



Pearson  
Edexcel

## Mark Scheme (Results)

January 2021

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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

January 2021

Publications Code WHI02\_1D\_msc\_20210304

All the material in this publication is copyright

© Pearson Education Ltd 2021

## 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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li> <li>• 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.</li> </ul>
3	7–10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li> <li>• 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.</li> </ul>

### 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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	8–11	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	12–15	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–6</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>7–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>13–18</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>
<b>4</b>	<b>19–25</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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 aims of the United Democratic Front (UDF).</p> <p>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:</p> <ul style="list-style-type: none"> <li>• It claims that the UDF wanted to achieve a democracy in which all races were equal ('a democracy in which all races would be united')</li> <li>• It claims that the UDF wanted to change the political system in order to bring about improved living standards ('to achieve decent living conditions by forcing political change through mass struggle')</li> <li>• It provides evidence that the UDF wanted to organise a mass struggle to bring an end to apartheid ('mobilise an ever-growing number of people... into an active opposition to apartheid institutions')</li> <li>• It suggests that the aims of the UDF had widespread appeal ('support of about 600 organisations').</li> </ul> <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"> <li>• The purpose of the source was to give an accurate record of the UDF to the TRC</li> <li>• The hearing took place in 1998, which allowed the activities of the UDF to be viewed with the benefit of hindsight</li> <li>• The language and tone of the source gives a very positive reflection on the UDF.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• The UDF aimed to co-ordinate internal opposition to Botha's government and supported Tambo's call to make South Africa ungovernable</li> <li>• The UDF set up a programme of 'People's Organs, People's Power', which used local organisations to set up rent strikes and boycotts to put pressure on the state to end apartheid</li> <li>• The ultimate goal of the UDF was to establish a new South African government based on the principles outlined in the Freedom Charter, which included racial and political equality.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>1b</b>	<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 response to the AIDS crisis in South Africa.</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"> <li>• Mandela devoted himself to the issue of AIDS after stepping down from the presidency and can speak with authority on the issue</li> <li>• The purpose of the speech was to rally support from young people for decisive action in combatting AIDS</li> <li>• The language and tone of the speech is very positive with regard to action being taken by current South African government.</li> </ul> <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"> <li>• It provides evidence of the seriousness of the AIDS crisis ('the simple stark reality that HIV/AIDS threatens our future like nothing else has done for centuries')</li> <li>• It indicates that changes in attitude will be necessary to deal with the crisis ('fundamental change of mind-set', 'Shame and silence are as serious killers')</li> <li>• It suggests that the government response in the past has not been adequate to deal with the crisis ('debates about the causes of AIDS or on controversies about the relative effectiveness of medication')</li> <li>• It claims that the government has a strategy for the crisis ('support the government in its plan to provide lifesaving treatment for all').</li> </ul> <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 the content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mandela failed to deal with AIDS while president. During his presidency, the infection rate grew from 13 per cent to 20 percent. He devoted increasing time to the AIDS crisis after the death of his son, Makgatho</li> <li>• The response of Mandela's successor to the crisis was controversial: Mbeki denied that HIV caused AIDS and suggested it could be combatted by healthy eating</li> <li>• The treatment plan for AIDS under Zuma became more effective and included the provision of ARVs.</li> </ul> <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 how accurate is it to say that the Pass Laws were the most significant development in the implementation of apartheid in the years 1948-59.</p> <p>The arguments and evidence that the Pass Laws were the most significant development in the implementation of apartheid in the years 1948-59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Pass Laws forced all black South Africans to carry passes at all times and forbade them from living permanently in urban areas unless they had been born there, lived there for 15 years or employed there for 10 years</li> <li>• The Pass Laws had a significant impact upon the movement of black South Africans; failure to carry the bulky pass was a criminal offence</li> <li>• The pass system was made so complex that it was very difficult for black South Africans to avoid infringements. In the 1950s 861,296 black South Africans were convicted under the Pass Laws</li> <li>• The Pass Laws became a symbol of the brutality of apartheid. Even those with rights to stay in the cities were harassed by the police on an almost daily basis.</li> </ul> <p>The arguments and evidence that the Pass Laws were not the most significant and/or there were other more significant development in the implementation of apartheid in the years 1948-59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Mixed Marriage Act (1949) and the Immorality Act (1950) defined the relations between the black and white populations. Marriage and sex was prohibited across racial boundaries and ensured biological separation</li> <li>• The Group Areas Act (1950) authorised the designation of ethnic living areas and permitted the eviction of other races. The mixed race population of Sophiatown, was forcibly removed in February 1955</li> <li>• The Bantu Authorities Act (1951) and the Bantu Self-Government Act (1959) were instrumental in creating the self-governing homelands where black South Africans were citizens</li> <li>• The Bantu Education Act (1953) imposed strict apartheid in education and provided for an inferior curriculum that would limit the employment opportunities of black South Africans.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<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 how accurate is it to say that the relationship between South Africa and Britain declined continuously in the years 1960-89.</p> <p>The arguments and evidence that the relationship between South Africa and Britain declined continuously in the years 1960-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Macmillan's 'Winds of Change' speech in 1960 alarmed the South African government; 52 per cent of the population voted for South Africa to become an independent republic in 1960</li> <li>• The Anti-Apartheid Movement was established by South African exiles in London in the 1960s; it promoted sanctions and boycotts of South African goods, e.g. it encouraged Britons to boycott South African fruit</li> <li>• Sporting links with Britain declined in the late 1960s after the Basil D'Olivieria affair. The cricket and rugby tours were cancelled and British sporting links were broken after the 1977 Gleneagles Agreement</li> <li>• The opposition to apartheid in Britain was confirmed by the highly publicised birthday celebrations for Nelson Mandela at Alexandra Palace in 1983 and Wembley Stadium in 1988.</li> </ul> <p>The arguments and evidence that the relationship between South Africa and Britain did not decline continuously in the years 1960-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1960s, British trade with South Africa grew by 88%. British banks, e.g. Barclays, controlled 60 per cent of South Africa's bank deposits</li> <li>• In the 1970s Britain continued its link with South Africa through 'constructive engagement'. The British Conservative Party argued that links would encourage employment of black skilled workers in South Africa</li> <li>• By 1978, Britain was responsible for 40 per cent of all foreign investment in South Africa and a considerable share of her trade</li> <li>• In the 1980s, Margaret Thatcher's government opposed sanctions against South Africa, arguing that it would disproportionately harm black South Africans.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
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 the significance of the mining and extractive industries in the development of the South African economy in the years 1948-94?</p> <p>The arguments and evidence that the role the mining and extractive industries was significant in the development of the South African economy in the years 1948-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The mining and extractive industries were based on the payment of low wages to the majority of its black workforce with high wage to only a minority of whites. This allowed high levels of profit for the industries</li> <li>• In the 1970s, the mining and extractive industries contributed 21 per cent to South Africa's national GDP. They provided essential funds that enabled the development of the wider economy</li> <li>• The importance of the gold mining was demonstrated by the decision, taken in the late 1970s, to allow black workers to take semi-skilled and skilled roles to fill the gaps in the supply of labour</li> <li>• The platinum extractive industry was important for the development of the South African economy; 47% of the world's platinum came from South Africa.</li> </ul> <p>The arguments and evidence that the role the mining and extractive industries was not significant and/or there were other more significant factors in the development of the South African economy in the years 1948-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The price of gold declined from 1980-94, which reduced the contribution of the gold mining industry to the development of the South African economy</li> <li>• Access to imported oil was a key element in the development of the South African economy</li> <li>• Manufacturing jobs grew by 70 per cent in the 1970s, which made an important contribution to the South African economy</li> <li>• The implementation of economic sanctions led to an outflow of capital from South Africa and contributed to the economic recession in the mid-1980s, which had a negative impact on the development of the economy.</li> </ul> <p>Other relevant material must be credited.</p>