



Examiners' Report
Principal Examiner Feedback

January 2023

Pearson Edexcel International Advanced
Level in History (WHI02/1D)

Option 1D: South Africa, 1948-2014

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Publications Code WHI02_1D_ER_2301

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Introduction

It was pleasing this January to see a number of well-informed and well-written responses from candidates on IAS Paper WHI02 1D which covers South Africa, 1948-2014. The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change/ continuity, similarity/difference and significance.

In common with the previous series, candidates found Section A more challenging than Section B. Some candidates were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. Performance in Section A was also affected by the absence of the detailed knowledge base required to add contextual material to support/challenge points derived from the sources. Most candidates did use their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, most responses had an analytical focus and there were very fewer that were wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted. This meant that some candidates wrote at length on topics that were only peripherally related to the question or which did not cover the whole time period.

It remains important to realise that Section A topics are drawn from highlighted topics on the specification whereas Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important. There was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B.

The candidates' performance on individual questions is considered in the next section.

Question 1 (a)

Most candidates understood the question and were able to comprehend the source and comment on what it revealed about the reasons why Nelson Mandela became a world icon. Most candidates achieved in level 2. Some were able to comment on the provenance and relate this to value but many candidates did not make reference to the provenance at all, whilst others merely copied what was printed in the caption and did

not use the information to draw out judgements about value. Most candidates were able to select evidence from the source and explain how this related to Mandela as a world icon, but there were very few responses that drew and developed inferences from the source. Use of contextual knowledge was patchy with some responses containing none at all and others which included free standing descriptions of Mandela's career. Answers achieve in level 3 when they develop the inferences with well-selected context to establish their validity. Those candidates who discussed the limitations could not be rewarded for that part of their answer as it is not the focus of part a responses.

Question 1 (b)

Most candidates understood the source material and were able to select from it to demonstrate what it revealed about the significance of the imposition of economic sanctions on South Africa in the 1980s. Some answers showed an awareness of the need to weigh up the strengths and limitations of the source produced used this to try to reach a judgement about the weight that should be attached to the source for the enquiry. This was most commonly done by referring to the provenance and the extent to which it was reliable. There were however, answers that did not make any use of the provenance or used it by making stereotypical statements and questionable assumptions about its reliability. In this series, many candidates showed comprehension by selection and summary, but fewer candidates attempted to use the material to draw out inferences about significance of the imposition of economic sanctions. As in 1a) contextual knowledge was often lacking and could not be rewarded in bullet point 2 of the generic mark scheme. This limited overall achievement in answering this question. In other cases, the contextual knowledge was free standing, being added to the source material rather than used to interrogate content and inferences.

Question 2

This question prompted a range of responses. The best responses displayed a good knowledge of the Freedom Charter and compared it with alternative factors to reach a conclusion as to whether it was the most significant factor in developing resistance to apartheid in the years 1948-64. These responses referred to the support for the Freedom Charter, the government reaction to it and its role in encouraging other protests as well as contrasting it with the Defiance Campaign, the campaigns by PAC and the ANC, the Sharpeville Massacre, and the Rivonia Trial. In some cases, candidates did not know the details of the Freedom Charter and fell back on describing Sharpeville

without a focus on the question. A lack of knowledge applied to the question did depress achievement in addressing this question for some candidates.

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This is an excellent response that achieves at the top of level 4. It has both good range and depth in its use of knowledge and develops clear criteria for judgement.

Question 3

This was the least popular essay question on the paper. Candidates lacked secure knowledge of the approaches taken by Vorster and Botha to maintaining apartheid and this made it difficult to frame a coherent response. The leaders of South Africa from Verwoerd to De Klerk are all clearly listed in the specification and candidates would be advised to ensure that they are aware of the policies and actions of all of them.

Question 4

This was the most popular essay question on the paper. However, it did not produce focused responses in many cases. Most candidates who attempted this question focused on the living standards of black rather than white South Africans and many focused on the apartheid era and not the era of the new South African Republic post - apartheid. This obviously had a very depressing impact on achievement in the levels. Candidates are advised to read the question carefully and make sure they are aware of the time period to be addressed in order to eliminate such errors. This has tended to be a common problem on the South Africa option and indicates that centres are less confident in the post-apartheid era. Each of the key factors does extend into the period 1994-2014 and several of the highlighted topics for source analysis are from this period. Candidates should make sure that they have covered the whole specification to give themselves the best choice on the paper.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question (1(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry.

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- Knowledge should be integrated with the source evidence, to discuss the inferences drawn and their validity in the light of the contextual understanding of the period.
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts

- Pay careful attention to the date range in the question. Plan the answer with a focus on this range and avoid lengthy exploration of events outside of the time period set
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.

