability to forgive ('he would have to come to terms with his oppressors') • It implies he was admired for his willingness to abandon violence in order

Question	Indicative content
	<p>to rebuild South Africa ('in prison, he learned to control his anger', "I came out mature.').</p> <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"> • Mandela's release from prison in February 1990 was televised internationally and suggested that the hopes for a peaceful solution in South Africa relied on Mandela • Mandela was awarded the Nobel Peace Prize and was <i>Time</i> magazine's person of the year in 1993 in recognition of his work to achieve the end of apartheid and free elections in South Africa • As President of South Africa from 1994, Mandela was admired for establishing a democratic system in South Africa that was sufficiently strong to enable him to relinquish it peacefully to his successor • Mandela gained international respect for his stand on human rights and his campaign for AIDS awareness and treatment programmes in a culture in which treatment was hampered by stigma and taboo. <p>Other relevant material must be credited.</p>

Section B: Indicative content
Option 1D: South Africa, 1948-2014

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement about the extent to which black South Africans benefitted from changes in the economy in the years 1948-73.</p> <p>The arguments and evidence that black South Africans benefitted from changes in the economy in the years 1948-73 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The expansion of manufacturing significantly increased employment in the years 1948-73 • The opportunities for employment in white collar occupations improved for black South Africans with numbers increasing from 75,000 to 420,000 as they were no longer limited to manual labour in mines and on farms • Black South Africans benefitted from the expansion of state-built housing in the new townships, which provided jobs in the construction industry for black South Africans • Black South Africans found new employment in the apartheid bureaucracies. These provided steady wages and an ability to purchase a wide range of goods • Per capita income for black South Africans rose by 23 per cent during the 1960s and industrial workers drew the greatest benefit with their wages rising by 50 per cent during the decade. <p>The arguments and evidence that black South Africans did not benefit from changes in the economy in the years 1948-73 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were significant limitations to employment opportunities for black South Africans because of the colour bar that reserved jobs for white people only • Black South Africans did not benefit fully from the expansion in gold mining because over 80 per cent of the new jobs were taken by migrant workers from outside South Africa • The wages of black South Africans were kept low to benefit industry. <p>Other relevant material must be credited.</p>

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 1960-77, black consciousness made the most significant contribution to the struggle against apartheid in South Africa.

The arguments and evidence that, in the years 1960-77, black consciousness made the most significant contribution to the struggle against apartheid in South Africa should be analysed and evaluated. Relevant points may include:

- The SASO founded in July 1969 heralded a new phase in the struggle against apartheid. It adopted the philosophy of black consciousness and developed a strong presence on black university campuses in the 1970s
- Black consciousness asserted self-assurance in being black and developed the use of the term black to replace 'Bantu' and to establish a new political and psychological identity for black South Africans
- The speech made by Tiro at Turfloop to white university authorities, black staff, parents and students in 1972 energised the black consciousness movement and inspired more protests in the struggle against apartheid
- The significance of the threat from black consciousness was demonstrated by the decision of the South African Government to arrest Steve Biko and put him on trial in 1975
- Black consciousness was the inspiration for the uprising involving school children in Soweto in 1976. The brutal treatment of the protestors at the hands of the police inspired mass protests in South Africa and abroad
- The imprisonment of ANC leaders limited its impact in the struggle against apartheid after 1964, which meant that the black consciousness movement became the leading movement against apartheid in South Africa.

The arguments and evidence that other factors made a more significant contribution to the struggle against apartheid in South Africa in the years 1960-77 should be analysed and evaluated. Relevant points may include:

- In the years 1960-64, the ANC organised an increase in protests against apartheid including mass pass-burnings and stayaways, which prompted the government to declare a State of Emergency to enforce apartheid
- In 1961 the ANC and PAC adopted armed struggle as a means of opposing apartheid; the MK was established by the ANC and CP as an independent military wing and Poqo was set up by PAC to carry out acts of violence
- The establishment of the Anti-Apartheid Movement in London in 1960 provided a global dimension to the struggle and encouraged sporting boycotts and bans, e.g. South Africa was banned from the 1964 Olympics
- In the 1970s, the struggle against apartheid was furthered by a growth in black trade union membership and protests including a transport strike in 1972, a brick manufacture strike in 1973 and a textile strike in 1974.

Other relevant material must be credited.

4	<p>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.</p> <p>Candidates are expected to reach a judgement about whether, in the years 1999-2014, President Mbeki and President Zuma followed similar policies in developing relations with the outside world.</p> <p>The arguments and evidence that, in the years 1999-2014, President Mbeki and President Zuma followed similar policies in developing relations with the outside world should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both Mbeki and Zuma pursued a foreign policy of putting Africa first and acted as spokesmen for the Sub-Saharan African nations and took leading roles in the AU • Both Mbeki and Zuma worked to develop relations with China, e.g. Mbeki signed a trade deal with the Chinese President Jiang Zemin; Zuma refused a visa to the Dalai Lama in order to maintain good relations with China • Both Mbeki and Zuma placed little emphasis on human rights issues and failed to ratify UN resolutions condemning human rights violations • Both Mbeki and Zuma supported the Mugabe regime in Zimbabwe, e.g. Mbeki was photographed with Mugabe during the controversial 2008 election whilst in 2013 Zuma tolerated Mugabe's use of violence in the 2013 election • Both Mbeki and Zuma followed a policy of engaging with the Northern industrialised powers and pursuing a developmental and investment-oriented approach to engagements through the OECD and the G8. <p>The arguments and evidence that, in the years 1999-2014, President Mbeki and President Zuma did not follow similar policies in developing relations with the outside world should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mbeki favoured a policy of 'quiet diplomacy' in promoting conflict resolution in Africa whilst Zuma undid much of this policy by restoring relations with Angola, which upset the equilibrium in Africa • Mbeki built up a strong strategic partnership with Nigeria in 1999-2008, whereas under Zuma the relationship declined and the two countries became rivals, e.g. in the UN Security Council • Their style of conducting foreign policy differed: Mbeki played a more personal role in foreign affairs and in negotiating settlements whilst Zuma delegated to his Minister of International Relations • Mbeki's policy towards the USA was frosty because of differences over America's global conduct and the invasion of Iraq, whereas Zuma's government committed itself to rebuilding the relationship. <p>Other relevant material must be credited.</p>
---	---