



Mark scheme

Summer 2019 (Results)

Pearson Edexcel

International Advanced Level

In History (WHI02)

Paper 2: Breadth Study with Source Evaluation

Option 1D: South Africa, 1948–2014

Edexcel and BTEC Qualifications

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

Pearson: helping people progress, everywhere

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

Summer 2019

Publications Code WHI02_1D_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

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 1D: South Africa, 1948–2014

Question	Indicative content
<p>1a</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 the source and consider its value for an enquiry into attempts to improve healthcare in South Africa in the 1990s.</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 claims that healthcare has been improved by being made more accessible ('a clinic within walking distance of every household') • It provides evidence that there has been a huge building programme of healthcare centres ('350th clinic built in South Africa since April 1994') • It suggests that the provision of free healthcare is a major achievement ('only people with money'; 'basic healthcare has become available to everybody without cost'). <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 speech is made by President Nelson Mandela who was responsible for determining the focus of the new republic in terms of its healthcare policy • The date, three years after the establishment of the democratic republic, allows Mandela to reflect on the progress in the provision of healthcare • The purpose of the speech is to indicate the rapid achievements made by the government. <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"> • The government shifted resources from city hospitals to rural clinics in order to fund the provision of basic healthcare • In 1996 access to healthcare for children under six years of age and pregnant women was made free at the point of care in the public sector and this was extended to people with disabilities in 1998 • Mandela introduced fairer parity of spending on the richest and poorest sectors so that the ratio of spending dropped from 3.6 times greater in 1993 to 1.4 times greater in 2000. <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 actions of white opponents to 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"> • Gillian Slovo lived in South Africa in the 1950s and witnessed her parents' acts of opposition • Gillian Slovo was a child at the time of these events and is highly subjective in her admiration of her parents' actions • Writing many years after the events has given Gillian Slovo the opportunity to reflect on the significance of her parents' actions. <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 implies that Ruth First and Joe Slovo were unusual in their acts of opposition ('White South Africans did not bother to raise their voices in protest') • It provides evidence of a range of actions ('buy it for them'; 'changed the paper's name and started up again'; 'organised the Defiance Campaign'; 'the drawing up of a freedom charter') • It provides evidence that white opponents to apartheid worked with the black opposition ('which worked side-by-side with the blacks-only ANC') • It suggests that white opponents were increasingly provocative in their opposition ('deliberately, to defy the apartheid laws'). <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"> • Non-Africans who opposed apartheid formed Congress organisations and became part of the Congress Alliance • The Congress Movement expressed its aims for a non-racial South Africa in the Freedom Charter of 1955 • White opponents risked the same punishments as blacks for their actions, including detention under the 90 Day Law. <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 the political system in South Africa changed in the years 1948–61.</p> <p>The arguments and evidence that the political system in South Africa changed in the years 1948–61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1948 South Africa was a self-governing part of the British Commonwealth with the Queen as ceremonial head of state. In 1961 it became a republic and the president became the head of state • In early 1948 the United Party governed South Africa. In May 1948 the National Party was elected and proceeded to implement ever more strict policies of segregation under the apartheid system • The franchise was changed by the 1951 Separate Representation of Voters Act; Coloured people were placed on a separate register and only permitted to vote for white representatives • A new political system was introduced giving black South Africans the right of self-government in the Bantustans under the 1959 Promotion of Bantu Self-Government Act. <p>The arguments and evidence that the political system in South Africa did not change in the years 1948–61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The National Party was victorious in all elections from May 1948 • Nearly all blacks were unable to vote in the 1948 national election and this situation continued under the political system developed by the National Party after 1948 • The South African political system remained a democracy for white voters • Throughout the period, non-white opposition to the political system was not tolerated and was suppressed by repressive legislation. <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 whether the role of John Vorster was the most significant factor in maintaining apartheid in the years 1961–89.</p> <p>The arguments and evidence that the role of John Vorster was the most significant factor in maintaining apartheid in the years 1961–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • As Minister for Justice, Vorster was responsible for the development of the Security Police that enforced apartheid. By 1970, South Africa had the trappings of a police state • As prime minister, Vorster was responsible for introducing the 1967 Terrorism Act, which imprisoned opponents without trial and was effective in reducing overt opposition to apartheid • As prime minister, Vorster was responsible for introducing the Separate Representation of Voters Act, which changed the voting rights of the Coloured population and ensured that the House of Assembly would be elected solely by white voters • Vorster’s successor, P W Botha (1978-89), was more amenable to change and softened some aspects of apartheid, e.g. reducing restrictions on Coloureds’ voting rights and opening negotiations with Mandela in 1989. <p>The arguments and evidence that the role of John Vorster was not the most significant factor/there were other more important factors in maintaining apartheid in the years 1961–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Vorster was weakened by his unapologetic support for Nazism and disgraced by his involvement in the Information Scandal by inappropriate use of defence funds, which forced his resignation • As prime minister, Verwoerd was responsible for creating the republic and removing South Africa from the Commonwealth, which was an essential condition of maintaining apartheid in the face of opposition from Britain • PW Botha was responsible for establishing the total strategy, which enforced apartheid by developing the State Security Council of army generals and police chiefs to oversee security and maintain apartheid • Apartheid was maintained in the 1960s and early 1970s by an economic recovery, which arose from increased investment and brought growing prosperity to the white population and encouraged support for apartheid. <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 opposition to apartheid by the UN was the most significant external pressure on the National Party in the years 1961–94.</p> <p>The arguments and evidence that opposition to apartheid by the UN was the most significant external pressure on the National Party in the years 1961–94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the 1960s the UN passed resolutions banning import and exports and advocating an arms embargo. Leading UN countries enforced the bans, e.g. the British Labour Government in 1974 • The Special Committee Against Apartheid found increasing support for opposing apartheid from newly independent Asian and African states as they joined the UN • In the 1970s the UN passed a resolution for a sporting boycott of South Africa. This called for a boycott of all teams that were selected in violation of the Olympic principle of non-discrimination • UN pressure was significant in the face of limited action by Britain and the USA who saw South Africa as an ally against the spread of communism and who wanted to preserve their trading links. <p>The arguments and evidence that the UN was not the most significant external pressure/there were other more significant external pressures on the National Party in the years 1960–94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • UN resolutions were voluntary and western powers with strong interests in the region did not take up sanctions • The Anti-apartheid Movement, founded in London in 1960, kept up pressure on South Africa throughout the period including the Free Mandela Campaign in the 1980s and 1990s • In 1963 the formation of the Organisation of African Unity, made up of independent African states, immediately began to take steps against South Africa, e.g. establishing the fund for liberation • In 1974 the collapse of Portuguese rule in Angola and Mozambique enabled MK to establish training camps in these counties and send guerrilla fighters over the border into South Africa. <p>Other relevant material must be credited.</p>

