

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
International
Advanced Level

Centre Number

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Candidate Number

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Monday 20 January 2020

Morning (Time: 2 hours)

Paper Reference **WHI02/1D**

History

International Advanced Subsidiary

Paper 2: Breadth Study with Source Evaluation

Option 1D: South Africa, 1948–2014

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS



SECTION B**Answer ONE question in Section B.****You must start your answer to your chosen question on the next page.****EITHER**

- 2** How accurate is it to say that resistance to apartheid became increasingly violent in the years 1960–85?

(Total for Question 2 = 25 marks)**OR**

- 3** How accurate is it to say that the role of Nelson Mandela was the most significant factor in the process of dismantling apartheid in the years 1985–94?

(Total for Question 3 = 25 marks)**OR**

- 4** To what extent did the approach to dealing with the AIDS crisis in South Africa change in the years 1990–2014?

(Total for Question 4 = 25 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 2** **Question 3** **Question 4**

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TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



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Sources Booklet

Do not return this booklet with the question paper.

Turn over ►

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Sources for use with Section A.

Source 1: From Mary Corrigan, *International Boycott of Apartheid Sport*, published 1971. Corrigan was a South African academic specialising in history and culture. This report was prepared for the United Nations Unit on Apartheid. Here she is commenting on international opposition to apartheid in sport after the cancellation of the 1968–69 English cricket tour to South Africa.

The victories against apartheid in sport have led white South African sportsmen to rethink their attitudes. Until recently, they have been active supporters of racial discrimination in sport. This change has come about because of the threat of international isolation.

International isolation has forced some white sportsmen to voice their protests inside South Africa, although that was never the sole purpose of the boycott campaigns. However, the impact made on the oppressed African, Coloured and Indian people is more important. These people have been enormously encouraged by the protests and demonstrations all over the world against apartheid in sport. 5 10

The South African Government has also learnt certain lessons in the past two years. In future, it is likely to be more flexible in allowing non-white members to be part of the overseas teams that visit the Republic.

All sporting links with South Africa should be abolished until apartheid in sport is ended. This may not be possible until white domination itself is ended in South Africa. 15

Source 2: From a newspaper article by Aubrey Lurie, *Living under apartheid*, 5 March 2015. Lurie was a white South African of immigrant parents. He was born, grew up and worked in South Africa before emigrating to the USA in 1978. Here he is commenting on life in South Africa under apartheid.

There were active attempts by the whites to keep the blacks subservient, poorly educated, unskilled and barred from skilled jobs. Only whites could be trained and be employed in skilled labour positions. Blacks could be employed only as domestic help or unskilled labourers. They were not allowed in white restaurants or public transport carriages. There were no mixed-race suburbs, no mixed contact in cinemas, swimming pools, post-offices and bank queues. 5

White homes had living quarters for their black servants who lived on-site and served the white families. Blacks were not allowed to have their families living with them. Thus, family life was preserved only for white families in white areas and it was denied to blacks. The black servants were given one day off per week. The black servants performed cooking and cleaning for the whites. Black women were nannies to white children and, in effect, brought up these children. 10

So what was it like to live in this land of racial discrimination and oppression? For those of us with white skins, it was very good – comfortable living with much domestic help; there were many opportunities for whites to improve their standard of living. We were protected against competition in the labour market. Any white could achieve all heights of ambition and advancement. 15

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