



GCSE

History A (Explaining the Modern World)

J410/05: South Africa 1960-1994: The people and the state

General Certificate of Secondary Education

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a ‘second response’ on a line is a development of the ‘first response’, rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a ‘new start’ or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
SEEN	Noted but no credit given
NAQ	Not answered question
	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for ‘what must be a good answer’ would lead to a distorted assessment.
- 3 Candidates’ answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate’s thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

South Africa 1960–1994: The People and the State

1. Describe one way that President Botha’s Total Strategy dealt with opponents of Apartheid.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of the changes that Botha introduced should also be credited. 2 egs or one eg explained= 2 marks.

Levels	Indicative content	Marks
N/A Points marking	<i>One way that Botha’s Total Strategy dealt with opponents was by massively increasing the size of the SA military. For example, by 1981 the SADF was over 500,000 strong which meant it could easily overwhelm any opposition.</i> Or <i>One way that Botha’s Total Strategy dealt with opponents was by using targeted assassinations. For example, Ruth First was killed by a bomb in Mozambique.</i> Other possible points: • <i>Attacking neighbouring countries like Angola, Mozambique who supported opposition to Apartheid.</i> • <i>Set up the State Security Council which increased the influence of the military and police on the government.</i> • <i>Set up ARMSCOR so that SA could build its own arms industry.</i>	2

2. Explain the importance of the Black Consciousness Movement in the struggle against Apartheid in the 1970s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.
	The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.
	No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two or more examples of the importance of the BCM in the struggle against apartheid and explain them fully e.g. <i>One way in which it was important was that it persuaded black people to develop a new view of themselves. The movement encouraged black South Africans to see themselves as deserving of equal rights to whites, and gave them pride in their skin colour rather than being ashamed of it in a 'white man's world'. This was very important as it empowered black people to stand up for themselves, making them more prepared to resist apartheid. This was crucial in the early 1970s when the ANC and PAC were banned and black people had fewer outlets to channel their opposition.</i> <i>It was also important as it heavily influenced SASO and their activism, which led to the Soweto Uprising. In 1976 Biko was one of the Black Consciousness' key figures and thinkers. He used the fact that he was a witness for the defence of SASO/BPC leaders in a court case to publicly defend black consciousness and explain its aims in a very long speech. Only one month later Soweto students protested against a new education law: his influence on them shouldn't be doubted as he had founded SASO when at university. The deaths and international publicity as a result of the Soweto protests put the regime in the spotlight and put them under intense pressure. It further strengthened the International anti-Apartheid movement.</i> THRESHOLD ANSWERS <i>One way it was important was that it persuaded black South Africans to see themselves as deserving of equal rights to whites and gave them pride in their skin colour rather than being ashamed of it in a 'white man's world'. This empowered them and made them more likely to resist apartheid. This was important as in the early 1970s the ANC and PAC were banned and there were few outlets through which to channel opposition to apartheid.</i> <i>It was also important as many believe it contributed to the Soweto Uprising. Biko used the fact that he was a witness for the defence of SASO/BPC leaders in a court case to explain black consciousness and it was widely reported. Only one month later Soweto students protested against a new education law: his influence on them shouldn't be doubted as he had founded SASO. The deaths as a result of the Soweto protests put the regime in the spotlight around the world and further strengthened the International anti-Apartheid movement.</i>	9–10

Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one or more examples of the importance of the BCM in the struggle against apartheid and explain one fully e.g. <i>One way in which it was important was that it persuaded black people to develop a new view of themselves. The movement encouraged black South Africans to see themselves as deserving of equal rights to whites and gave them pride in their skin colour rather than being ashamed of it in a ‘white man’s world’. This was very important as it empowered black people to stand up for themselves, making them more prepared to resist apartheid. This was crucial in the early 1970s when the ANC and PAC were banned and black people had fewer outlets to channel their opposition. The BMC provided leadership and support for people who wanted to oppose apartheid.</i>	7–8
Level 3 • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe examples of the importance of the BCM in the struggle against apartheid e.g. <i>The BCM worked hard to spread new political ideas and arguments against apartheid. Many teachers, like Abram Tiro, were part of the BCM. They had often dropped out of university or been expelled for political activism, and went on to become teachers in Soweto schools where they were a source of inspiration for school students.</i>	5–6
Level 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain description of the BCM without a strong focus on the issue of its importance, e.g. <i>The Black Consciousness Movement was all about trying to change black people’s opinion of themselves. It wanted them to believe that they deserved better treatment and should be proud to be black. It was inspired by the Black Power Movement in the USA. Steve Biko was a key figure and he was killed in police custody after he was arrested. It was involved in lots of small projects to improve black people’s lives, such as helping them to earn money by producing goods in their own homes.</i> Alternative Level 2 answers will typical identify examples of the importance of BCM but fail to provide any further relevant development eg <i>It fuelled resistance like SASO’s Soweto Uprising. Biko’s death created massive opposition to apartheid.</i>	3–4
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points or assertions e.g. <i>It helped black South Africans. It made black South Africans feel powerful.</i>	1–2
Level 0		0

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No response or no response worthy of credit.		
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3. Explain how the National Party strengthened the Apartheid regime in the 1960s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two ways that Apartheid was strengthened and explain them fully, e.g. <i>One way in which the National Party strengthened Apartheid in the 1960s was the development of the Bantustans. These were the 'homelands' that were provided for black South Africans to live and work in. Prime Minister Verwoerd's idea was that in the long-term white South Africans would be able to live entirely separately from the other groups in the country, a policy known as 'Separate Development'. By formally dividing black South Africa into different ethnic groups, this meant that white South Africans could claim that they were in the majority and justify the continuation of Apartheid.</i> <i>Another way the National Party strengthened Apartheid was by crushing opposition. After the Sharpeville Massacre in 1960, the ANC and PAC were banned, and it became illegal to be a member of those organisations. Despite both organisations going into exile and underground, the Apartheid government was still able to arrest their leaders and put them on trial. Mandela and the other opposition leaders were given lengthy sentences. As a consequence, it was much easier for the government to push ahead with Apartheid policies without having to face substantial opposition.</i> THRESHOLD ANSWERS <i>The National Party developed the Bantustans which were the 'homelands' for black South Africans to live and work in. The idea of 'Separate Development' was used to make the claim that white South Africans were in the majority compared to the other black ethnic groups in the country and therefore Apartheid was justified.</i> <i>The National Party also crushed opposition effectively. The ANC and PAC were banned and were forced underground or into exile. As a consequence, it was much easier for the government to push ahead with Apartheid policies without having to face substantial opposition</i>	9–10

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Level 4 - Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one way in which apartheid was strengthened and explain it fully , e.g. <i>One way in which the National Party strengthened Apartheid in the 1960s was the development of the Bantustans. These were the 'homelands' that were provided for black South Africans to live and work in. Prime Minister Verwoerd's idea was that in the long-term white South Africans would be able to live entirely separate from the other groups in the country, a policy known as 'Separate Development'. By formally dividing black South Africa into different ethnic groups, this meant that white South Africans could claim that they were in the majority and justify the continuation of Apartheid.</i>	7–8
Level 3 - Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe one ways in which apartheid was strengthened e.g. <i>One way that the National Party strengthened Apartheid was by dealing harshly with any opposition. It banned the ANC and PAC. Then it went after the leaders of the Armed Struggle and arrested Mandela and put him on trial.</i>	5–6
Level 2 - Response demonstrates some knowledge and understanding that is relevant to the question. - This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain description of events that is linked to the strengthening of Apartheid, e.g. <i>The government established the Bantustans which were homelands for the different ethnic groups in South Africa. There were initially 8 Bantustans and the rest of South Africa was left for the whites.</i> Alternative Level 2 answers will typically identify actions which strengthened apartheid but fail to develop further eg <i>The government brought in Bantustans</i> <i>They declared a State of Emergency declared after Sharpeville</i> <i>Opposition leaders were forced into exile</i>	3–4
Level 1 - Response demonstrates basic knowledge that is relevant to the topic of the question. - There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points e.g. <i>The government set up homelands.</i> OR <i>The government dealt with any opposition.</i>	1–2
Level 0		0

No response or no response worthy of credit.		
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4a. Study Source A. Explain how this source is useful to a historian studying South Africa. [5]

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source.	Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content to support the inference, e.g. <i>As L2 with supporting detail from source</i>	4–5
Level 2 Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.	Level 2 answers will typically argue the source is useful based on unsupported inference(s) e.g. <i>The source is useful because it shows how deeply the opposition feared the apartheid regime.</i> <i>The source is useful as evidence of how the apartheid regime tried to crush opposition.</i> <i>Useful because it demonstrates one way in which the opposition tried to oppose the regime, by boycotting elections.</i>	2–3
Level 1 Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.	Level 1 answers will typically assert the usefulness of the content OR identify purpose or message of source e.g. <i>The source is useful because it tells us that leaders of the UDF were thrown on Robben island.</i> OR <i>The source is useful because Allan Boesak is one of the leaders of the UDF so knows what he is talking about.</i>	1
Level 0 No response or no response worthy of credit.		0

4b. Study Source B. What is the message of the cartoonist?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source.	Level 3 answers will typically identify the view of the cartoonist and support this through effective use of content and context. <i>The cartoonist is pleased that after years in exile members of the ANC and other opposition groups have been allowed to return to South Africa, and he hopes that they will be able to pick up the pieces of their lives. This is why the cartoon says 'now where were we when we were so rudely interrupted'. The cartoonist approves of their return.</i> <i>Note: Some flexibility of interpretation may be applied here. Some students may pick up on a sense of anger about the missed years as well as the positive aspect of the cartoon.</i>	4–5
Level 2 Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.	Level 2 answers will typically identify the message of the cartoon and support this through effective use of content and context. <i>The message of the cartoon is that the members of the ANC and other opposition groups that had been in exile since the 1960s were able to return to South Africa in 1990 and were very happy about it. [2]</i> Valid identification of a sub message with support can be awarded 2 marks.	2–3
Level 1 Response analyses the source in a very basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.	Level 1 answers will typically argue the source was meant to provide information. <i>The cartoonist is saying that people are returning home.</i> OR <i>The plane says that this was the "Freedom Flight" which bought back the exiles.</i>	1
Level 0 No response or no response worthy of credit.		0

5.* 'The main reason that Apartheid survived in the 1970s was because of the weakness of the international anti-Apartheid movement.' How far do you agree with this view? (18 marks)

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5 The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically construct a balanced and well-supported argument, e.g. <i>A significant reason why Apartheid survived in the 1970s was because of the <u>weakness of the international anti-Apartheid Movement</u>. Firstly, the UN sanctions campaign was weak. Although there was a commitment to introduce sanctions to prevent weapons being sold to the South African government, this was only voluntary until 1977 when the UN agreed to make it compulsory. Similarly, although there was a lot of discussion about introducing sanctions on selling oil to South Africa, this did not come into effect until the 1980s. As a consequence, the impact of sanctions hardly affected the capacity of the South African government to continue with Apartheid.</i> <i>Another reason why Apartheid survived was because of the <u>relative weakness of neighbouring countries who could have supported the opposition movements</u>. Firstly, countries like Tanzania, Angola and Mozambique were a long way from South Africa. Also, neighbouring countries like Botswana and Lesotho were economically dependent on South Africa and therefore reluctant to damage the relationship. As a consequence, opposition groups only received limited support in their struggle against Apartheid.</i> <i>However, it could be argued a more important reason why Apartheid survived during the 1970s was because of the <u>weakness of the opposition movements inside South Africa</u>. The ANC, PAC and SACP had been banned, and leaders such as Mandela had been imprisoned since the 1960s. Although there was continued opposition from organisations such as the Black Power movement, their leadership was also targeted by the South African police resulting in the arrest and deaths of people like Steve Biko. As a consequence, there was less organised opposition to Apartheid during this decade.</i> <i>Overall, the weakness of the international anti-Apartheid movement did contribute to the survival of Apartheid as any support for opposition movements was limited. As a consequence, the attempts that were made to challenge Apartheid inside South Africa were easily crushed by the well-resourced SADF and police force.</i> NOTE: 18 marks = 2 explained points on each side, plus a clinching argument 16-17 marks = 2 explained points on each side 15-16 marks = 2 explained points on one side, and 1 on the other	15–18

Level 4 • The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. • This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. • <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	Level 4 answers will typically set out a one-sided argument supported by at least two explained points e.g. <i>A significant reason why Apartheid survived in the 1970s was because of the weakness of the UN sanctions campaign. Although there was a commitment to introduce sanctions to prevent weapons being sold to the South African government, this was only voluntary until 1977 when the UN agreed to make it compulsory. Similarly, although there was a lot of discussion about introducing sanctions on selling oil to South Africa, this did not come into effect until the 1980s. The financial strength of the South African government meant that it could afford to spend a huge amount of money to defend Apartheid. As a consequence, the impact of sanctions hardly affected the capacity of the South African government to continue with Apartheid.</i> Alternatively, Level 4 answers will construct a balanced argument with each side explicitly explained by one point, e.g. <i>A significant reason why Apartheid survived in the 1970s was because of the weakness of the UN sanctions campaign. Although there was a commitment to introduce sanctions to prevent weapons being sold to the South African government, this was only voluntary until 1977 when the UN agreed to make it compulsory. As a result, the impact of sanctions was limited and did not deter the Apartheid government significantly.</i> <i>However, it could be argued a more important reason why Apartheid survived during the 1970s was because of the weakness of the opposition movements inside South Africa. The ANC, PAC and SACP had been banned, and the leaders of the armed resistance such as Mandela had been imprisoned since the 1960s. As a result, the government was able to effectively contain any opposition and continue to pursue the policies of Apartheid.</i>	11–14
Level 3 • The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. • This is supported by accurate knowledge and understanding that is relevant to the question. • <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Level 3 answers will typically construct a one-sided argument with explained support from one point, e.g. <i>A significant reason why Apartheid survived in the 1970s was because of the weakness of the UN sanctions campaign. Although there was a commitment to introduce sanctions to prevent weapons being sold to the South African government, this was only voluntary until 1977 when the UN agreed to make it compulsory. As a result, the impact of sanctions was limited and did not deter the Apartheid government significantly.</i>	7–10

Level 2 • The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. • This is supported by some knowledge and understanding that is relevant to the question. • <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Level 2 answers will typically identify and describe events related to the weakness of the IAAM or identify other reasons, e.g. <i>The IAAM was weakened by the limited impact of sanctions. For example, countries like the USA, UK and Japan refused to introduce sanctions against South Africa.</i> OR <i>Opposition to Apartheid was weakened by the lack of leadership in South Africa in the 1970s. Leaders such as Mandela were in prison, and others such as Steve Biko died in police custody.</i> Alternative points: <i>Countries that supported opposition groups were often long distances from South Africa Many neighbouring states were economically dependent on South Africa and reluctant to support opposition groups publicly. Anti-Apartheid protests were limited such as the ‘Stop the Seventy Tour’</i>	4–6
Level 1 • The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. • There is basic knowledge that is relevant to the topic of the question. • <i>The information is communicated in a basic/unstructured way.</i>	Level 1 answers will typically make general assertions or demonstrate simple knowledge of the IAAM or weakness of opposition e.g. <i>Sanctions against South African did not work.</i> OR <i>The opposition to Apartheid was weak.</i>	1–3
Level 0 No response or no response worthy of credit.		0

Need to get in touch?

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