



Examiners' Report Principal Examiner Feedback

January 2024

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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Examiner Report: WHI02 1D South Africa, 1948-2014

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.

Although the January entry is much smaller than the summer entry, performance had much common with previous series. Candidates continue to find Section A more challenging than Section B. Some candidates are still not clear on what is meant by 'value' and 'weight' in the context of source analysis and evaluation. Candidates do need to be aware that in addressing question 1a) 'value' means that they need to focus on the strengths of the source, in the light of their contextual knowledge, which give it value and that there are no marks available in the mark scheme for consideration of limitations, whereas in addressing question 1b they need to consider both the strengths and limitations of the source, in the light of their contextual knowledge, and then use this as the basis to attribute weight to the source. For some candidates, performance in Section A is limited by the absence of the relevant detailed knowledge base required to add contextual material to support/challenge points derived from the sources. Most candidates did use their time effectively this January 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, many responses had an analytical focus and fewer responses were wholly descriptive essays that were devoid of analysis. For the most part, essay 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 note 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. The candidates' performance on individual questions is considered in the next section.

Question 1a)

Most candidates understood the question and were able to comprehend the source and comment on what it revealed about the reasons the living standards of white and black South Africans under the apartheid system. Most candidates achieved in level 2 and about a third of candidates achieved in level 3. Many candidates achieved level 3 by commenting on the provenance and relating this to value but at the lower levels some candidates did not refer 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 the living standards of white and black South Africans. Fewer candidates 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 the living standards of white and black South Africans, but at the higher marks knowledge of the Group Areas Act, the creation of the Bantustans and educational disparities were used effectively to develop the value of the source. Those candidates who discussed the limitations could not be rewarded for that part of their answer as it is not the focus of 1a responses.

Question 1b)

Most candidates understood the source material and were able to select from it to demonstrate what it revealed about the effectiveness of protest and resistance to the government of South Africa in the late 1980s. Most responses achieved in level 2, demonstrating an ability to comprehend, select and comment on the source material and add some relevant knowledge to expand on the evidence in the source. A few responses achieved good level 3 by drawing out inferences related to the effectiveness of resistance and the pressure it put on the government for change and in considering the value of Elinor Sisulu as a witness to events. However, very few candidates used knowledge to interrogate the sources to access level 4 and some candidates only used knowledge, which was not focused on the 1980s, e.g. the Sharpeville massacre and therefore had limited relevance for addressing the question.

Question 2

About a third of candidates selected this question, and it prompted a range of responses from level 2 to level 4. The best responses displayed a good knowledge of Verwoerd's contribution as Minister for native Affairs and later as Prime Minister, including the creation of the Bantustans, the Bantu Education Act and the pass laws, and compared it with alternative reasons for the establishment of the apartheid system, such as the 1948 electoral victory and the role of Malan, Afrikaner nationalism and the lack of an international response to reach a conclusion as to whether Verwoerd was responsible for the creation of the apartheid system. In some cases, candidates were unsure as to

Verwoerd's role and wrote rather generally about the apartheid system, and some did not take note of the dates in the question and describes developments beyond 1959. A lack of knowledge applied to the question did depress achievement in addressing this question for some candidates.

Question 3

This was the most popular essay question on the paper with two thirds of the candidature selecting it. Most candidates understood the focus of the question and were able say something about the different methods of resistance used by groups opposing apartheid in the years 1948-64. However, a significant proportion did not pay attention to the dates and wrote about methods used by groups outside of the specified dates, e.g., Biko or the UDF. This held their responses in level 2. In level 3, candidates displayed relevant knowledge and were able to refer to some similarities and difference. There were no responses at level 4. In order to achieve at this level candidates do need secure knowledge and to maintain a tight focus on the question, considering the differences and contrasting them with similarities in order to reach a supported judgement.

Question 4

There were no responses to this question.

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.

