



# Mark Scheme (Results)

January 2022

Pearson Edexcel International Advanced  
A 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
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–6</b>	<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>
<b>3</b>	<b>7–10</b>	<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
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–7</b>	<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>
<b>3</b>	<b>8–11</b>	<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>
<b>4</b>	<b>12–15</b>	<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 1D: 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 the significance of Helen Suzman in the struggle against apartheid.</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>• It provides evidence that Suzman was a solitary opponent in the struggle against apartheid ('lone representative of the liberal Progressive Party', 'Alone, she stood up against')</li><li>• It implies that Suzman was tireless in her efforts against the apartheid regime ('visited political prisoners, attended political trials, and investigated the conditions')</li><li>• It claims that Suzman was an active and vigorous opponent to apartheid ('demanded the attention of the apartheid rulers, gained the interest of the media')</li><li>• It suggests that Suzman's opposition was admirable ('She provided a role model', 'proved that one person can make a difference').</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>• The statement, made in 2002, is a considered reflection on Suzman's contribution to the struggle against apartheid</li><li>• This is an international award and the statement would need to accurately reflect the work and contribution of Helen Suzman to the struggle against apartheid</li><li>• The content of the source focuses on the contribution of the range of Suzman's work.</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Suzman opposed the 1953 Separate Amenities Bill. She left the United Party because it was prepared to accept a limited version of apartheid</li><li>• Suzman was the only member of the Progressive Party to hold her seat in the 1961 election. She was an active opponent in the parliament, making 66 speeches and tabling 137 questions in her first session</li><li>• Suzman was the only Member of Parliament to oppose the 90-day detention laws.</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 effectiveness of the Truth and Reconciliation Commission.</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>• The report was written in 2014 which has given the writer time to reflect on the effectiveness of the TRC</li> <li>• The report, in a British newspaper, takes a relatively impartial view by considering both the perceived success and the perceived failures of the TRC</li> <li>• The reporter has used ANC sources for information and presents the ANC view of the effectiveness of the TRC.</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>• It claims that the TRC was effective in meeting its aims (“overwhelmingly successful in what it set out to achieve”)</li> <li>• It claims that the TRC was successful in achieving a balanced assessment of the abuses under apartheid (“not only on the side of the regime but also by members of the ANC”)</li> <li>• It provides evidence that not everyone was satisfied with the outcomes (‘Some victims felt bitter as they watched self-confessed murderers walk free. Some victims did not receive the promised compensation’)</li> <li>• It suggests that there were flaws in the aims and set up of the TRC (‘lured by the promise of an amnesty’, ‘Mandela and the TRC were too forgiving and that white people continue to reap the rewards of apartheid’).</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 the content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The TRC presented ordinary people with the unprecedented opportunity to make known the suffering under apartheid</li> <li>• The appointment of Desmond Tutu as chair was criticised in some circles because it gave the TRC a religious tone</li> <li>• PW Botha refused to attend and De Klerk denied that he had ever authorised brutal actions by the police</li> <li>• In the short term, the TRC accentuated the racial divisions in South African society and there was resentment that killers and torturers went free in return for talking about their crimes.</li> </ul> <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 whether the influence of Afrikaner traditions was the main reason why the South African government was able to establish the system of apartheid in the years 1948-59.</p> <p>The arguments and evidence that the influence of Afrikaner traditions was the main reason why the South African government was able to establish the system 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 extreme racist view held by many Afrikaners, that non-whites were inferior and that God had a different plan for them, was used by the government to justify the establishment of the apartheid system</li><li>• The establishment of apartheid was justified by the belief held by the majority of Afrikaners that their ancestors had occupied an empty land, and that black Africans had only lived on seven per cent of the land</li><li>• Afrikaner views were represented by the National Party who won elections in 1948, 1953 and 1958. The National Party was committed to uphold Afrikaner traditions and introduce and enforce apartheid</li><li>• Hendrick Verwoerd, a convinced promoter of Afrikaner traditions, played a key role in creating the apartheid legislation that was passed by parliament.</li></ul> <p>The arguments and evidence that there were other more important reasons for the establishment of the system 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 situation facilitated the establishment of apartheid, e.g. the USA did not give full support to the UN's criticism of apartheid because of segregation in the USA</li><li>• Fear of communism meant that the USA supported South Africa's Afrikaner regime as an ally in the struggle against communism</li><li>• The weakened state of the UK in the post-war period meant that it needed to avoid trouble in an economically important part of the Commonwealth</li><li>• The ANC's campaigns against apartheid laws were ineffective. The Defiance Campaign and the Freedom Charter both failed to prevent the establishment of the apparatus of apartheid.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<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 there were significant improvements in the living standards of black South Africans in the years 1948-73.</p> <p>The arguments and evidence that, there were significant improvements in the living standards of black South Africans in the years 1948-73 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• New opportunities opened up for black South Africans in white-collar employment. Numbers employed grew from 75,000 to 420,000 by the mid-1970s. Higher pay pushed up living standards</li> <li>• Per capita income increased by 23 per cent for black South Africans and wages rose by 50 per cent. This had a positive impact on living standards, e.g. the ability to purchase a greater range of consumer products</li> <li>• New employment opportunities arose in the townships in schools, nurseries, hospitals and welfare organisations. They paid steady wages and facilitated increased spending that pushed up living standards</li> <li>• In the early 1970s, Vorster directed 50 per cent of the homeland budget into education, health, roads and agriculture. Blacks in the homelands saw some improvement to their living standards as a consequence.</li> </ul> <p>The arguments and evidence that, there were not significant improvements in the living standards of black South Africans in the years 1948-73 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1951 Bantu Authorities Act forced blacks to live on the tribal reserves. The Bantustans had insufficient land to support their populations, leading to overcrowding and poverty and low standards of living</li> <li>• The majority of blacks were employed in precarious domestic and factory work with low wages and little opportunity to improve living standards</li> <li>• The Urban Areas Act forbade blacks from buying homes or land and severely restricted their opportunities to achieve security and accumulate wealth</li> <li>• Opportunities to improve pay, and hence living standards, by employment in the expanding mining and extractive industries was restricted by the preference of mine owners to employ migrant labour.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
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 the collapse of the Portuguese Empire was the most significant external challenge facing the National Party in the years 1961-94.</p> <p>The arguments and evidence that the collapse of the Portuguese Empire was the most significant external challenge facing the National Party in the years 1961-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After the collapse in 1974-75, the newly-independent Mozambique sought support from communist states, which was a significant challenge to the National Party ideologically and because of the common border</li> <li>• The civil war in Mozambique that broke out after the fall of the empire destabilised the region and threatened Zimbabwe. Botha intervened to try to prevent Mozambique and Zimbabwe offering a safe haven to MK</li> <li>• The Portuguese colony, Angola became independent in 1975 under Marxist rule. It supported the liberation of the South African territory, Namibia, and enabled it to build up a military presence on the border</li> <li>• South Africa was unable to establish military superiority over the Angolan forces. In 1990, Namibia achieved full independence from South Africa.</li> </ul> <p>The arguments and evidence that there were other, more significant, external challenges facing the National Party in the years 1961-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The National Party faced pressure from the Anti-Apartheid Movement throughout the period. There were boycotts of the 1960s and 1970s and, in the 1980s, the campaign to free Mandela attracted growing support</li> <li>• The 1973 oil crisis led to oil prices doubling. This was a significant problem because South Africa was totally dependent on imported oil</li> <li>• Cultural and sporting boycotts, sanctioned by the UN, led to white South Africans putting pressure on the National Party to bring about changes in apartheid</li> <li>• Economic sanctions began to have a significant impact from the mid-1980s. In 1985, American banks refused to renew South African loans. A shortage of investment presented a great challenge to the economy.</li> </ul> <p>Other relevant material must be credited.</p>

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