



Mark Scheme (Results)

Summer 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 impact of the apartheid legislation on black South Africans in the years 1948-59.</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 claims that the legislation has had a detrimental impact on the lives of black South Africans ('a large number of laws which cause my people tremendous hardship and suffering.')</li><li>• It claims that the legislation is being used to destroy the basis of the lives of black South Africans ('African people view these laws as further weapons of attack on their very existence as a people.')</li><li>• It suggests that the laws are forcing black South Africans into poverty ('find it difficult to make a living above subsistence')</li><li>• It claims that the methods of enforcing the laws are inhumane ('enforced in ways that cause the people much unnecessary suffering and humiliation.').</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>• As a black South African, Luthuli had personal experience of the impact of the apartheid laws on blacks and was in an excellent position to comment on this</li><li>• The letter was written by the president of the ANC and carries the authority of the organisation behind it</li><li>• The letter was written towards the end of the period in which apartheid was established, which has given the writer time to reflect on a range of laws and their impact.</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>• The National Party disenfranchised the black South African and Coloured voters and thus prevented opposition to the apartheid legislation</li><li>• Black South Africans were forbidden to live in urban areas without a pass and were deported to the Bantustans that covered only 13 per cent of the land of South Africa and could not support their inhabitants</li><li>• The Pass Laws were so complex that it was almost impossible to obey them. In the early 1950s, 861,269 people were convicted of violating them.</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 introduction of cultural boycotts of South Africa</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 leaflet was produced by a British performers' trade union and was not subject to South African censorship</li> <li>• The purpose of the leaflet was to persuade members to support its call for a boycott and the content clearly outlines the views of that group</li> <li>• The producers of the leaflet, Performers Against Racism, had strong links to the Anti-Apartheid Movement and thus represented the wider views of that opposition group to apartheid.</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 provides evidence of discrimination against black performers in South Africa ('persecuted and imprisoned under the laws of apartheid', 'no black professional theatres or drama schools.')</li> <li>• It suggests that the South African government was duplicitous in its invitations to British performers ('promised that they will perform in front of multiracial audiences ... 'change of mind')</li> <li>• It claims that a boycott will benefit black South African performers ('the only way to help black performers in South Africa is through a complete boycott on sales and live performances.').</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 Publications Act of 1974 gave the South African government the power to censor films, plays, books, and other entertainment programmes</li> <li>• Vanessa Redgrave encouraged actors to refuse to perform in front of segregated audiences and Marlon Brando called for film directors, actors and producers to forbid screenings before segregated audiences</li> <li>• Some celebrated performers, including Shirley Bassey, did not agree with the boycott and played at Sun City. Paul Simon recorded the <i>Graceland</i> album in South Africa and claimed it showcased black musicians</li> <li>• Sporting boycotts of South Africa were introduced in the 1970s because the South African government refused to allow the inclusion of black or coloured team members.</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 Internal Security Act (1976) was the most significant feature in the maintenance of the apartheid system in the years 1961-89.</p> <p>The arguments and evidence that the Internal Security Act (1976) was the most significant feature in the maintenance of the apartheid system in the years 1961-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Internal Security Act replaced the Suppression of Communism Act 1950. It proscribed the Communist Party and any party or group that subscribed to Communism, e.g. parties promoting equality like the ANC</li><li>• The Minister of Justice strictly enforced the powers given under the Act to prevent members and supporters of proscribed organisations from attending meetings, and enforced restrictions on 'banned' persons</li><li>• The broad scope of the Act gave the State the means of punishing all those whom the State considered to be its enemies as well providing a tool for suppressing those activities perceived as inspired by communism.</li></ul> <p>The arguments and evidence that the Internal Security Act (1976) was not the most significant feature/there were other more significant features in the maintenance of the apartheid system in the years 1961-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The array of other legislation, including the 90-day detention law in 1963, the Criminal Procedure Act 1977 and the Internal Security Act 1976, suggests that the 1976 Act was just one in a series of repressive laws</li><li>• The growth of the bureaucracy played an important role in maintaining apartheid. The majority of the white bureaucrats were supporters of apartheid and the black bureaucrats were reliable servants of the regime</li><li>• The police force, well-trained and equipped, was a vital element in the maintenance of apartheid. It included a security branch with responsibility for interrogation and torture of suspects</li><li>• Media restrictions prevented access to news about opposition to apartheid. Television was not introduced until 1976. In the 1986 state of emergency, all coverage of unrest on television and radio was prohibited</li><li>• In the 1980s, the government sought to maintain apartheid by accommodating change, e.g. the new constitution granting electoral rights to Coloureds in 1984.</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 the key features of internal resistance to apartheid in the years 1948-60 were completely different from the key features of internal resistance to apartheid in the years 1961-94.</p> <p>The arguments and evidence that, the key features of internal resistance to apartheid in the years 1948-60 were completely different from the key features of internal resistance to apartheid in the years 1961-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Resistance methods focused on non-violent demonstrations in the period 1948-60. From 1961, anti-apartheid groups were convinced that non-violence was ineffective and methods became more militant and violent. Armed struggle was particularly prevalent from the late 1970s</li> <li>• The Black Consciousness Movement, established in South Africa in 1969, rejected working with white resisters because it believed that Africans had to fight apartheid through their own efforts. This differed from the co-operation between black and white activists in the years 1948-60</li> <li>• Protests against apartheid in education differed. In 1953, the reaction to the Bantu Education Act was muted and the boycotts fizzled out whereas, in opposition to the 1974 Afrikaans Medium Decree, the mass protest at Soweto led to spontaneous protests and, ultimately, to armed struggle</li> <li>• In 1948-61, the ANC focused on non-cooperation and non-compliance. However, from 1990-94, the ANC was involved in negotiations with de Klerk's government to dismantle apartheid.</li> </ul> <p>The arguments and evidence that the key features of internal resistance to apartheid in the years 1948-60 were very similar to the key features of internal resistance to apartheid in the years 1961-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In both periods, the involvement of white anti-apartheid activists was a key feature, e.g. white campaigners participated in the Defiance Campaign (1952) and in creating the Freedom Charter (1955) and, similarly, white campaigners participated in the UDF campaigns of the 1980s</li> <li>• In both periods, co-operation between different anti-apartheid groups was a key feature, e.g. in 1952 the SACP cooperated with the ANC in the Defiance Campaign; in 1961-94 the SACP helped the ANC by securing funding through links with Communist countries</li> <li>• Both protests at Sharpeville (1960) and Soweto (1976) were organised as peaceful mass demonstrations against apartheid legislation. Both ended with violent attacks on protestors by the South African police. Both sparked wider protest across South Africa</li> <li>• The UDF's methods of marches, protests, strikes and boycotts were very similar to the boycotts and stayaways of the 1950 protests.</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 the extent to which the pattern of crime in South Africa changed in the years 1994-2014</p> <p>The arguments and evidence that the pattern of crime in South Africa changed in the years 1994-2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The incidences of murder and attempted murder decreased over the period. Murder fell from 25,965 (1994-95) to 17,068 (2013-14), while attempted murder fell from 26,806 to 17,110 in the same period</li> <li>• There was an increase in sexual offences from 44,751 in 1994-95 to 62,649 in 2013-14, and in residential burglaries, which increased from 231,555 (1994-95) to 260,460 (2013-14)</li> <li>• Crimes in the suburbs began to fall with the introduction of private security militias and with the growth of gated communities. However, armed robberies at the gates increased</li> <li>• There was a surge in violent crime in 2008-09. A xenophobic backlash against jobseekers from other parts of Africa manifested itself in riots and killings and led to 30,000 fleeing their homes</li> <li>• New types of white-collar crime emerged during this period, including fraud, corruption and asset stripping by rogue liquidators.</li> </ul> <p>The arguments and evidence that the pattern of crime in South Africa did not change in the years 1994-2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Throughout the period, the overwhelming majority of the victims of crime were poor Africans, e.g. the provinces with the worst crime rates, KwaZulu-Natal, the Eastern Cape, had the largest black rural populations</li> <li>• There was a high rate of crime in urban areas throughout the period, exacerbated by the ready availability of weapons left over from the apartheid era and guns from former war zones. e.g. Angola</li> <li>• Political assassinations were a feature of crime throughout the period. There were over 1 000 individual cases of assassination or attempted assassination in the years 2000-15.</li> </ul> <p>Other relevant material must be credited.</p>

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