

Mark scheme

International Advanced Subsidiary
in History (WHI02/1D)

Paper 2: Breadth Study with
Source Evaluation

Option 1D: South Africa, 1948–
2014

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 1b

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: A01 (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>1(a)</p>	<p>Answers will be credited according to candidates' 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 that is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the aims of the Truth and Reconciliation Commission.</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • It provides evidence that the Truth and Reconciliation Commission (TRC) offered 'those who had committed political crimes' the opportunity for amnesty • It suggests that the victims of crime could find closure ('unburden themselves from the pain and suffering') • It suggests that this was a mechanism for enabling South Africa to deal with its past and move on ('It is not dealing with the past to say glibly, 'Let bygones be bygones''). 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: <ul style="list-style-type: none"> • The writer of the article was the chairman of the TRC • The date of the article is shortly after the last hearings had taken place in 2004 • The author is a leading Christian clergyman and the language reflects this, for example 'forgiveness', 'confession'. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> • The TRC was established in 1995 under the Promotion of National Unity and Reconciliation Act; the approach that was taken by the TRC was to offer restorative justice through its three committees – Human Rights Violations, Reparation and Rehabilitation and Amnesty • The Human Rights Violations Committee investigated human rights abuses that had taken place between 1960 and 1994 through interviewing victims in many locations in the country • The Reparation and Rehabilitation Committee aimed to provide victim support; a President's Fund, funded by Parliament and private contributions, was set up to pay urgent interim reparations to the victims • The Amnesty Committee considered applications for amnesty; all requests had to be submitted by 1997 and, if successful, meant that the perpetrator could not be prosecuted for the crimes revealed.

Question	Indicative content
1(b)	<p>Answers will be credited according to candidates' 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 that is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the purpose of apartheid under the National Party.</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • The author was a leading member of the South African government – 'Minister of Native Affairs' and a supporter of apartheid • The address was directed at the Native Representative Council, which offered advice to the South African Government and may have been designed to influence them towards support for apartheid • The author frequently repeats the word 'conflict' and synonyms for this in order to emphasise his view of the consequences of not implementing apartheid. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It claims that the purpose of apartheid is to bring benefits to all South Africans ('as much in the interests of the Bantu as in those of the European') • It claims that the purpose of apartheid is to mitigate 'friction and conflict' • It claims that without apartheid there will be 'increasing tension and conflict', which will lead to 'unhappiness and misery' for all communities • It implies through its use of language such as 'clash' and 'antagonistic' that the purpose of apartheid is to prevent violence. 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: <ul style="list-style-type: none"> • The attitudes and the role played by Verwoerd as Minister for Native Affairs • The implementation of a range of legislation to embed apartheid in every aspect of South African life, such as the Group Areas Act and the Pass Laws • The implementation of the 1953 Bantu Education Act and its consequences in supporting the economic needs of the National Party and its supporters.

Section B: indicative content

Option 1D: South Africa, 1948–2014

Question	Indicative content
2	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the Sharpeville massacre weakened apartheid in the 1960s.</p> <p>Arguments and evidence that the Sharpeville massacre weakened apartheid in the 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The opposition that existed to the policies of the South African Government at home was made clear • The opposition to the policies of South Africa abroad was made clear. The massacre generated international outrage at events in South Africa including the condemnation by the UN Security Council. This contributed to the ongoing development of South Africa's international isolation • Many leading activists went into exile immediately after Sharpeville to avoid arrest, for example Nelson Mandela and Oliver Tambo • Changes to the armed struggle took place as non-violence no longer seemed an effective strategy. The ANC and PAC changed their strategy from non-violent protest to direct military action through MK and Poqo, which would in the longer term prove effective. <p>Arguments and evidence that the Sharpeville massacre did not weaken apartheid in the 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mass arrests of many of the anti-apartheid campaigners followed the Sharpeville massacre with a total of about 18,000 arrested, including many of the movement's leaders, for example PAC president Robert Sobukwe who remained in prison until 1969 • The methods of controlling opposition were tightened, for example the 1963 General Laws Amendment Act that made it easier to arrest critics of the policies of the government • The governmental response to the opposition meant that it had largely been broken by 1964 • The development of the policy of 'Grand Apartheid' with the forced removal of about two million black Africans from their homes to 10 'homelands' by the end of the 1960s helped end organised resistance as people were more concerned with the immediate issues of survival • The NP won the 1961 and 1966 elections with increased majorities; even in 1970 they still had a majority, thus indicating support for their policies from white South Africans. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which living standards for blacks in South Africa improved in the years 1994-2014.</p> <p>Arguments and evidence that living standards for blacks in South Africa did improve in the years 1994-2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • On average, educated black South Africans grew richer: inflation dropped from 14% in 1994 to 6% in 2014 whilst GDP quadrupled in this period • The percentage of the population living in absolute poverty (with an income of less than \$2 a day) fell by 10% between 1994 to 2014, standing at 31% of the population in 2014 • A black middle class emerged in this period, for example in 1994, 4% of senior managers were black, in 2014 the figure had risen to 39%, in 2014 the ratio of black to white engineering students was 1:44, in 2014 it was 1:1 • Most households had access to basic amenities and the worse impacts of poverty were ameliorated by the growth in welfare provision – the number of people receiving welfare grew from 2.6 million in 1994 to nearly 16million in 2014 • Rates of violent crime fell in the period, for example the murder rate fell from 67 per 1000 of the population in 1994 to 30 per thousand – although these rates remained high by international comparison standards. <p>Arguments and evidence that living standards for blacks in South Africa did not improve in the years 1994-2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Poor black South Africans tended not to share in the benefits of economic growth experienced by educated blacks • Unemployment rose from 20% in 1994 to 25% of the workforce in 2014, whilst only 43% of the working age population actually had jobs in 2014 • Low wages and poor conditions amongst those in employment gave rise to a number of strikes, for example Marikana 2012, with the accompanying suppression by violence • In 2010, only 4 out of every 10 children who had started school completed successfully; South Africa was ranked 146th out of 148 countries in educational standards by the World Economic Forum • A number of health indicators deteriorated in the period: life expectancy fell from 62 years to 56 years and this was accompanied by an increase in the prevalence of HIV Aids in adults from 2% to 18%. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that economic sanctions in the 1980s were responsible for the ending of apartheid in 1990.</p> <p>Arguments and evidence that economic sanctions in the 1980s were responsible for the ending of apartheid in 1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of the disinvestment campaign, which had first been mooted in the 1960s, began to be felt fully from the mid-1980s and exacerbate existing economic problems within South Africa, thus putting international pressure on South Africa to remove apartheid • US legislation such as the 1986 Comprehensive Anti-Apartheid Act and the 1987 Budget Reconciliation Act resulted in both a reduction of trade (US imports from South Africa declined by 35% 1985-87) and a reduction in US investment, increasing pressure on the National Party to end apartheid • In 1986, the European Community voted to ban imports of iron, steel, gold coins from South Africa and agreed that there should be no new investment in the country, further exacerbating the pressures on the government to end apartheid • The October 1989 a three-tier plan was agreed by all Commonwealth countries, except Britain, agreeing to maintain existing economic sanctions, thus demonstrating a continuing international commitment to pressurising the South African regime • Sanctions by individual companies boycotting trade with South Africa after concerns expressed by their consumers, for example Pepsi, Barclays Bank, Kodak, further demonstrated the extent of international opposition to apartheid. <p>Arguments and evidence that factors other than economic sanctions in the 1980s were responsible for the ending of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The role played by anti-apartheid organisations within South Africa, both those advocating passive resistance and those advocating armed insurrection • The contributions of Mandela and De Klerk in leading negotiations to end apartheid • The use of sporting and other forms of sanctions increased the pressure on apartheid • International media publicity, for example Artists Against Apartheid at Sun City 1985, Nelson Mandela's 70th birthday party tribute in London, 1988. <p>Other relevant material must be credited.</p>