Pearson Edexcel

Mark Scheme (Results)

June 2024

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.

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 Desmond Tutu in the Truth and Reconciliation Commission. 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 Tutu found the role to be challenging ('described the job as the hardest of his life') • It suggests that Tutu saw his role as essential in ending the apartheid era and creating the new South Africa ('process of confession and cleansing that would help to heal the country's wounds') • It suggests that Tutu was both forceful and impartial in his role ('he scolded them. He criticised FW de Klerk … He begged his close friend, Winnie Mandela … to admit … some brutal crimes.') • It claims that Tutu achieved some of what he intended in his role as chairman of the TRC ('Commission was judged to have been partly successful.'). 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 Times* was a British newspaper and was likely to take a relatively objective view of Desmond Tutu and the role he played in the TRC • The assessment of Tutu's role was written more than two decades after the completion of the TRC and was able to reflect upon his achievements as chairman • The purpose of the obituary was to consider Tutu's life and achievements in apartheid and post-apartheid South Africa. 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: • Tutu was responsible for suggesting that the TRC should have a threefold purpose: confession, forgiveness and restitution • As head of the Commission, Tutu had to deal with the inter-personal suspicions between those who had been anti-apartheid activists and those who had supported the apartheid system • Tutu had little control over the committee that granted amnesty. He chaired the committee that heard human rights abuses by both anti-apartheid and apartheid figures • Tutu refused to allow the ANC to suppress accounts that tarnished its image. He presented a five-volume report of the TRC's finding to Mandela. He recognised both its achievements and short comings.

	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 attitudes to the use of economic sanctions on South Africa in the 1980s. 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, written by Margaret Thatcher, accurately represents the then official position of the British government on the imposition of sanctions on South Africa • The content and tone of the statement make it clear that Britain did not support the imposition of economic sanctions • The purpose of the statement was to respond to other Commonwealth leaders who took a different view of the imposition of sanctions. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that Britain did not support the use of sanctions ('sanctions have the effect of punishing the people', 'Britain's efforts are directed to helping') • It suggests that Britain rejected sanctions because they harmed the black population ('Sanctions are hardest on the poorest and weakest members of South Africa's black population.') • It suggests that other Commonwealth countries and the USA approved of the use of sanctions ('the imposition of additional sanctions by the US Congress and the Commonwealth') • It claims that sanctions are responsible for encouraging political extremism ('clear link between the strength of extreme right-wing parties … additional sanctions'). 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: • Western countries saw South Africa as a useful ally against communism and were reluctant to impose sanctions, except for arms sales, for that reason • Mrs Thatcher vetoed UN sanctions and US President Reagan opposed pressure from the US Congress. Both claimed that constructive engagement with the South African government would achieve more • The US Congress imposed sanctions on South Africa in 1986 in response to growing violence in the townships and strong opposition to apartheid in the USA. American companies withdrew investments.

	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 the key features of the system of apartheid changed in the years 1948–89 The arguments and evidence that the key features of the system of apartheid changed in the years 1948–89 should be analysed and evaluated. Relevant points may include: • The restrictions imposed by petty apartheid changed. The Mixed Marriages Act was repealed in 1985 and the pass laws were abolished in 1986. Local authorities were encouraged to desegregate public amenities • Constitutional reforms ended the white political domination. In 1984, new chambers with 85 Coloureds and 45 Indians were established in a tricameral government. A mixed racial cabinet was appointed • The use of the Bantustans as sources of cheap labour declined in the 1980s as the number of unskilled jobs fell. Black South Africans were deported from urban areas to the homelands • Restrictions in education for black South Africans worsened in 1976 when the new education minister insisted that 50 per cent of the timetable would be taught in Afrikaans. The arguments and evidence that the key features of the system of apartheid did not change in the years 1948–89 should be analysed and evaluated. Relevant points may include: • Grand apartheid, the separation of the different races, remained unchanged as the overall strategy for the whole period • The use of repression to enforce apartheid remained in force for the whole period, e.g. the use of banning orders, the 90 day detention rule introduced in 1963, the role of the security forces at Soweto, 1976 • The role of the Bantustans to remove Africans from South Africa, and as a pool of cheap surplus labour to support the economy, was a key feature of apartheid throughout the period • The denial of political rights to black South Africans was a cornerstone of apartheid and remained in place throughout the period. Whites remained dominant even after reform gave rights to Indians and Coloureds in 1984 • The restrictions on education for black South Africans, which educated them for only menial jobs, and the chronic underfunding, remained in force throughout the period. 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, in the years 1948–94, differential healthcare was the main cause of high child mortality in the non-white population in South Africa. The arguments and evidence that, in the years 1948–94, differential healthcare was the main cause of high child mortality in the non-white population in South Africa should be analysed and evaluated. Relevant points may include: • There was a significant difference in child mortality rates, e.g. in 1978, white South Africans had a child mortality rate of 14.9 per thousand compared to 80.6 per thousand for the non-white population • The non-white population had limited access to primary healthcare. The number of general doctors working in private practise increased to 75% by 1989, meaning that most non-whites could not afford to visit a doctor • High rates of stillbirths and neonatal deaths in the non-white population were caused by inadequate access to healthcare in pregnancy and childbirth • The limited healthcare provision in the townships and Bantustans was focused on the health of the adult workforce and ensuring an adequate supply of labour and neglected the health of children • In the 1960s and 70s, non-white child mortality rates improved in urban areas with better healthcare than in the Bantustans, emphasising the role of differential healthcare as a cause of child mortality. The arguments and evidence that, in the years 1948–94, differential healthcare was the not the main cause/there were other more important causes of high child mortality in the non-white population in South Africa should be analysed and evaluated. Relevant points may include: • The principal cause of child mortality in the non-white population was malnutrition, e.g. surveys in the late 1970s revealed that 50% of 2-3- year-olds in Ciskei and 60% of Asian children in Natal were malnourished • Poverty was a major cause of high child mortality, e.g. tuberculosis spread rapidly in the impoverished areas: in Cape Town in 1984, black children under 4 years were 205 times more likely to have TB than white children • Since the late 1980s, HIV/AIDS was a major cause of child mortality in the non-white population. 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 the Soweto uprising (1976) was the most significant protest against apartheid within South Africa in the years 1960–94. The arguments and evidence that the Soweto uprising (1976) was the most significant protest against apartheid within South Africa in the years 1960–94 should be analysed and evaluated. Relevant points may include: • The Soweto uprising was significant because Soweto was one of the biggest townships, which meant an uprising here was threatening to the state. It was a massive demonstration involving thousands of children • The Soweto uprising spread to over 100 other places. There were at least 80 protests by October. Children went on strike and schools were burned down. Soweto spawned the biggest protest so far against apartheid • The Soweto uprising demonstrated the effectiveness of Black Consciousness in marshalling resistance against the regime. There was an increasing awareness that apartheid kept non-whites in servitude • Its significance was shown in the brutality of the government reaction. In addition to shooting children, the government issued 90 banning orders and carried out 52,000 arrests and suppressed 18 organisations • Soweto demonstrated a new feature of protest. It was clear that there was no central organisation directing protest. The protests were organised by children, spontaneous and unpredictable and thus very dangerous. The arguments and evidence that the Soweto uprising (1976) was the not most significant protest/there were other, more significant protests against apartheid within South Africa in the years 1960–94 should be analysed and evaluated. Relevant points may include: • The Soweto uprising was focused only on school conditions and not the wider restrictions of apartheid. The students had no recognised leader who could direct their anger more effectively against the regime • The Sharpeville protest was significant in encouraging more radical protest after the government response. The ANC and PAC turned to more violent methods of protest and the government significantly increased repression • In the 1980s, UDF protests against the regime were significant. In 1983 to 1984, it collected a million signatures against the proposed constitution. By 1989, its rent strike had led to rent arrears of half a billion rand • In the 1980s and early 1990s, communal violence that attacked perceived collaborators with the apartheid regime was significant. South Africa appeared to be descending into civil war between the ANC and Inkatha. Other relevant material must be credited.

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