



# **Mark scheme (Results)**

June 2017

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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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

### 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 their professional judgement to decide which level is most appropriate.

### Placing 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.

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.

## 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"><li>• 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.</li><li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li></ul>
2	4–6	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li><li>• 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.</li></ul>
3	7–10	<ul style="list-style-type: none"><li>• 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.</li><li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• 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.</li></ul>

## Section A: Question 1(b)

**Target: A02 (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"><li>• 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.</li><li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
2	4–7	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
3	8–11	<ul style="list-style-type: none"><li>• 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.</li><li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
4	12–15	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>

## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–6</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>7–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>13–18</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>
<b>4</b>	<b>19–25</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Section A: Indicative content

### Option 2: South Africa, 1948-2014

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates are required to analyse the source and consider its value for an enquiry into President Mbeki's response to the AIDS crisis in South Africa in the years 1999-2008.</p> <p>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:</p> <ul style="list-style-type: none"><li>• Provides evidence that Mbeki believed AIDS could be combatted by improved diet ('he advocated healthy eating as the primary means of combating the HIV/AIDS virus')</li><li>• Suggests that Mbeki is sceptical about the medicines provided to treat AIDS ("not merely the availability of taking a pill and that was the end of the story")</li><li>• Provides evidence that Mbeki's ideas were controversial ('That is what caused the controversy')</li><li>• Indicates that Mbeki's views were accepted by the audience ('The answer was well received by many of the audience').</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• News24.com is a popular news service with a remit to report on the top stories of the day</li><li>• Mbeki's speech was made to a world audience</li><li>• The purpose of the source is to outline Mbeki's views and record the response to them.</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Mbeki rejected the claim that HIV was the cause of AIDS</li><li>• Mbeki was sceptical of the treatments provided by the pharmaceutical companies who he believed were exploiting South Africa for profit</li><li>• Mbeki refused to distribute ARV to HIV sufferers and was reluctant to provide treatment for pregnant women carrying the HIV virus</li><li>• The incidences of AIDS and the death rates from AIDS in South Africa were increasing.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons for the establishment of the homelands as part of the National Party's implementation of apartheid.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Verwoerd played an important role in the National Party in the implementation of apartheid</li> <li>• Verwoerd was the architect of the homelands policy and was therefore in an excellent position to comment on why the National Party wanted it established</li> <li>• Verwoerd's views are highly subjective, representing the National Party view.</li> </ul> <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> <li>• Provides evidence that the policy would be applied to all ('separate residential areas for Europeans and non-Europeans', 'also .. applied to the various non-European racial groups .. Coloured people, Indians and Natives')</li> <li>• Claims that the homelands policy was desirable to prevent the dilution of the races ('determined policy of separation ... is the only basis on which .. the future of each race can be protected')</li> <li>• Implies that a homelands policy would be beneficial to black South Africans ('the chance is being given to accomplish a fair and reasonable development').</li> </ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The homelands policy was designed to fulfil a key element of apartheid – to maintain the separation of the races and the achievement of white supremacy in South Africa</li> <li>• The homelands allowed the government to implement the policy that made black workers in the town migrants with no rights. If they became unemployed they were obliged to return to their homeland</li> <li>• The Bantustans ensured that no black South African could claim citizenship of South Africa.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: Indicative content

### Option 2. South Africa, 1948-2014

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement about whether the different opposition groups to apartheid used very similar methods in their struggle to end apartheid in the years 1948-61.</p> <p>The arguments and evidence that the different opposition groups to apartheid used very similar methods in their struggle to end apartheid in the years 1948-61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Boycotts were used by protestors from all groups to oppose restrictions; in 1949 black workers boycotted the buses to force down fares</li><li>• Both the ANC and PAC used the method of civil disobedience, e.g. in the ANC Defiance Campaign of 1952 and the PAC campaign against pass laws in Sharpeville in 1960</li><li>• The Communist Party and the ANC adopted the method of cooperation to achieve a national democratic revolution</li><li>• Rural resisters in districts from the north-west to the east coast adopted the ANC methods of non-violent non-cooperation to protest against the homelands policy in the late 1950s, e.g. in Sekhukhuneland.</li></ul> <p>The arguments and evidence that the different opposition groups to apartheid used different methods in their struggle to end apartheid in the years 1948-61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Africanists in the PAC rejected the Freedom Charter issued in 1955 by the Congress Alliance because it was too focused on civil rights for all</li><li>• In 1960 the PAC called for mass anger to sustain a mass movement against apartheid and was prepared to use violence</li><li>• White opponents like Helen Suzman were able to use the parliament to protest against apartheid. She and 11 other liberal members of the United Party broke away to form the Progressive Party in 1959.</li></ul> <p>Other relevant material must be credited.</p>

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 role of the South African police force was the most significant factor in maintaining apartheid in the years 1960-76.

The arguments and evidence that the role of the South African police force was the most significant factor in maintaining apartheid in the years 1960-76 should be analysed and evaluated. Relevant points may include:

- The police force was large and well-trained; it included a security branch that was responsible for interrogating political suspects and it frequently used torture
- The state of emergency declared in 1960 strengthened police powers, outlawed public meetings and allowed the police to arrest thousands of political leaders
- Police powers were extended by the Minister of Justice Vorster; the police were given the authority to detain suspects without trial for 180 days and from 1967 suspects could be detained indefinitely
- The police put down the protests at Sharpeville in 1960 and Soweto in 1976 by using extreme force.

The arguments and evidence that other factors were more important in maintaining apartheid in the years 1960-76 should be analysed and evaluated. Relevant points may include:

- The repressive legislation played a vital role in maintaining apartheid, e.g. the Sabotage Act 1962, which increased the state president's power to declare organisations unlawful
- The restrictions on movement played a key role in maintaining apartheid, e.g. the Bantu laws Amendment Act 1964
- The system was maintained by a white bureaucracy, including the judiciary, which was almost entirely in support of apartheid
- The use of censorship and control of the media by the South African government facilitated the maintenance of apartheid by restricting access to ideas and information, e.g. there was no television before 1976
- Divisions in society encouraged acquiescence with apartheid; some black and coloured South Africans achieved jobs with better pay and housing that encouraged cooperation with apartheid.

Other relevant material must be credited.

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 the extent to which international pressure was responsible for the collapse of apartheid in the years 1983-94.

The arguments and evidence that international pressure was responsible for the collapse of apartheid in the years 1983-94 should be analysed and evaluated. Relevant points may include:

- In 1985 American banks refused to renew South Africa's loans. This led to a slump in the currency and a loss of foreign investors
- The sporting boycott damaged the morale of the government and many South African citizens
- There was considerable international pressure to release Nelson Mandela from prison and to end apartheid, e.g. Mandela's 70<sup>th</sup> birthday concert at Wembley
- By 1989 both Thatcher and Reagan were beginning to pressurise the South African government to enter into negotiations with black South Africans.

The arguments and evidence that other factors were responsible for the collapse of apartheid in the years 1983-94 should be analysed and evaluated. Relevant points may include:

- The failure of the reforms introduced in the 1980s including tricameralism led to mass violence in the townships, which made South Africa increasingly ungovernable
- The foundation of the UDF in 1983 provided a focus for opponents to apartheid to work against the system; it organised boycotts of the Indian and Coloured parliaments and the township councils
- The collapse of communism in 1989 removed one of the greatest fears of the South African government, that the ANC would be helped by the Soviet Union
- The election of F.W.de Klerk in 1989 gave fresh impetus to the dismantling of apartheid. De Klerk began the process of negotiation to dismantle apartheid
- The release of Mandela from prison in February 1990 and the unbanning of the ANC, PAC and SACP paved the way for the multi-party negotiations to bring about the end of apartheid.

Other relevant material must be credited.