



Mark Scheme (Results)

Summer 2018

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

Paper 2: Breadth Study with Source
Evaluation

Option 1D: South Africa, 1948-2014

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors for Paper 2

Section A: Question 1 (a)

Target: AO2 (10 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<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 reasons for white opposition to apartheid.</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 suggests that Helen Joseph felt guilty about her treatment compared to that of the black prisoners ('Lilian's* bitter cry, 'You are better off with your skin' was haunting me again.') • It provides evidence that Helen Joseph rejected the ideology of white superiority ('It was for the removal of this utterly invalid privilege that I was now fighting.') • It provides evidence that Helen Joseph had witnessed the brutal treatment of black opponents to apartheid ('the forgotten people, whom I had seen for myself, those stories of injustice and suffering I had heard for myself'). <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"> • Helen Joseph had lived in South Africa for a prolonged period, before and during the apartheid system, and therefore had a very relevant and informed perspective on the system • Helen Joseph had personal experience of some of the aspects of apartheid including the Treason Trial and is therefore an authority • Helen Joseph had visited the banishment camps which had further developed her views on apartheid • The source, written in 1986, at a time of growing pressure against apartheid, shows that her opposition persisted throughout the apartheid era. <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"> • A significant grouping of white liberals who favoured an extension of black political rights formed the Liberal Party in 1953 • White opponents played a role in establishing the Freedom Charter of 1955 which called for the abolition of all racial discrimination and the granting of equal rights to all • There was white opposition to the economic treatment of blacks under apartheid. There were some prominent whites in the trade union movement • White opponents such as Helen Suzman opposed apartheid because of the discriminatory measures such as the 90-Day Act. <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 experience of black South Africans of the implementation of the system of apartheid in the 1950s.</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"> • Ezekiel Mphahlele is writing from personal experience of the regional pass laws • The source was written in 1959 during the era of apartheid and is therefore an immediate reaction to the apartheid system • The source was written in exile and Ezekiel Mphahlele was free to express his views • Ezekiel Mphahlele as a former teacher was from the black middle class and his experience may not be fully representative of that of the larger black population. <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 black South Africans required permission from their employers to work in urban areas ('My boss would have to sign his name in the book every month') • It provides evidence that every aspect of the blacks' working lives were controlled by the apartheid system ('to control the Black man's movements everywhere and at all times') • It indicates that blacks were distressed by their treatment ('It cut inside me like a razor blade to be regimented in this way.') • It suggests that black South Africans were at the mercy of the white authorities wherever they were in the country ('If the big man got tired of renewing my permit ... sending me to Pretoria'). <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"> • The Group Areas Acts removed black people from the centres and suburbs of towns and cities unless their pass gave them permission to stay • The Natives Abolition of Passes Act 1952 intended to reduce black migration to the cities and required every adult to have a reference book to be produced on demand • The Urban Areas Act 1952 gave urban rights to a minority who had been born in town or worked or lived there for 15 years. These rights were extended to their children • Convictions under the pass laws grew from 164,324 in 1952 to 384,497 in 1962. In this period, about 3 million people were convicted for trying to move. <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 it is to say that PW Botha and FW de Klerk pursued very different policies in governing South Africa in the years 1978-94.</p> <p>The arguments and evidence that PW Botha and FW de Klerk pursued very different policies in governing South Africa in the years 1978-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • PW Botha developed a presidential government with a tricameral parliament that gave voting rights to Coloureds and Indians as well as whites; FW de Klerk was critical of presidential government and was a key figure in the CODESA talks to extend the vote to blacks • PW Botha restructured the security forces to maintain apartheid; he established the State Security Council which co-ordinated police actions; FW de Klerk curtailed the influence of the State Security Council and focused on compromise to reform apartheid • PW Botha refused to reach an agreement with Mandela because he had not rejected violence by the ANC whereas FK de Klerk agreed to pursue talks in return for the ANC suspending violence • PW Botha relied on the outside influence of Reagan and Thatcher to reduce international pressure on South Africa during the Cold War; changed international conditions after 1989 meant that FW de Klerk needed to reform to satisfy the international community. <p>The arguments and evidence that PW Botha and FW de Klerk did not pursue very different policies in governing South Africa in the years 1978-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both PW Botha and FW de Klerk pursued policies to reform the apartheid system by reducing the restrictions on black and Coloured South Africans whilst trying to maintain white rule • PW Botha paved the way to ending apartheid by transferring Mandela from prison on Robben Island to Pollsmoor and then to a house in Victor Verster. FW de Klerk continued this easing of restrictions by finally releasing Mandela in February 1990 • Both PW Botha and FW de Klerk entered into negotiations with Mandela in order to deal with the problems of apartheid • FW de Klerk used PW Botha's presidential system when he announced that he would release Mandela without consulting parliament. <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 how accurate it is to say that Eugene Terreblanche and the AWB were the most significant opposition to the new South African state in the years 1994-2014.

The arguments and evidence that Eugene Terreblanche and the AWB were the most significant opposition to the new South African state in the years 1994-2014 should be analysed and evaluated. Relevant points may include:

- The AWB's legacy of opposing black representation in South Africa, e.g. its call for the creation of a Boer state without blacks and its murder of Chris Hani in 1993 showed it was a significant threat
- The AWB swore to use violence to maintain white minority rule; immediately before the first multi-racial election in 1994, the AWB was linked to bombings and assassinations of members of the SACP
- Terreblanche and the AWB played a key role in maintaining the independence of Bophuthatswana by reaching an agreement with Magope that it would not participate in the 1994 election
- Terreblanche reactivated the AWB in 2008; he announced the establishment of a youth wing and called for a free Afrikaner republic, a demand which he said he would pursue at the Hague
- The murder of Eugene Terreblanche in 2010 by two African farm workers led to his supporters denouncing Zuma's government and demanding the creation of a separate white state.

The arguments and evidence that Eugene Terreblanche and the AWB were not the most significant opposition to the new South African state in the years 1994-2014 should be analysed and evaluated. Relevant points may include:

- The significance of the AWB's opposition was limited by Terreblanche's imprisonment for murder; he served 3 years from 2001-2004 during which time the importance of the AWB declined
- Julius Malema was seen as a threat both by black South African leadership and by the white minority
- The establishment of the EFF in 2013 threatened to destabilise white support for the new state with its anti-capitalist stance, e.g. the nationalisation of mines without compensation
- The DA was the most successful opposition party; in the 2009 election it won 16.7 percent of the vote and denied the ANC the two-thirds majority it needed for constitutional change.

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 how accurate it is to say that the main reason for the declining influence of Britain in South Africa in the 1960s and 1970s was the rise of the USA as an economic partner.</p> <p>The arguments and evidence that the main reason for the declining influence of Britain in South Africa in the 1960s and 1970s was the rise of the USA as an economic partner should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• South Africa was a major exporter of uranium which was essential to produce nuclear weapons and highly valued by the USA. Therefore, the USA did not support calls for economic sanctions against it• By 1968 the USA had replaced Britain as South Africa's main trading partner; it established subsidiaries of Ford, General Motors and Caltrex oil and was responsible for 60 percent of the inward investment• The mining industry in South Africa was very valuable to the US economy with a 30 percent return on investments• Unlike British leaders, Eisenhower, Nixon and Ford reasoned that apartheid was 'here to stay' and favoured increased official contacts with South Africa which included a role in nuclear research. <p>The arguments and evidence that there were other more important reasons for the declining influence of Britain in South Africa in the 1960s and 1970s than the rise of the USA as an economic partner should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The importance of Britain in influencing South Africa declined significantly when South Africa became a republic in May 1961 and left the Commonwealth• In 1964 Harold Wilson imposed the UN resolution that advocated an arms embargo on South Africa which suspended the arms trade with South Africa• Britain was a major destination for political exiles from South Africa; their calls for an economic and sporting boycott of South Africa were supported by some British newspapers; the AAM was founded in London• The sporting relationship between South Africa and Britain declined, e.g. the 1968 and 1970 cricket tours were cancelled; the 1977 Gleneagles Agreement discouraged sporting contacts with South Africa. <p>Other relevant material must be credited.</p>
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