



# Mark Scheme (Results)

Summer 2021

Pearson Edexcel International Advanced  
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.

**Section A: Question 1(a)**

**Target: A02 (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 the National Party victory in 1948 for black South Africans.</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 the victory ushered in the era of apartheid ('indeed it was a new era.' 'From that day the philosophy of apartheid was proclaimed.')</li><li>• It claims that black South Africans would suffer significant consequences as a result of the victory ('Malan was taking over to intensify brutality, hatred and the permanent division')</li><li>• It indicates that black South Africans had no say in the election of the government that would act against them ('Europeans of South Africa had given them the authority', 'I was the victim.').</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 author was living in South Africa at the time of the election, and personally experienced the election and its results in the establishment of apartheid</li><li>• The memoir was written up decades after the election and the author was able to write from the benefit of hindsight and the experience of the system of apartheid</li><li>• The language and tone of the source make it clear that the author is giving a frank outline of his personal thoughts on the significance of the National Party victory.</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 1948 National Party victory was a major turning point in South African history. The NP achieved the victory by mobilising Afrikaners behind its vision of a separated society</li><li>• The National Party had played upon the fears of Afrikaners that cities would be swamped by African workers seeking work, while Afrikaner farmers would face labour shortages</li><li>• The National Party won only 38 per cent of the vote but the weighting in the voting system to rural and Nationalist supporting areas gave it a narrow victory and the mandate to begin building the apartheid system.</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 significance of Nelson Mandela as world icon.</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 broadcast by a British television channel offering an international reaction to the significance of Nelson Mandela</li> <li>• The report offers a balanced view with comments from both supporters and opponents included</li> <li>• The report was broadcast on the day Mandela died, making it highly likely to take a positive stance on his life and work.</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>• The report claims that Mandela was held in high regard throughout the world ('not just in his own country but around the world')</li> <li>• The report indicates personal qualities that made Mandela a world icon ('no bitterness towards his captors', 'icon of reconciliation and forgiveness')</li> <li>• The report suggests that Mandela was successful in developing South Africa after apartheid ('led South Africa away from violence and towards a peaceful democracy')</li> <li>• The report claims that Mandela became a symbol for the struggle against injustice ('an international symbol of the repression of black people', 'The song <i>Free Nelson Mandela</i> became the anthem of a generation').</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>• From the 1960s, the AAM played a key role in promoting Mandela's ideas to an international audience. In 1988, a 70<sup>th</sup> birthday celebration was staged at Wembley Stadium and broadcast internationally</li> <li>• Mandela's release from prison in February 1990 was a key stage in the negotiations that led to the dismantling of apartheid. Mandela's insistence on working with the white minority was vital in this</li> <li>• By the 1990s, both the American and British governments had dropped their opposition to Mandela and supported his release from prison</li> <li>• Mandela played a key role in the smooth transference of power in 1994, but the new republic faced many problems, including high unemployment and high levels of violence.</li> </ul> <p>Other relevant material must be credited.</p>



## Section B: Indicative content

### Option 1D: South Africa, 1948-2014

Question	Indicative content
<b>2</b>	<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 role of white opponents had little impact in opposing apartheid in the years 1948-64.</p> <p>The arguments and evidence that the role of white opponents had little impact in opposing apartheid in the years 1948-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The United Party failed to achieve effective political opposition after 1948. It offered only a watered-down version of apartheid and split in 1959</li><li>• The Defiance Campaign, in which leading white opponents participated, had only a limited support and impact in major cities such as Johannesburg and Durban</li><li>• The 1950 Suppression of Communism Act severely restricted the activities of leading white opponents, Ruth First and Joe Slovo. Their newspaper was banned and, in 1956, they were arrested and charged with treason</li><li>• The Progressive Party, which was formed of 11 members that split from the United Party in 1959, won only one seat (Helen Suzman) in the 1961 elections.</li></ul> <p>The arguments and evidence that the role of white opponents did have an impact in opposing apartheid in the years 1948-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Defiance Campaign of 1952 was supported by leading white activists, First and Slovo. It aided the growth of the ANC whose membership increased to one hundred thousand</li><li>• Thousands of black South African women supported Helen Joseph's campaign against registration and pass books</li><li>• In the years 1952-63, First and Slovo ignored banning orders and continued to publish newspapers under different names. The case of high treason against them was dropped</li><li>• In exile, Ruth First edited ANC speeches from the Rivonia Trial and published works by Mandela and Mbeki, which gave them an international audience and increased international pressure on South Africa.</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 foreign investment was the most significant factor in the development of the South African economy in the years 1961-94.</p> <p>The arguments and evidence foreign investment was the most significant factor in the development of the South African economy in the years 1961-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1960s, foreign investment in manufacturing industries played an important role in boosting employment of white South Africans in skilled jobs and increasing per capita income of white people by 50 per cent</li> <li>• By the 1970s, the mining and extractive industries, which depended on foreign investment, contributed 21 per cent of South Africa's GDP which helped fund wider economic expansion</li> <li>• The significance of foreign investment to the development of South Africa's economy was made clear when economic sanctions led to its withdrawal in the 1980s. Economic growth fell by ten per cent.</li> </ul> <p>The arguments and evidence that foreign investment was not the most significant factor/ there were other, more significant factors in the development of the South African economy in the years 1961-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of the economy depended on cheap imported oil until 1973. The 1974 OPEC crisis led to lower spending power and decreased demand, which had a negative impact on economic development</li> <li>• The development of the South African economy was assisted by a plentiful supply of cheap migrant labour, from Malawi, Lesotho and Portuguese Mozambique, who were paid relatively low wages</li> <li>• Economic development was facilitated by the immigration of skilled labourers in the 1960s and 1970s. Later, emigration led to shortages of skilled labourers, which impacted on the development of the economy</li> <li>• Inflation played a key role in the development of the South African economy. By 1987, South Africa had the third highest inflation in the developed world and the lowest growth rate.</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 corruption was the most significant problem faced by the government of the new South African republic in the years 1994-2014.</p> <p>The arguments and evidence that corruption was the most significant problem faced by the government of the new South African republic in the years 1994-2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• ANC officials were accused of being more interested in making money than in governing. By 2007, 40 per cent of ANC MPs were either directors or owned companies</li> <li>• There was a conflict of interest where the ANC MPs who were responsible for awarding state contracts awarded them to companies that were owned or directed by those MPs</li> <li>• The patronage machine of the ANC was effectively responsible for buying supporters and votes by directing government money to that purpose</li> <li>• By 2013, approximately 10 per cent of South Africa’s annual GDP was lost to corruption.</li> </ul> <p>The arguments and evidence that corruption was the not most significant problem/there were other, more significant, problems faced by the government of the new South African republic in the years 1994-2014 should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none"> <li>• The profound divisions from apartheid were not easily healed. This was made evident in Julius Malema’s call to ‘Kill the Boer’ and the rise of the AWB and its call for a separate white state for the Afrikaners</li> <li>• Economic development continued to progress on apartheid lines. Whites continued to be the main beneficiaries of investment and industrial growth while black South Africans endured low wages and high unemployment</li> <li>• The distribution of land between white and black South Africans was very uneven. The ANC set a target of returning 30 per cent of the land to black farmers but, by 2014, less than 10 per cent had been returned</li> <li>• The HIV/AIDS crisis was a significant challenge. By 2014, South Africa had the fourth highest HIV prevalence rate for adults.</li> </ul> <p>Other relevant material must be credited.</p>