



Mark Scheme (Results)

January 2024

Pearson Edexcel International Advanced Level in
History (WHI02)

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	<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: 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	<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 1X:

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 living standards of black and white South Africans under the apartheid system.</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"> • It provides evidence that black South Africans had significantly lower incomes than white South Africans ('average income for a family of five is 15 times greater for white people than for black people') • It indicates a significant difference in health care and welfare between black and white South Africans ('high-quality medical ...for all white people, black people suffer ...malnutrition ... highest infant mortality rates') • It claims that differences in the living standards of black and white South Africans were caused by apartheid ('As a result of apartheid') • It suggests that white South Africans exploited black South Africans ('white minority is guaranteed a plentiful supply of cheap black labour', 'white ... cared for by black female servants ... leave their own children'). <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"> • The pamphlet was produced in the USA and was free from South African censorship • The pamphlet offers an assessment of living standards of black and white South Africans from the point of view of outsiders • The purpose of the pamphlet was to persuade Americans to boycott South African goods and the content and tone was clearly focused on highlighting the great inequalities in South Africa to achieve this purpose. <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"> • Black South Africans were removed from white areas by the Group Areas Act, 1950. Over three million black South Africans were evicted between 1951 and 1986. The Bantustans could not support their black population • White South Africans enjoyed a high standard of living. Statistics on health, education and life expectancy were among the best in the world • White businesses were guaranteed black labour with very low wages. Low wages led to poor living standards. Black South Africans employed in white areas endured dire living conditions in the overcrowded townships. <p>Other relevant material must be credited.</p>

Question	Indicative content
1b	<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 effectiveness of protest and resistance to the government of South Africa in the late 1980s.</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"> • Elinor Sisulu had close connections with leading ANC members, Walter and Albertina Sisulu, and could incorporate their understanding of the effectiveness of the resistance into her account • As an experienced researcher, Elinor would be skilled in analysing information and drawing conclusions • As a black South African and relative of ANC resisters, Elinor would be inclined to support the resistance and give a favourable account of its achievements • Writing in the early 2000s, Elinor was able to reflect on the events of the late 1980s and on their impact. <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 claims that the South African government was unable to control the resistance ('spirit of mass resistance that could not be crushed.', 'failed in its attempts to crush black resistance.') • It suggests that resistance was effective in challenging the South African government ('massive boycott of the October 1988 municipal elections') • It implies that resistance was effective in pressurising the government to bring about change ('Even with the use of extreme repression ... indications that South Africa was on the edge of momentous change') • It implies that protests and resistance had attracted the support of foreign governments for changes to the apartheid system ('effects of international pressure for the release of political prisoners also began to be felt.') <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"> • Protest and resistance led to escalating violence and prompted Botha to declare a state of emergency in 1986, which included deploying troops to townships and banning the UDF. It failed to suppress resistance • The UDF organised a programme of 'People's Organs, People's Power', which used local groups to plan activities such as rent strikes and transport boycotts. By 1989, rent arrears had reached half a billion rand • Resistance pressurised Botha into introducing a series of reforms in the late 1980s, designed to reform the system and reduce resistance, e.g. the repeal of the Mixed Marriage Act; the abolition of the Pass Laws • The resistance, and the government's violent measures to deal with it, caused an international reaction, including the decision by the USA to impose sanctions in 1986. <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 whether Verwoerd was responsible for the establishment of the apartheid system in the years 1948–59.</p> <p>The arguments and evidence that Verwoerd was responsible for the establishment of the apartheid system in the years 1948–59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Verwoerd was Minister for Native Affairs (1950-58) and Prime Minister (1958-66). His views on the dangers of miscegenation and his priority to preserve the white autonomy drove the establishment of apartheid • Verwoerd wrote the Bantu Education Act, which ensured black South Africans were only educated to be a reservoir of cheap labour. This act was a key element of the apartheid system • As Prime Minister, Verwoerd was the driving force behind refinement of apartheid, based on the theory of 'separate nations' and the claim that Africans were not South Africans because of their allegiance to tribal chiefs • Verwoerd has been described as the architect of grand apartheid for his role in the introduction of the Bantustans, and acknowledged as a key factor in implementing petty apartheid, e.g. the Pass Laws, 1952. <p>The arguments and evidence that there were other reasons for the establishment of the apartheid system in the years 1948–59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growth of Afrikaner nationalism played a key role in the introduction of the apartheid system. Afrikaners, influenced by the <i>Broederbond</i>, were determined to protect their identity by imposing a system of apartheid • The victory of the National Party under Malan in 1948 was necessary for the establishment of the apartheid system in South Africa. Malan's party was elected on a platform of apartheid • Malan was responsible for laying the foundations of apartheid. Initial changes to the electoral system led to the disenfranchisement of Coloured voters in 1956 and secured the NP's electoral majority in 1958 • The weak international response played a key role, e.g. the USA supported the South African government's stance on communism and could not criticise apartheid because of its own policy of segregation. <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 the extent to which those opposing apartheid used differing methods of resistance in the years 1948-64.</p> <p>The arguments and evidence that those opposing apartheid used differing methods of resistance in the years 1948-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The white politician, Helen Suzman was able to resist apartheid inside parliament, e.g. opposition to the 90-day detention law, whereas other opponents had to conduct their opposition outside of the political system • The FSAW and PAC used different methods to protest against the Pass Laws. In 1956, the FSAW petitioned parliament in Pretoria whereas, in contrast, in 1960, PAC encouraged black people to join a national campaign protesting outside police stations without their passes • PAC's methods differed from those of the ANC. Whilst the ANC co-operated with other groups, including white opponents and the SACP, PAC rejected any co-operation with whites and any contact with communists. It associated itself with other black freedom movements in Africa • From 1961, PAC's militant wing, Poqo, used violence, targeting African chiefs and other individuals it accused of collaborating with the government. In contrast, the ANC's MK targeted strategic places, such as power stations, but attempted to avoid taking human life. <p>The arguments and evidence that those opposing apartheid used similar methods of resistance in the years 1948-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The ANC, SAIC and SACP all used the methods of boycotts, civil disobedience and strikes to oppose apartheid, e.g. the May Day 1950; the Defiance Campaign 1952 • The ANC, SACTU and the SAIC worked together in the Congress of the People to draw up the vision for a future South Africa without apartheid, which was enshrined in the Freedom Charter of 1955 • In the early 1960s, both the ANC and PAC established underground militant wings to carry out their struggle against apartheid in response to the government's action in prohibiting peaceful protest • Opponents were able to use newspapers as a method of resistance. In the 1950s, Ruth First used her position of editor-in-chief of the radical newspaper, <i>The Guardian</i>, to criticise apartheid. Similarly, the black South African press continued criticising apartheid until it was banned in 1960 • Rural resisters used similar methods to the ANC method of boycott to protest against their treatment, e.g. the potato boycott in 1957-59; the boycott of white-owned stores in East Pondoland, led by the Intaba movement. <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 whether President Mbeki and President Zuma undermined South Africa's standing in the world in the years 1999-2014. Relevant points may include:</p> <p>The arguments and evidence that President Mbeki and President Zuma undermined South Africa's standing in the world in the years 1999-2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mbeki's government drew international criticism for its attacks on judicial independence and its violation of judges' rights, e.g. the treatment of Judge Hlophe by the Constitutional Court in 2008 • Mbeki's foreign policy was criticised at home and abroad for rejecting Mandela's human rights strategy in favour of a policy of growing the economy by gaining access to new markets • Mbeki's handling of the HIV/AIDS crisis was damaging. The denial of access to ARVS and the Health Minister's claims that beetroot and potatoes offered protection drew international criticism • South Africa's international standing was undermined by their failure to deal with crime (e.g. the world's 2nd highest murder rate in 2007) and corruption (e.g. the financing of Zuma's private residence) • Zuma undermined South Africa's standing by a number of well-publicised remarks in which he offended the British, Christians and Afrikaners, e.g. in 2012, he sang 'shoot the Boer' at the ANC centennial celebrations. <p>The arguments and evidence that President Mbeki and President Zuma did not undermine South Africa's standing in the world in the years 1999-2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mbeki championed democracy in Africa and was recognised as a spokesman for sub-Saharan Africa and developing countries. He campaigned for debt relief and poverty reduction • South Africa's international standing was boosted by the praise given by the WHO for Mbeki's water regulation plan 'Blue Drop', which was designed to improve access to and quality of water for South Africans • In the early months of his presidency, Zuma won international approval for his stance against Sudanese president al-Bashir, whose human rights violations had led to his indictment by the International Criminal Court • Zuma enhanced South Africa's international standing by his handling of the HIV/AIDS crisis. He ordered the distribution of ARVS to more infected people and secured a \$120 million assistance package from the USA. <p>Other relevant material must be credited.</p>

