

Mark Scheme (Results)

January 2026

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.

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
1	1–3	• 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. • Some relevant contextual knowledge is included but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.
2	4–6	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail. • 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.
3	7–10	• 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. • Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.

Section A: Question 1(b)

Target: AO2 (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
1	1–3	• 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. • Some relevant contextual knowledge is included, but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail. • 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.
3	8–11	• 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. • Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	12–15	• 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. • 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. • 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.

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
	0	No rewardable material
1	1–6	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	7–12	• 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. • 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. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	13–18	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	19–25	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.

Section A: indicative content

Option 1D: South Africa, 1948-2014

Question	Indicative content
1a	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse the source and consider its value for an enquiry into the main aims of the United Democratic Front (UDF) in the struggle against apartheid in the 1980s. 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: • It provides evidence that the main aim of the UDF was to achieve democracy in South Africa ('Firstly, we say that a democratic South Africa is one of the aims of our struggle.') • It suggests that the UDF wanted to end apartheid ('we are seeking to create a new nation out of the nation divided by apartheid.') • It indicates that the UDF wanted to involve all South Africans in putting pressure on the government for change ('active, mass-based democratic organisations', 'participation of millions of South Africans in the process'). 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: • The timing of the speech, given immediately after the ban on the UDF receiving foreign funding had been lifted, indicates the speed with which the UDF intended to pursue its aims through campaigns against apartheid • The speech was made on behalf of UDF activist Murphy Morobe, indicating the importance that that the UDF attached to broadcasting its intentions, even while its writer remained in police detention • The speech was made to the Institute for Democratic Alternatives in South Africa, which was likely to be receptive to the UDF's message. 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: • The UDF had been formed in January 1983 as an umbrella organisation, creating a united front of churches, civic associations, trade unions, student organisations, and sports bodies, to oppose apartheid • The UDF aimed to achieve the creation of a new South African Government based on the tenet of the Freedom Charter 'The People Shall Govern' that would grant the franchise to all and govern for all races • The UDF organised marches, protests and demonstrations, boycotts and rent strikes throughout South Africa to put pressure on the government to submit to its demands. Other relevant material must be credited.

Question	Indicative content
1b	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons for the establishment of apartheid in South Africa in the years 1948-59. 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: • De Klerk, the last president of South Africa and member of the ruling National Party under apartheid, was in a good position to articulate the reasoning behind the introduction of apartheid • De Klerk was 12 years old when apartheid was introduced. His views were likely to have been affected by those of his father ('a good and kind man, was a member of the government that implemented these policies.') • The content and tone of the source emphasise why the introduction of apartheid could be justified by the white minority population • De Klerk published his biography in 1999, after the ending of apartheid. He had had time to reflect on apartheid and its consequences and moderate his views ('now regard as unjust and repressive?'). 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that apartheid was introduced because whites believed their position in society was being eroded ('National Party's victory', 'Whites felt threatened and blamed the weak policies of the ruling United Party.') • It claims that apartheid was introduced because of white fears about growth of the black population ('without apartheid, our people ... swamped by the vast black majority', 'extinction of our ... self-determination.') • It implies that introducing apartheid was justified by previous history ('Apartheid, by whatever name, had been applied by the former British colonial administrations and Boer Republican governments alike.') • It claims that introducing apartheid would benefit black South Africans ('our desire that black cultures should be nurtured and developed and not be swamped by the more powerful Western materialistic culture.'). 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: • The introduction of apartheid was justified by the extreme racist view held by many Afrikaners, that non-whites were inferior and that God had a different plan for them • In 1948, the National Party had won support from Afrikaners who did not trust the United Party. Smuts had suggested that Africans should continue to move into white areas for employment. Thus, the NP won the election • Having achieved electoral victory, the NP fulfilled its promises to its white voters by enacting apartheid legislation that maintained white superiority through the 'Bantustans', the Pass Laws and limits to black employment. Other relevant material must be credited.

Section B: Indicative content

Option 1D: South Africa, 1948-2014

Question	Indicative content
2	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. Candidates are expected to reach a judgement about whether, in the years 1948-76, the most significant resistance to apartheid came from the ANC. The arguments and evidence that, in the years 1948-76, the most significant resistance to apartheid came from the ANC should be analysed and evaluated. Relevant points may include: • The ANC was a significant threat because it developed into a mass organisation led by committed and experienced activists. The Treason and Rivonia Trials publicised its views to a wider audience, home and abroad • The ANC used the method of civil disobedience and mass defiance. After the ANC Defiance Campaign of 1952, its membership swelled to 100,000 and the government outlawed civil disobedience campaigns • In the years 1960-64, the ANC organised an increase in protests against apartheid, including mass pass-burnings and stayaways, which prompted the government to declare a State of Emergency to enforce apartheid • In 1961, the ANC established the MK as an independent military wing. It carried out 200 attacks in 18 months and turned the campaign against apartheid into an armed struggle. The arguments and evidence that, in the years 1948-76, the most significant resistance to apartheid did not come from the ANC/ there were other more significant forms of resistance to apartheid should be analysed and evaluated. Relevant points may include: • The imprisonment of ANC leaders limited its impact in the struggle against apartheid after 1964, which meant it ceased to be the leading movement against apartheid in South Africa • PAC was responsible for leading campaigns against the Pass Laws, which culminated in the protests at Sharpeville and the massacre that drew worldwide attention and condemnation of the South African government • The establishment of the Anti-Apartheid Movement in London in 1960 provided a global dimension to the struggle and encouraged sporting boycotts and bans, e.g. South Africa was banned from the 1964 Olympics • In the 1970s, the government faced significant resistance through a growth in black trade union membership and protests, including strikes in transport in 1972, in brick manufacture in 1973 and in textiles in 1974 • The Black Consciousness Movement inspired the uprising involving school children in Soweto in 1976. The brutal treatment of the protestors at the hands of the police inspired mass protests in South Africa and abroad. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether sporting boycotts were more significant than economic sanctions in putting pressure on South Africa to end apartheid. The arguments and evidence that sporting boycotts were more significant than economic sanctions in putting pressure on South Africa to end apartheid should be analysed and evaluated. Relevant points may include: • South Africa was banned from the Olympics in 1964 and from all sports competitions in 1977. This increased white dissatisfaction with the South African government and pressure for change grew over the period • The cancellation of cricket and rugby tours in the late 1960s and the passing of the 1977 Gleneagles Agreement excluded South Africa from its favourite sports. This was bitterly resented by the Afrikaners • The popularity of sport in South Africa meant that the boycotts had a more direct influence on the government as white South Africans put immediate pressure on it to reform the apartheid system. • The significance of economic sanctions was limited before the mid-1980s. The British Conservative Party was opposed to economic sanctions that would damage its trade. President Reagan vetoed their application. The arguments and evidence that economic sanctions were more significant than sporting boycotts in putting pressure on South Africa to end apartheid should be analysed and evaluated. Relevant points may include: • The impact of sporting boycotts was limited by actions that undermined them, e.g. the series of seven rebel cricket tours staged in South Africa between 1982 and 1990 • Economic sanctions had a significant impact on South Africa's access to arms. In the 1960s, the UN passed resolutions advocating an arms embargo. UN countries enforced the ban, e.g. Britain in 1974 • American banks refused to renew South Africa's loans in 1985. This led to a slump in the South African currency and put significant economic pressure on the Botha government • As a consequence of the economic sanctions, in 1985 and 1986, over 90 US firms closed down their South African operations. Sanctions also contributed to inflation, which rose from 11% in 1983 to 18% by 1986 • The imposition of sanctions increased pessimism among Afrikaner businessmen who believed that foreign investment would not return without meaningful reform of the apartheid system. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether healthcare in South Africa improved during the 1990s. The arguments and evidence that healthcare in South Africa improved during the 1990s should be analysed and evaluated. Relevant points may include: • A key improvement was introduced in 1990 when urban hospitals were opened to all races • The government improved healthcare by shifting resources from city hospitals to rural clinics in order to fund the provision of basic healthcare • In 1996, access to healthcare was improved for children under six years of age; state-sponsored healthcare for pregnant women was made free at the point of care and this was extended to people with disabilities in 1998 • Funding healthcare improved. Mandela introduced fairer parity of spending on the richest and poorest sectors, reducing the spending ratio from 3.6 times greater in 1993 to 1.4 times greater in 2000. The arguments and evidence that healthcare in South Africa did not improve during the 1990s should be analysed and evaluated. Relevant points may include: • Improvements in the treatment of AIDS were limited. Mandela failed to deal with AIDS. During his presidency, the infection rate grew from 13 per cent to 20 percent. South Africa was on the verge of a medical disaster • There was a serious deterioration in the quality of public hospitals, e.g. in May 1999, deputy president Mbeki visited Baragwanath hospital in Soweto and found it on the verge of collapse with essential equipment stolen • Although funding for healthcare increased to 1996, thereafter it declined rapidly. The share of the government budget allocated to health also declined and stagnated at around 11.7% from its 1996 high of 14.1% • Funding of healthcare was heavily skewed to the private sector meaning that improvements were unevenly felt in the population. In lower socio-economic groups, health outcomes and life expectancy remained limited. Other relevant material must be credited.