

Mark Scheme (Results)

Summer 2026

Pearson Edexcel International Advanced Level in History
WHI02/1D

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June 2026

Question Paper Log Number P79232A

Publication Code: WHI02_ID_2606_MS

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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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<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 effects of economic sanctions on South Africa in the 1980s.</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">• It claims that the impact of sanctions had strengthened at that time ('The international campaign to use trade sanctions and the removal of foreign investment... has intensified over the last year.')• It implies that opponents to apartheid believed the imposition of sanctions would end apartheid ('Supporters... argue that black people have already suffered... prepared to risk... speed up the abolition')• It suggests that sanctions could damage economic progress and inhibit reform ('foreign companies... powerful instruments of reform... more foreign investment... to achieve... real reform.')• It provides evidence that sanctions had led to a loss of investment and to economic pressure for reform ('more than 10 billion rand left... US banks refused to extend their loans.', 'urgent need for political change'). <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">• The article was published in a newspaper that specialised in economic, financial and business issues and should be accurate in its marshalling of evidence and its assessment of effectiveness of sanctions• The article was published in a British newspaper that was not subject to censorship• The article was reasonably balanced, giving views both in favour and in opposition to sanctions, and in a relatively neutral tone. <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">• Sanctions placed increasing pressure on South Africa by the mid-1980s. They were one of the factors that encouraged Botha to open up secret negotiations with Nelson Mandela in 1985• In 1985 and 1986, over 90 US firms closed their South African operations. South African businessmen became pessimistic that investment would not return. Some began pressurising the government for reform• Sanctions affected the currency. In 1985, the international value of the rand fell by 35 per cent. The cost of imports rose by 60 per cent in 1986 and 1987 and inflation grew to the third highest in industrial nations. <p>Other relevant material must be credited.</p>

Question	Indicative content
1b	<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 role of Nelson Mandela in dealing with the AIDS crisis in South Africa in the 1990s and 2000s.</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"> • The article was published by an institute that was a world-leading research facility for public health and its conclusions would therefore be informed and influential • The date of the article, coming just 25 days after Mandela's death, focuses largely on his positive contributions to dealing with the AIDS crisis in South Africa • The tone and content of the article, including both praise and criticism, make it reasonably balanced in its judgements. <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"> • It implies Mandela should receive more overt credit for his work in dealing with AIDS ('gained little attention as a public health hero.', 'certainly among his greatest contributions') • It claims that Mandela ignored HIV/AIDS during his presidency ('HIV/AIDS is notably absent from his achievements as president.') • It indicates that Mandela made a significant contribution to tackling HIV/AIDS after his presidency ('direct result of Mandela's influence, mother-to-child transmission... a priority and... access to antiretrovirals.') • It indicates that he was more effective after his presidency than his successor ('influence began to counteract the failures of then-President Mbeki.'). <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"> • Mandela failed to deal with AIDS while president. During his presidency, the infection rate grew from 13 per cent to 20 per cent • Mandela's openness in announcing the death of his son from AIDS helped to remove the taboos over disclosing AIDS diagnoses and helped with providing treatments • After leaving office, Mandela created the Nelson Mandela Foundation to fight HIV/AIDS and began a fundraising campaign to support HIV prevention. <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 the significance of the South African police force in maintaining the apartheid system in the years 1960–79.</p> <p>The arguments and evidence that the South African police force was significant in maintaining the apartheid system in the years 1960–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The police force was significant because it was large and well-trained; it included a security branch that was responsible for interrogating political suspects. It frequently used torture that deterred opposition to apartheid• The significance of the police was enhanced by the state of emergency declared in 1960. It strengthened police powers, outlawed public meetings and allowed the police to arrest thousands of political leaders• Police powers were extended by the Minister of Justice Vorster; the police were given the authority to detain suspects without trial for 180 days and, from 1967, suspects could be detained indefinitely• The significance of the police was demonstrated by its actions at Sharpeville in 1960 and Soweto in 1976. It put down both protests by using extreme force. <p>The arguments and evidence that the South African police force was not significant/there were other, more significant, factors in maintaining the apartheid system in the years 1960–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Repressive legislation was significant in maintaining apartheid, e.g. the Sabotage Act 1962, which increased the state president's power to declare organisations unlawful. Apartheid was maintained by a white judiciary• The restrictions on movement played a key role in maintaining apartheid, e.g. the Bantu Laws Amendment Act 1964• The use of censorship and control of the media by the South African government facilitated the maintenance of apartheid by restricting access to ideas and information, e.g. there was no television before 1976• Divisions in society encouraged acquiescence with apartheid; some black and Coloured South Africans achieved jobs with better pay and housing that encouraged cooperation with apartheid• Botha's 'total strategy', initiated in 1979, was significant. It strengthened the military, increasing compulsory national service to two years and making the army a constant presence in the townships. <p>Other relevant material must be credited.</p>

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 resistance within South Africa to apartheid had little effect in the years the years 1976–89.</p> <p>The arguments and evidence that resistance within South Africa to apartheid had little effect in the years the years 1976–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The effect of resistance was limited by a government that used increasingly oppressive measures, e.g. the imprisonment of student leaders of the Soweto rising on Robben Island; the murder of Steve Biko • The effect of resistance was limited by government action that increased the size of the police force; 25,000 opponents were detained between 1986 and 1987, at least partially stifling opposition • The effect of resistance was limited by internal divisions, e.g. between the ANC and Inkhata, and by the impact of exile of key leaders • The effect of resistance was limited by the government's use of former ANC guerrillas, captured in Namibia, to infiltrate the township movements. This reduced the effectiveness of the ANC. <p>The arguments and evidence that resistance within South Africa to apartheid was effective in the years the years 1976–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Soweto uprising in 1976 was effective. The action by the authorities, in killing 138 children in the protest's first few days, attracted attention and encouraged students to use violence in their struggle • The United Democratic Front, formed in 1983, provided an effective umbrella organisation for many strands of opposition with different methods of resistance. It began a series of successful boycotts. • The ANC's tactics became increasingly effective. In October 1984, the ANC in exile called for tactics to make the country ungovernable. Its actions led to Botha's declaration of a state of emergency in July 1985 • The effectiveness of resistance, particularly the escalating violence, was demonstrated by Botha's decision to embark on programme of reform from 1985; his offer to release Mandela was a response to the insurrection • Strikes orchestrated by COSATU in 1988–89 were effective. They impacted on white-owned South African businesses. The MDM's Defiance Campaign in 1989 kept up the pressure on the government. <p>Other relevant material must be credited.</p>
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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 President Mbeki and President Zuma followed different policies in developing relations with the outside world in the years 1999–2014.</p> <p>The arguments and evidence that President Mbeki and President Zuma followed different policies in developing relations with the outside world in the years 1999–2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mbeki favoured a policy of ‘quiet diplomacy’ in promoting conflict resolution in Africa, whilst Zuma undid much of this policy by restoring relations with Angola, which upset the equilibrium in Africa • Mbeki built up a strong strategic partnership with Nigeria in 1999–2008 whereas, under Zuma, the relationship declined and the two countries became rivals, e.g. in the UN Security Council • Their style of conducting foreign policy differed: Mbeki played a more personal role in foreign affairs and in negotiating settlements whilst Zuma delegated to his Minister of International Relations • Mbeki’s policy towards the USA was frosty because of differences over America’s global conduct and the invasion of Iraq, whereas Zuma’s government committed itself to rebuilding the relationship. <p>The arguments and evidence that President Mbeki and President Zuma followed similar policies in developing relations with the outside world in the years 1999–2014 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both Mbeki and Zuma pursued the similar foreign policy of putting Africa first and acted as spokesmen for the Sub-Saharan African nations and took leading roles in the AU • Both Mbeki and Zuma worked to develop relations with China, e.g. Mbeki signed a trade deal with the Chinese President Jiang Zemin; Zuma refused a visa to the Dalai Lama to maintain good relations with China • Both Mbeki and Zuma placed little emphasis on human rights issues and failed to ratify UN resolutions condemning human rights violations • Both Mbeki and Zuma supported the Mugabe regime in Zimbabwe, e.g. Mbeki was photographed with Mugabe during the controversial 2008 election whilst Zuma tolerated Mugabe’s use of violence in the 2013 election • Both Mbeki and Zuma followed a policy of engaging with the industrialised powers of the northern hemisphere and pursuing a developmental and investment-oriented approach to engagements through the OECD and the G8. <p>Other relevant material must be credited.</p>