

Mark scheme

International Advanced  
Level in History (WHI02/1D)

Paper 2: Breadth study with  
source evaluation

Option 2D: 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.D: South Africa, 1948-2014**

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' 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 the aims of the United Democratic Front.</p> <ol style="list-style-type: none"><li>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"><li>• It provides evidence of Boesak's belief in a united South Africa in which all races were equal ('a united, undivided South Africa')</li><li>• It suggests that Boesak rejected the reforms recently introduced by Botha's government ('not just a few token handouts the government sees fit to give')</li><li>• It provides evidence that Boesak aimed for an immediate change ('we want them now').</li></ul></li><li>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"><li>• Allan Boesak was a clergyman and his words reflected the views of many churchgoers in South Africa</li><li>• Boesak played a key role in the establishment of the UDF and clearly identified with its aims</li><li>• The purpose of the speech was to rally support for the programme of the UDF</li><li>• The number of organisations attending suggests wide sympathy for Boesak's views.</li></ul></li><li>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"><li>• Botha's constitutional reforms provided for separate parliaments for Whites, Asians and Coloureds as well as urban councils for blacks</li><li>• The UDF opposed Botha's reforms and inspired boycotts of the elections which promoted a tactic to make South Africa ungovernable</li><li>• The UDF called for the unity of all South Africans in a democratic South Africa which would be free of the Homelands and group areas.</li></ul></li></ol> <p>Other relevant material must be credited.</p> <p>Answers will be credited according 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>

**1b**

Candidates are required to analyse and evaluate the source in relation to an enquiry into the significance of Nelson Mandela to the international community.

1. The following points could be made the origin and nature of the source and applied when giving weight to selected information and inferences:

- Obama is making this speech at Mandela's memorial service for an audience of world leaders
- A memorial speech will focus on the positive achievements of the deceased
- Obama appears to be giving an honest account of the difficulties in summing up the life of an 'icon'
- Obama is using the speech to promote the idea of struggle to achieve freedom and democracy.

2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:

- Provides evidence of the importance of Mandela in the history of the struggle against apartheid in South Africa ('your freedom, your democracy is his cherished legacy')
- Indicates that Mandela was of great significance to the whole world ('inspired billions of people around the world')
- Suggests that Mandela's work would inspire others to push for further change ('Mandela showed us the power of action; of taking risks on behalf of our ideals').

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:

- The attendance at the funeral by the president of the USA and current and former world leaders
- The announcement in 2009 by the United Nations that Mandela's birthday would be 'Mandela Day', an annual event in which citizens across the world would do good deeds in honour of Mandela's struggle
- Mandela was widely revered by the international community for his message of forgiveness and equality and awarded the Nobel Peace Prize in 1993.

Other relevant material must be credited.

## Section B: indicative content

### Option 2.D: 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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the victory of the Nationalist Party in 1948 was the main reason for the implementation of apartheid in the years 1948-59.</p> <p>The arguments and evidence that the victory of the Nationalist Party in 1948 was the main reason for the implementation of apartheid in the years 1948-59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The growth of Afrikaner nationalism with the Dutch Reformed religion at its core promoted the idea that God had different plans for blacks and whites</li><li>• The defeat of the United Party in 1948 and increase in the Nationalist Party majority in 1953 provided the mandate for change</li><li>• The action by the Nationalist Party in packing the Senate with sympathetic Afrikaners to push through legislation to exclude Coloured voters</li><li>• The role of Hendrik Verwoerd as the new Minister of Native Affairs in forming a range of laws including the Race Laws and the Group Areas Acts.</li></ul> <p>The arguments and evidence that there were other reasons for the implementation of apartheid in the years 1948-59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The international context – segregation in the southern states in the USA provided justification for the Afrikaners' desire to implement race laws, even though these laws were now coming under fierce attack in the USA</li><li>• Declining British influence and prestige in South Africa</li><li>• Economic pressures – Afrikaners feared the flood of black Africans into the cities to compete for jobs and housing whilst leaving a shortage of labour in rural areas</li><li>• The failure of the ANC campaigns to resist the implementation of apartheid.</li></ul> <p>Other relevant material must be credited.</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.

Candidates are expected to reach a judgment about the extent to which living standards in South Africa declined for black South Africans in the years 1973-94.

The arguments and evidence that living standards in South Africa declined for black South Africans in the years 1973-94 should be analysed and evaluated.

Relevant points may include:

- 1973 oil crisis affected the South African economy and led to a decline in the manufacturing industry resulting in rising unemployment among black South Africans
- The migration of black South Africans from the farms in the homelands to the cities in search of employment led to the proliferation of settlements outside of the towns where they lived in appalling conditions
- Population growth intensified the problem of unemployment
- High inflation during the period eroded many of the gains that black South Africans had achieved in wage increases.

The arguments and evidence that there were improvements in the living standards of black South Africans in the years 1973-94 should be analysed and evaluated. Relevant points may include:

- Wages for black South African workers began to increase as a result of increased strike action by trade unions that formed illegally in the 1970s and were recognised by the government in 1979
- In 1979 the government allowed urban African people the long term leases of their properties
- Increased government investment in education for black South Africans led to more opportunities for employment in this sector
- By 1990 substantial numbers of black South Africans were in semi-skilled and skilled employment in industry and a few had reached managerial level.

Other relevant material must be credited.

Answers will be credited according 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 judgment about the extent to which the rapid spread of AIDS in South Africa in the years 1990-2014 can be explained by the weakness of the government's response to the crisis.

The arguments and evidence that the rapid spread of AIDS in South Africa in the years 1990-2014 can be explained by the weakness of the government's response to the crisis should be analysed and evaluated. Relevant points may include:

- Mandela was preoccupied with the dismantling of apartheid and the building of the new South African state
- Mbeki denied the science of AIDs, the link between HIV and AIDs and believed that focus on AIDS in South Africa was another form of racism
- Mbeki's belief that drug companies were using AIDS to exploit South Africa by selling over-priced drugs to combat AIDs led to the decision not to distribute ARV to HIV sufferers.

The arguments and evidence that the rapid spread of AIDS in South Africa in the years 1990-2014 was not entirely the result of the weakness of the government response or can be explained by other reasons should be analysed and evaluated. Relevant points may include:

- The limited access of black South Africans to good quality healthcare and health insurance which impacted on the treatment of infected people
- The role of the mining companies - young men living way from home when working in the mines visited prostitutes; companies were slow to react to loss of large numbers of miners to illness
- Cultural traditions led to men refusing to use condoms when visiting prostitutes and when sleeping with wives
- Traditional medicine led to HIV sufferers being advised to stop taking ARV
- Jacob Zuma did recognise the threat of AIDS, acknowledge the link with HIV and appoint a health minister who focused on mother to child transfer, all of which led to a partial reversal of Mbeki's policy.

Other relevant material must be credited.