



Mark Scheme (Results)

Summer 2025

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse the source and consider its value for an enquiry into the impact of strikes in South Africa in the 1980s. 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: • It suggests that the impact of strikes was so threatening that a deal had to be reached quickly ('first legal strike by black gold miners in South Africa's history ended yesterday after only one day', 'improved pay offer') • It provides evidence that strikes would be significantly damaging to the economy ('would have had a serious effect on the South African economy, which depends on gold for 45 per cent of its export earnings.') • It provides evidence that the positive impact on pay was limited to members of the NUM ('improved pay offer will apply only to the 90,000 black miners working in the eight mines where the NUM is recognised.') • It indicates that strikes have an impact on the behaviour of non-unionised workers ('could lead to tension with the rest of the 430,000 black workers employed in the gold mines ... striking to gain a similar pay award.'). 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: • The report was printed in <i>The Times</i> newspaper, which, as a British newspaper, could take a relatively impartial view • The article was not subject to South African censorship • The article was written by a journalist in Johannesburg who was well positioned to give an informed report on the strike action and attitudes to it. 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: • Strikes encouraged black South Africans to join unions. By 1986, over a million black South Africans had joined the two national trades unions. Demands for wage increases met with considerable success • Strike action escalated in 1987 and the number of workdays lost soared. The protracted strike in the mining industry led to the owners restricting union activities and dismissing the 50,000 strikers • The National Party responded to the strikes by passing the Labor Relations Act 1988. The act attempted to curtail the growing power of trades unions. Three million workers responded with a three day 'stay-away'. Other relevant material must be credited.

Question	Indicative content
1b	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse and evaluate the source in relation to an enquiry into the impact of apartheid on living standards in South Africa in the years 1948-73. 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: • The speech was made by Nelson Mandela. As a black South African, he was in an excellent position to both observe and experience the impact that apartheid had on living standards • The tone used by Mandela reflects a considered opinion ('poor by comparison with the white people') • The speech was made while Mandela was on trial. He would naturally use the arguments that were most effective in pleading his cause. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that apartheid has had an unequal impact on the living standards of black and white South Africans ('The whites enjoy ... highest standard of living in the world, whilst Africans live in poverty and misery.') • It suggests that the Homelands policy caused poor living standards for black South Africans ('overcrowded and, in some cases, drought-stricken Reserves') • It suggests that the government has deliberately curtailed black people's chances of improvement ('want to perform work which they can do, and not work which the Government declares them able to do.'). 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: • Life in white South Africa was very good in the period 1948-73. White people had access to excellent social services, hospitals and schools. The incomes of Afrikaners were catching up with English-speaking whites • The Bantu Education Act 1953 removed state subsidies from mission schools and forced most to close. A government-run system provided a limited, vocational-based education for black South Africans • The 1959 Bantu Self-government Act forced black South Africans, 90 per cent of the population, on to 13 per cent of South Africa's land. The Bantustans were overcrowded and incapable of supporting their population • The income of black Africans was considerably lower than that of whites but there were improvements. Apartheid bureaucracy opened up opportunities for some. Per capita income rose by 23% in the 1960s. Other relevant material must be credited.

Section B: Indicative content

Option 1D: South Africa, 1948-2014

Question	Indicative content
2	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 the extent to which the nature of the political system in South Africa changed in the years 1948-61. The arguments and evidence that the nature of the political system in South Africa changed in the years 1948-61 should be analysed and evaluated. Relevant points may include: • In 1948, constitutionally, the British monarch was South Africa's head of state. This was changed after the 1960 referendum in which 52 per cent of the enfranchised population voted for South Africa to become a republic • The nature of the political system was changed by 1961. After declaring itself a republic, South Africa cut all political ties with Britain and withdrew from the Commonwealth • The nature of the political system for Coloured people had changed by 1961. The Separate Representation of Voters Act 1951 restricted the rights of Coloured people to voting for white representatives only • The nature of the political system changed after the National Party's electoral victory in 1953. It enlarged the Senate from 49 to 89 members in the Senate Act 1955. This ensured a NP majority in the Senate • The nature of the political system that existed in 1948 changed in reaction to the Sharpeville massacre. Parliament passed the Unlawful Organisations Act 1960, banning all parties that threatened public order. The arguments and evidence that the nature of the political system in South Africa did not change the years 1948-61 should be analysed and evaluated. Relevant points may include: • The system whereby the party that won the most constituencies could pass legislation by a simple majority in parliament remained unchanged throughout the period • The National Party controlled the South African parliament after winning the majority of seats in 1948. It remained unchanged as the NP was able to sustain its majority throughout this period and for the next 40 years • The electoral position of black voters remained unchanged throughout the period. Nearly all black people were unable to vote in the 1948 national election and this situation continued after 1948 • South Africa remained a democracy for white voters throughout the period and white opposition parties were tolerated, whilst opposition from parties representing the black population was not tolerated. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the impact of South Africa's involvement in Angola was most significant external pressure facing the National Party in the years 1961-94. The arguments and evidence that the impact of South Africa's involvement in Angola was most significant external pressure facing the National Party in the years 1961-94 should be analysed and evaluated. Relevant points may include: • Angola became independent in 1975 under Marxist rule. It pressurised the National Party by its support for the liberation of Namibia from South Africa. The NP reacted by establishing a military presence on the border • The NP enforced long periods of compulsory military service in Namibia on white youths. This caused division among the white communities in South Africa and led to the establishment of the End Conscription Campaign • South Africa was unable to establish military superiority over the Angolan forces. The USA refused further funds for the conflict. The NP policy had resulted in South Africa's isolation and its forced withdrawal in 1976 • The achievement of full independence by Namibia in 1990 undermined South Africa's position vis-à-vis Angola and demonstrated that the National Party's policy of intervention had failed. The arguments and evidence that the impact of South Africa's involvement in Angola was not the most significant/ there were other more significant external pressures facing the National Party in the years 1961-94 should be analysed and evaluated. Relevant points may include: • South Africa's involvement in Angola was supported by western powers who wanted moderate, non-Marxist governments in the region. Pressure on South Africa was reduced because the USA also supported UNITA • The National Party faced pressure from the Anti-Apartheid Movement. There were international boycotts during the 1960s and 1970s and, in the 1980s, the campaign to free Mandela attracted growing support • The 1973 oil crisis doubled oil prices. This was a significant problem for the National Party because South Africa was totally dependent on imported oil. The crisis resulted in inflation and white discontent • UN opposition to apartheid was a significant external pressure. It sanctioned cultural and sporting boycotts. White South Africans reacted by pressurising the National Party to bring about changes in apartheid • Economic sanctions began to exert significant pressure from the mid-1980s. In 1985, American banks refused to renew South African loans. A shortage of investment presented a great challenge to the economy. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether, in the years 1994-2014, the opposition of Eugene Terreblanche was a more significant threat to the new South African republic than the opposition of Julius Malema. The arguments and evidence that, in the years 1994-2014, the opposition of Eugene Terreblanche was a more significant threat to the new South African republic than the opposition of Julius Malema should be analysed and evaluated. Relevant points may include: • Terreblanche's party, the AWB, was a significant threat with its long legacy of opposing black representation in South Africa, and by its participation in bombings and assassinations before the 1994 elections • Terreblanche and the AWB threatened the new republic by working with Magope to maintain the independence of Bophuthatswana by reaching an agreement that it would not participate in the 1994 election • After his release from prison, 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 did not end his threat. His supporters denounced Zuma's government and demanded the creation of a separate white state • Malema's opposition was not a serious threat. He was suspended from the ANC in 2011 and, in the 2014 elections, his EFF won only 6.35 per cent of the vote. It had no impact on the ANC's domination of politics. The arguments and evidence that, in the years 1994-2014, the opposition of Julius Malema was a more significant threat to the new South African republic than the opposition of Eugene Terreblanche should be analysed and evaluated. Relevant points may include: • The significance of the Terreblanche's opposition was limited by his imprisonment for murder; he served 3 years from 2001-2004, during which time the importance of the AWB declined • Julius Malema's opposition was particularly damaging because, as president of the ANC youth wing, he was a party insider. He gained a reputation for bringing division and conflict • Malema threatened the ANC's reputation by supporting violence, e.g. by singing 'kill the Boer' at ANC rallies. He undermined the alliance between the ANC, SACP and COSATU by proposing the nationalisation of the mines • Malema's suspension did not neutralise his opposition. In 2013, he founded the EFF with a programme to expropriate land and nationalise mines without compensation. This alarmed white South Africans. Other relevant material must be credited.

