



Pearson
Edexcel

Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level
In History (WHI02) Paper 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
|----------|---|
| 1 a | <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 the reasons for the establishment of apartheid in South Africa in 1948.</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">• It claims that the introduction of apartheid is based on Christian principles ('based on the Christian principles of justice and reasonableness')• It claims that apartheid is necessary because the white population is under threat ('the course of equality... must eventually mean national suicide for the White race')• It implies that apartheid will be beneficial for all ('protect and safeguard the character and the future of every race'; 'give each race the full opportunities for the development and self-maintenance of their own ideas'). <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">• This is an official statement by the National Party and therefore represents its views accurately• The purpose of the statement was to win support for the policy of apartheid• The National Party won the general election after making this statement, which suggests that its policy was supported by sections of the white South African population who felt threatened by the native population. <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">• South African society was already segregated and apartheid would be a more rigorous extension of this policy, which was already accepted by the majority of the white population• Economic pressures led the Afrikaners to believe they would be overwhelmed and marginalised if they did not establish protections for their position• The National Party promoted an aggressive form of Afrikaner nationalism supported by the religious belief that God had created white people as superior to black people. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
|----------|--|
| 1 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 pressure of sporting boycotts on the South African government in the 1970s.</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"> • Basil D'Oliveira had personal experience of the impact of apartheid on sport when his inclusion in the England cricket team in 1968 and 1970 contributed to the cancellation of the tours • D'Oliveira's autobiography was written more than a decade after the events and gave him time to reflect on the event and witness the impact of sporting boycotts • D'Oliveira wanted the boycott to weaken the South African government's stance on apartheid in sport and is therefore giving a subjective view. <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"> • It provides evidence that D'Oliveira believed that sporting boycotts would force the South African government to review its policy of apartheid in sport ('make their politicians realise things were wrong') • It indicates that the South African government could be pressured into change by the white population ('South Africa's whites to hammer at the Government's door') • It suggests that the South African government tried to avoid criticism of its policy by claiming the Communists were responsible for the cancellation ('happy to blame it on left-wingers, Communists') • It implies that sporting boycotts harmed the South African government ('South Africa was terrified of losing its links with the British Cricketing Authorities'). <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"> • South African sporting teams were racially segregated and all visiting teams had to be segregated as well • The use of sporting boycotts brought apartheid to the attention of a wide range of people whose understanding of the costs and implications of apartheid had been limited • In 1970 South Africa was expelled from international cricket, which isolated South Africa and increased pressure on the government for change. <p>Other relevant material must be credited.</p> |

Section B: Indicative content

Option 1D: 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 the extent to which opposition to apartheid in South Africa changed in the years 1948–64.</p> <p>The arguments and evidence that opposition to apartheid in South Africa changed in the years 1948–64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The methods used by opponents changed. In 1948 methods focused on using economic pressure to protest. By 1964, this had changed to direct challenges to the state, e.g. PAC's challenge to the Pass Laws• In 1948 the ANC were committed to non-violence to oppose apartheid. In 1961, after the Sharpeville Massacre, Mandela developed the military wing, MK, which carried out 200 acts of sabotage in the next two years• In 1948 the ANC led black opposition to apartheid; by 1964 a new, more violent, opposition party, the PAC, had been founded to challenge the ANC's support from black South Africans• White political opposition to apartheid changed. In 1948 it was a wing of the United Party. In 1959 white opponents broke away from the United Party and formed the Progressive Party. <p>The arguments and evidence that the opposition to apartheid in South Africa did not change in the years 1948–64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There was continuity in the methods used during the period. Stay-aways and boycotts were the favoured methods to protest about treatment and conditions• One of the most effective methods of protest throughout the period was the bus boycott. They were common before 1948 and were used in the Defiance Campaign in the mid-1950s and as mass protest in Alexandra in 1957• The Congress Alliance, formed in 1954, used the same methods of meetings, rallies and conferences that had been used by the ANC from the start of the period• The ANC continued to be the dominant opposition party to apartheid throughout the period. <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 the extent to which the nature of the Bantustans changed in the years 1959–94.

The arguments and evidence that the nature of the Bantustans changed in the years 1959–94 should be analysed and evaluated. Relevant points may include:

- The eight Bantustans created in 1959 changed from dependent homelands to independent entities during the 1970s, e.g. Transkei in 1976, Bophuthatswana in 1977 and Venda in 1979, with legal citizenship for inhabitants
- The socio-economic nature of the Bantustans changed; trading stations previously held by whites were purchased by black Africans, which prompted the development of a black business class and a retail economy in the homelands
- The rural economy in the Bantustans changed as a result of the policy of 'betterment' imposed from Pretoria; people were moved into villages and the forced sale of livestock led to improvements in the quality of soil
- The Bantustans were abolished in 1994 and reincorporated into nine provinces in the new democratic South Africa.

The arguments and evidence that the nature of the Bantustans did not change in the years 1959–94 should be analysed and evaluated. Relevant points may include:

- The Bantustans were used as reservoirs of cheap labour by the South African government throughout the period
- The South African government refused to provide sufficient funding for the Bantustans to bring about significant economic growth throughout the period
- The independent Bantustans remained dependent on Pretoria for funding throughout the period and no other country recognised their independence
- Throughout the period, the opponents of apartheid regarded Bantustans as instruments designed to shore up the apartheid system.

Other relevant material must be credited.

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|---|--|
| 4 | <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, in the years 1994–2014, the most significant feature of politics in the new South African republic was the dominance of the ANC.</p> <p>The arguments and evidence that, in the years 1994–2014, the most significant feature of politics in the new South African republic was the dominance of the ANC should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The ANC won large majorities in the 1994 election (62.7%), 1999 election (66.4%), the 2004 election (69.7%) and the 2009 election (65.9%) confirming its domination of the political system• The ANC dominated the coalition formed after the 1994 election. Mandela was president and the ANC held 18 positions in the cabinet.• The ANC dominated the office of the president. Mandela was succeeded by Mbeki and then Zuma who were both leaders of the ANC• ANC politicians dominated the regional executives and legislatures and were appointed to senior posts in the bureaucracy. In 2011 the ANC won 62 per cent of the vote in local elections. <p>The arguments and evidence that there were other more significant features of politics in the new South African republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• A key feature of the new republic was the rapid demise of the National Party. After dominating government since 1948, the NP won only 20 per cent of the vote in 1994, withdrew from the coalition in 1996 and withered away by 1999• The establishment of the TRC under Desmond Tutu was a crucial factor in achieving the dignity and rehabilitation needed to prevent the new republic from dissolving into civil war. Atrocities on both sides were condemned• The continued domination of male Afrikaners in the bureaucracy for a large part of the period was a notable feature of the politics of the new republic. Poor levels of education prevented black Africans from progressing to key positions• A major feature of the politics of the new republic was the weak reaction of the government to a multitude of problems including health provision, rising crime rates and corruption. <p>Other relevant material must be credited.</p> |
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