Mark Scheme (Results)

January 2025

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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 role of Helen Suzman in opposing apartheid in the late 1950s. 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 Suzman was someone with a reputation for opposing apartheid ('I received anonymously, a leaked document') • It provides evidence that Suzman used her position in parliament to oppose apartheid ('I launched a full-scale verbal attack on the Minister', 'I kept up a constant criticism throughout the Bantu Administration Vote.') • It suggests that Suzman was prepared to act against her party in her opposition to apartheid ('United Party MPs were distinctly uneasy about my speeches') • It indicates that Suzman enjoyed some success in her role as an opponent of apartheid ('The Minister announced that he would appoint a Commission of Inquiry.'). 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 memoir was Suzman's personal account of her actions at the time and she was ideally positioned to reflect and comment on them • The content of the memoir, with Suzman's acknowledgement that she needed the support of the United Party leader to achieve results in parliament, emphasises the honesty of the account • The purpose of the memoir was to record Suzman's long career in opposition to apartheid. 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: • Suzman was a vociferous opponent of apartheid. She clashed with the United Party over its support for the 1953 Separate Amenities Bill. In 1959, she became a founder member of the Progressive Party • In the 1961 election, she was the only Progressive Party MP to retain her seat in Parliament. She became the lone voice opposing apartheid in Parliament • Suzman devoted much of her time to visiting the opponents of apartheid in prison and in raising issues on the treatment of prisoners and conditions in prisons in her parliamentary speeches. 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 reasons why Nelson Mandela was praised by the international community in the years after 1994. 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 statement was written by Bill Clinton who clearly knew Mandela personally and was therefore in a good position to comment on Mandela's life and achievements • Clinton was a former President of the United States, and his words carry weight as those of a world leader • The statement was written in 2003 and was able to reflect on Mandela's role whilst opposing apartheid and on his presidency and its achievements from 1994 • The statement was printed in a publication of Mandela's speeches and was therefore likely to reflect upon Mandela's achievements in a positive way. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that Mandela was praised for his personal characteristics ('constant kindness and generosity', 'remain free of anger and hatred') • It suggests he was admired for his selflessness and willingness to compromise ('brought his oppressors into his government.', 'encouraging better relationships between communities') • It suggests he was admired for his work in tackling the AIDS/HIV crisis in Africa ('battle against HIV/Aids', 'He gives us hope') • It claims that Mandela had a significant impact in ending discrimination and oppression across the globe ('Mandela's enduring legacy … he saw through differences.... Thanks to his life … rest of us … embracing it too.'). 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: • Mandela was prepared to reach a compromise with de Klerk and brought members of the National Party into his administration in 1994 • Representatives of 170 nations attended Mandela's inauguration as president in 1994. South Africa enjoyed widespread international support as a result of the goodwill engendered by Mandela's personality • Mandela was praised for the work of the Truth and Reconciliation Commission that tackled the legacy of apartheid and the wrongs by both black and white protagonists • Mandela was criticised for his limited focus on tackling the AIDS crisis during his presidency. He devoted much of his time after leaving office to AIDS/HIV, particularly on tackling stigma. 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 whether South Africa's decision to leave the Commonwealth in 1961 was the main reason why South Africa's relations with Britain declined in the years 1961-79. The arguments and evidence that South Africa's decision to leave the Commonwealth in 1961 was the main reason why South Africa's relations with Britain declined in the years 1961-79 should be analysed and evaluated. Relevant points may include: • Relations with Britain declined because after South Africa became a republic and left the Commonwealth, Britain could no longer exert the same level of political and ideological influence over South Africa • After South Africa left the Commonwealth, Britain struggled to reconcile pursuing positive relations with South Africa and with other Commonwealth members in Africa and Asia who objected to apartheid • Relations soured in the 1960s. Britain transferred power to Africans in three of South Africa's neighbours that it had wanted to incorporate before leaving the Commonwealth. This was impossible after it had left • Britain was not prepared to stand against the other Commonwealth countries in their opposition to apartheid in sport. It supported the Gleneagles Agreement in 1977 and cut sporting ties with South Africa. The arguments and evidence that whether South Africa's decision to leave the Commonwealth in 1961 was not the main reason/ there were other, more important reasons why South Africa's relations with Britain declined in the years 1961-79 should be analysed and evaluated. Relevant points may include: • South Africa's decision to leave the Commonwealth had only a limited impact on relations between South Africa and Britain. Britain wanted to maintain trade relations and opposed the imposition of sanctions • Relations with Britain declined in the 1960s because the British Labour Party opposed the apartheid regime. In 1964, Harold Wilson imposed the UN arms embargo on South Africa, which suspended the arms trade • Relations with Britain declined because of the strength and influence of the Anti-Apartheid Movement in Britain. it promoted sanctions and boycotts of South African goods, e.g. the boycott of South African fruit • Relations with Britain declined because of issues of apartheid in sport. Sporting links with Britain declined after the Basil D'Oliveira affair. The cricket and rugby tours were cancelled • Britain was replaced by the USA as the main trading and investment partner. By 1968, the USA had established subsidiaries of car and oil companies and was responsible for 60 percent of the inward investment. 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 how significant reliance on imported oil was for the South African economy in the years 1948-89. The arguments and evidence that reliance on imported oil was significant for the South African economy in the years 1948-89 should be analysed and evaluated. Relevant points may include: • South Africa did not have any natural reserves of oil itself. It therefore needed to import petroleum products to meet its needs. The government was aware of oil's significance and created substantial stockpiles • The development of the economy depended on cheap imported oil until 1973. The 1974 OPEC crisis led to lower spending power and decreased demand, which had a negative impact on economic development • Although international pressure led to an oil trade embargo in the late 1970s, the major oil companies developed circuitous ways to keep oil deliveries flowing and this was significant in sustaining the economy • In the 1980s, South Africa produced a synthetic oil to overcome the issues caused by the oil embargo, but this only accounted for a small proportion of its oil needs and meant it continued to rely upon imports. The arguments and evidence that reliance on imported oil was not significant/there were other, more significant, factors for the South African economy in the years 1948-89 should be analysed and evaluated. Relevant points may include: • South Africa only relied on oil for 25 per cent of its energy needs. Plentiful coal supplies provided for most of its needs. Its development was able to withstand the OPEC crisis and the sanctions imposed in the 1980s • Foreign investment was very significant in the development of the South African economy. The mining and extractive industries depended upon it. Its withdrawal in the 1980s caused economic growth to fall by 10 per cent • The development of the South African economy was assisted by a plentiful supply of cheap migrant labourers, from Malawi, Lesotho and Portuguese Mozambique, who were paid relativity low wages • Immigration and emigration had a significant impact on economic development. The immigration of skilled labourers had a positive impact. Emigration had a negative impact leading to shortages of skilled labourers • Inflation had a significant negative impact on the development of the South African economy. By 1987, South Africa had the third highest inflation in the developed world and the lowest growth rate. 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 PW Botha and FW de Klerk had very similar approaches to governing South Africa in the years 1978-94. The arguments and evidence that PW Botha and FW de Klerk had very similar approaches to governing South Africa in the years 1978-94 should be analysed and evaluated. Relevant points may include: • Both PW Botha and FW de Klerk acknowledged that the system of government in South Africa needed reforming by reducing the restrictions on black South Africans and Coloured South Africans in the political system • Both PW Botha and FW de Klerk sought to ensure that their reform of government would preserve white minority rule • Both PW Botha and FW de Klerk sought Mandela's help in dismantling apartheid. To further negotiations, Botha removed Mandela from Robben Island to live under house arrest and de Klerk released him from all restrictions in February 1991 • Both PW Botha and FW de Klerk used a presidential system to govern South Africa. PW Botha established the system and FW de Klerk used it to bypass parliament and secure Mandela's release • Both Botha and de Klerk responded to international pressures in governing South Africa. Cold War conditions enabled Botha to maintain the support of the USA and hence maintain apartheid, whilst the end of the Cold War encouraged de Klerk to bring apartheid to an end. The arguments and evidence that PW Botha and FW de Klerk had very different approaches to governing South Africa in the years 1978-94 should be analysed and evaluated. Relevant points may include: • PW Botha favoured a gradual approach to reducing restrictions on black South Africans, whereas FW de Klerk acknowledged that change was necessary, and that it should not be piecemeal but had to come about quickly • Botha's tricameral system was designed to extend the vote to Coloured and Indian South Africans but maintain restrictions on black South Africans' voting rights. FW de Klerk agreed to extending voting rights to black South Africans in the CODESA negotiations • In his 'Total Strategy', Botha placed a great emphasis on the role of the security forces in crushing opposition to apartheid. He set up a State Security Council to do this. In his 'New Course', FW de Klerk abolished the State Security Council and sought to reform apartheid by compromise • Botha and de Klerk had different approaches to dealing with Mandela and the ANC. Botha refused to free Mandela because the ANC had not rejected violence as a tactic, whereas de Klerk freed Mandela and began negotiations based on a promise to suspend the use of violence. Other relevant material must be credited.

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