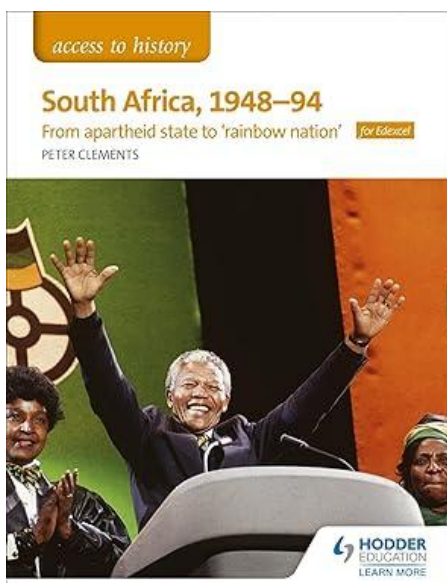


History A-Level:

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'



Teaching Staff:

Mrs Walsh walshn@kls.herts.sch.uk

← Textbook to buy

<https://www.amazon.co.uk/Access-History-1948-94-apartheid-rainbow/dp/151042346X>

Resources and revision materials: Teams [& [SharePoint resources](#)] & www.klshistory.co.uk

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The Specification: Edexcel 2F.2

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

Overview

This option comprises a study in depth of South Africa during its transition from white minority rule to the free elections of 1994, a long, and at times, dramatic process in which South Africa changed from an apartheid state into a multi-racial democracy.

Students will gain an in-depth understanding of the creation and consolidation of the apartheid regime by the National Party and the response and methods used by their political opponents in the struggle to overthrow apartheid, as well social, economic and cultural changes that accompanied this process.

| Key topics | Content |
|--|---|
| 1 The response to apartheid, c1948–59 | <ul style="list-style-type: none">Life in South Africa c1948: race, segregation and discrimination; urbanisation and industrialisation, including township life; rural society; Afrikaner culture and politics; the influence of Britain.Reasons for the National Party victory 1948, including the impact of the Second World War, the growth of Afrikaner nationalism, and international pressures for change.Codifying and implementing apartheid, 1948–59: strengthening the National Party; apartheid laws; pass laws and education; the Tomlinson Report and Bantustans; political suppression and the Treason Trial.African nationalism, 1948–59: political opposition in 1948; the revival of the African National Congress (ANC); the Youth League and the Defiance Campaign; rural resistance; the Freedom Charter; the Pan-Africanist Congress (PAC). |
| 2 Radicalisation of resistance and the consolidation of National Party power, 1960–68 | <ul style="list-style-type: none">Resistance to apartheid and government reaction, 1960–61: peaceful protest; the Sharpeville Massacre and its significance; the banning of political parties and the state of emergency.Creating a republic, 1960–61: Verwoerd's aims; the significance of Macmillan's 'wind of change' speech; a republic established, 1960–61; leaving the Commonwealth.African nationalist radicalisation, 1961–68: moves to armed struggle; the ANC and Umkhonto we Sizwe; the PAC and Poqo; the Rivonia Trial and significance for Nelson Mandela; the impact of exile and imprisonment on the ANC and PAC.Strengthening 'separate development', 1961–68: economic recovery, including international investment; developing the Bantustans; diplomatic ties; Vorster's use of police powers and defence forces. |

| Key topics | Content |
|---|--|
| 3 Redefining resistance and challenges to National Party power, 1968–83 | <ul style="list-style-type: none"> • Black Consciousness and the Soweto uprising, including: Steve Biko and the South African Students' Organisation (SASO); the mobilisation of school children; the Soweto Uprising, its significance and suppression. The impact of the death of Steve Biko 1977. • The ANC re-strengthened: decline in the early 70s; internal reorganisation and external legitimacy; the role of Oliver Tambo; the global anti-apartheid movement. • Domestic challenges to National Party power, 1974–83, including political unrest, problems in the Bantustans, National Party division and scandal, economic pressures and the cost of defence commitments. • External pressures on National Party power, 1974–83, including political change in southern Africa, international condemnation and calls for economic sanctions, cultural and sporting boycotts. |
| 4 The end of apartheid and the creation of the 'rainbow nation', 1984–94 | <ul style="list-style-type: none"> • Revolt in the townships, 1984–87: the United Democratic Front and grassroots organisation; protest strategies; communal and government violence; government suppression. • Reasons for Botha's decision to negotiate, 1985–89, including the failure of Botha's 'total strategy', economic problems and the impact of international isolation, the effect of the state of emergency. • Negotiation and compromise, 1989–91: de Klerk's new course; the significance of Mandela's release; the unbanning of political parties; the impact of unrest and violence; the dismantling of apartheid; CODESA 1991. • A new political settlement, 1992–94: CODESA negotiations; nationalist divisions and communal violence; constitutional agreement and elections; the Government of National Unity; international recognition. |

Physical and Electronic Folder Check Log

| Date of check | Checklist | Suggested improvements |
|---------------|---|------------------------|
| | <ul style="list-style-type: none"> <input type="checkbox"/> This course guide, including specification <input type="checkbox"/> Knowledge checklist (at the front of this booklet) is up to date. <input type="checkbox"/> Assessment Tracker (at the front of this booklet) is up to date <input type="checkbox"/> Folder is well organised with unit dividers for each of the 5 topics (+ one extra section for assessments) <input type="checkbox"/> Lesson notes and associated handouts are organised, lesson-by-lesson <i>together</i>. Notes and handouts should never be separated. <input type="checkbox"/> Class notes are up to date <input type="checkbox"/> Homework is up to date and filed alongside the lesson/topic <input type="checkbox"/> All work contains titles and dates <input type="checkbox"/> A clear section marked for assessments, knowledge tests, essays and improvements. All feedback sheets [yellow] are included. <input type="checkbox"/> Evidence of a minimum of 3 hours of independent study per week. This could be recorded in reading record (at the back of this booklet) <input type="checkbox"/> Other: <p><i>A reminder that all of the above apply to electronic folders. You will still need a physical folder for handouts and assessments, as well as this course guide. This is KLSix policy.</i></p> | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> This course guide, including specification <input type="checkbox"/> Knowledge checklist (at the front of this booklet) is up to date. <input type="checkbox"/> Assessment Tracker (at the front of this booklet) is up to date <input type="checkbox"/> Folder is well organised with unit dividers for each of the 5 topics (+ one extra section for assessments) <input type="checkbox"/> Lesson notes and associated handouts are organised, lesson-by-lesson <i>together</i>. Notes and handouts should never be separated. <input type="checkbox"/> Class notes are up to date <input type="checkbox"/> Homework is up to date and filed alongside the lesson/topic <input type="checkbox"/> All work contains titles and dates <input type="checkbox"/> A clear section marked for assessments, knowledge tests, essays and improvements. All feedback sheets [yellow] are included. <input type="checkbox"/> Evidence of a minimum of 3 hours of independent study per week. This could be recorded in reading record (at the back of this booklet) <input type="checkbox"/> Other: <p><i>A reminder that all of the above apply to electronic folders. You will still need a physical folder for handouts and assessments, as well as this course guide. This is KLSix policy.</i></p> | |
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Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| | | |
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Knowledge Checklists

| | | Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed! | | | | | | |
|---|--|--|--|---|--|--|--|--|
| Theme and topic: | | How confident am I? | I have sufficient notes on this topic? | I have given evidence of my wider reading for this topic? | I have started to revisit and consolidate this topic during independent study? | I have revised this topic for the first assessment week? | I have revised this topic for the second assessment week and subsequent mocks? | Actions needed and taken (list details) |
| Topic 1. The response to apartheid, c1948–59 | | | | | | | | |
| Life in South Africa c1948 | Race, segregation and Discrimination | | | | | | | |
| | Urbanisation and industrialisation, including Township life | | | | | | | |
| | Rural society | | | | | | | |
| | Afrikaner culture and politics | | | | | | | |
| | The influence of Britain. | | | | | | | |
| Reasons for the National Party victory 1948 | The Impact of the Second World War | | | | | | | |
| | The growth of Afrikaner Nationalism, International pressures for change. | | | | | | | |
| | | | | | | | | |
| Codifying and implementing apartheid, 1948–59 | Strengthening the National Party | | | | | | | |
| | Apartheid laws | | | | | | | |
| | Pass laws and education | | | | | | | |
| | The Tomlinson Report and Bantustans | | | | | | | |
| | Political suppression and the Treason Trial | | | | | | | |
| African nationalism, 1948–59 | Political opposition in 1948 | | | | | | | |
| | The revival of the African National Congress (ANC) | | | | | | | |
| | The Youth League and the Defiance Campaign | | | | | | | |
| | Rural resistance | | | | | | | |
| | The Freedom Charter | | | | | | | |
| | The Pan-Africanist Congress (PAC) | | | | | | | |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| | | Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed! | | | | | | |
|---|--|--|--|---|--|--|--|--|
| Theme and topic: | | How confident am I? | I have sufficient notes on this topic? | I have given evidence of my wider reading for this topic? | I have started to revisit and consolidate this topic during independent study? | I have revised this topic for the first assessment week? | I have revised this topic for the second assessment week and subsequent mocks? | Actions needed and taken (list details) |
| Topic 2. Radicalisation of resistance and the consolidation of National Party power, 1960–68 | | | | | | | | |
| Resistance to apartheid and government reaction 1960–61 | Peaceful protest | | | | | | | |
| | The Sharpeville Massacre and its Significance | | | | | | | |
| | The banning of political parties and the state of Emergency. | | | | | | | |
| Creating a republic, 1960–61 | Verwoerd’s aims | | | | | | | |
| | The Significance of Macmillan’s ‘wind of change’ speech | | | | | | | |
| | A Republic established, 1960–61 | | | | | | | |
| | Leaving the Commonwealth | | | | | | | |
| African nationalist radicalisation, 1961–68: | Moves to armed Struggle | | | | | | | |
| | The ANC and Umkhonto we Sizwe | | | | | | | |
| | The PAC and Poqo | | | | | | | |
| | The Rivonia Trial and significance for Nelson Mandela | | | | | | | |
| | The impact of exile and imprisonment on the ANC and PAC. | | | | | | | |
| Strengthening ‘separate development’, 1961–68 | Economic Recovery, including international investment | | | | | | | |
| | Developing the Bantustans; diplomatic ties | | | | | | | |
| | Vorster’s use of police powers and defence forces | | | | | | | |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| | | Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed! | | | | | | |
|---|---|--|--|---|--|--|--|---|
| Theme and topic: | | How confident am I? | I have sufficient notes on this topic? | I have given evidence of my wider reading for this topic? | I have started to revisit and consolidate this topic during independent study? | I have revised this topic for the first assessment week? | I have revised this topic for the second assessment week and subsequent mocks? | Actions needed and taken (list details) |
| Topic 3. Redefining resistance and challenges to National Party power, 1968–83 | | | | | | | | |
| Black Consciousness and the Soweto uprising | Steve Biko And the south African students’ organisation (SASO) | | | | | | | |
| | The mobilisation of school children | | | | | | | |
| | The Soweto Uprising, its Significance and suppression | | | | | | | |
| | The impact of the death of Steve Biko 1977 | | | | | | | |
| The ANC re-strengthened | Decline in the early 70s | | | | | | | |
| | Internal Reorganisation and external legitimacy | | | | | | | |
| | The role of Oliver Tambo | | | | | | | |
| | The global anti-apartheid movement. | | | | | | | |
| Domestic challenges to National Party power, 1974–83 | Including political unrest, problems in the Bantustans | | | | | | | |
| | National Party division and scandal, economic pressures and The cost of defence commitments | | | | | | | |
| External pressures on National Party power, 1974–83 | Including political change in southern Africa, international Condemnation and calls for economic sanctions, cultural and sporting boycotts. | | | | | | | |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| | | Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed! | | | | | | |
|--|---|--|--|---|--|--|--|--|
| Theme and topic: | | How confident am I? | I have sufficient notes on this topic? | I have given evidence of my wider reading for this topic? | I have started to revisit and consolidate this topic during independent study? | I have revised this topic for the first assessment week? | I have revised this topic for the second assessment week and subsequent mocks? | Actions needed and taken (list details) |
| Topic 4. The end of apartheid and the creation of the ‘rainbow nation’, 1984–94 | | | | | | | | |
| Revolt in the townships, 1984–87: | The United Democratic Front and grassroots organisation | | | | | | | |
| | Protest strategies | | | | | | | |
| | Communal and government violence | | | | | | | |
| | Government Suppression. | | | | | | | |
| Reasons for Botha’s decision to negotiate, 1985–89 | The failure of Botha’s ‘total strategy’ | | | | | | | |
| | Economic Problems and the impact of international isolation | | | | | | | |
| | The effect Of the state of emergency | | | | | | | |
| Negotiation and compromise, 1989–91 | De Klerk’s new Course | | | | | | | |
| | The significance of Mandela’s release; | | | | | | | |
| | The unbanning Of political parties | | | | | | | |
| | The impact of unrest and violence | | | | | | | |
| | The dismantling of apartheid | | | | | | | |
| | CODESA 1991. | | | | | | | |
| A new political settlement, 1992–94 | CODESA negotiations | | | | | | | |
| | Nationalist divisions and communal violence | | | | | | | |
| | Constitutional Agreement and elections | | | | | | | |
| | The Government of National Unity | | | | | | | |
| | International recognition | | | | | | | |

Assessment Tracker

Target Grade: ____ Aspirational Grade: ____

| Date | Assessment Name / Essay Title | Mark/%/Grade |
|------|-------------------------------|--------------|
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What is this course about?

The twentieth century saw the expectations and aspirations of ordinary people increase tremendously. In particular, the experience of two world wars led people to question the political, social and economic environment around them. Alongside this, technological advancements and the development of mass communication provided the means to experience a better quality of life and to the rapid spread of political, social and cultural ideas. In some countries this would lead to communist-inspired revolution from below — as in Russia and China — although not necessarily ending in the equality and security originally envisaged. In others, existing political and social structures attempted to adapt to these desires. In the USA, and indeed in Britain, the quest for political, social and economic advancement saw reforms to existing structures. In those countries which had become subject to the rule of nineteenth-century European empires, people sought to overthrow political domination and discrimination, bringing an end to apartheid in South Africa. Route F focuses on the experiences of people fighting for rights and freedoms in the USA and South Africa.

The options in Route F are linked by the common theme of a search for rights, freedoms and greater equality during the twentieth century. In the USA, the quest for political, social and economic advancement mainly looked to reform existing structures. In South Africa, this quest led to more radical outcomes, bringing an end to the apartheid regime in South Africa.

Studying two different countries allows you to develop a greater understanding of both similarities and differences in the search for greater rights, freedoms and equality in the twentieth-century world:

In this route, you will; study:

Paper 1: In search of the American Dream: the USA, c1917–96

Paper 2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’.

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

This option comprises a study of South Africa during its transition from white minority rule in 1948 to the free elections of 1994; a long, and at times, dramatic process in which South Africa was transformed from an apartheid state into a multi-racial democracy: a ‘rainbow nation’.

The years 1948–94 saw the emergence of one of the great figures of the twentieth century: Nelson Mandela. His story of discrimination, resistance and imprisonment, followed by release and election as the President of South Africa in many ways mirrors the story of South Africa itself. However, the history of South Africa is a complicated one.

South Africa covers an enormous territory: from the Cape of Good Hope in the south to the Limpopo River in the north and the Atlantic Ocean to the west and the Indian Ocean

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

to the east. Consequently, the indigenous African population is made up of a wide variety of ethnic and tribal groups, including the San, the Xhosa and the Zulus, with many different languages. Added to this there are three other recognised major racial groups: whites, coloureds (mixed ethnic origin) and Asians/Indians.

In 1652 when the first Dutch settlers arrived at the Cape, their attempts to force the local African communities to work for them failed. This led both to an aggressive campaign against indigenous Africans as the Dutch moved inland and to the importation of slaves from the Far East (in the nineteenth century, labourers would also be brought over from India). This in turn led to discrimination and the beginnings of a society based on racial divisions.

British involvement in India led to a desire to take over the Cape from the Dutch. At the end of the Napoleonic Wars in 1815, they were formally given control. This led to another layer of tension, between the British and the descendants of the original Dutch settlers: known as Boers or Afrikaners. In 1834, after the British had abolished slavery, groups of Boers began to move north — *trek* — into territory as yet unclaimed by Europeans.

This would begin 70 years of conflict in which the British, the Boers and various African tribes would all fight each other for control of the territory. When diamonds, and then gold, were found inland as well, a further dimension was added to the conflict. By 1902, the British were the predominant power but the events of the Second Boer War (1899–1902) led to compromise with the Afrikaners and the continuation of discrimination against 'non-whites'.

In 1910, the white population was given self-determination: the right to control their own domestic matters. In 1948, as Africans across the continent clamoured for independence and majority rule, the white minority Afrikaner National Party won control of the country, promising to enforce 'apartheid'. Apartheid was a policy of systematic racial discrimination and segregation in every area of life: work, education, health, public transport, shopping and entertainment, even sitting on a beach. This was a system so complex that each racial group mentioned above was treated in a different way; a system which continued in some form until 1994.

This is why the history of 1948–94 being studied in Option 2F.2 is not just the straightforward progression that the story of Nelson Mandela may at first seem. It explains why the struggle to gain majority rule took nearly 50 years, why African nationalists were often bitterly divided, why the years 1990–94 were particularly traumatic and why the 'rainbow nation' still has many political, social and economic problems today.

The option is divided into the following four topics, though you will need to appreciate the linkages between topics, as questions may target the content of more than one topic.

Topic 1. The response to apartheid, c1948–59

Topic 2. Radicalisation of resistance and the consolidation of National Party power, 1960–68

Topic 3. Redefining resistance and challenges to National Party power, 1968–83

Topic 4. The end of apartheid and the creation of the 'rainbow nation', 1984–94

Content guidance

The focus of this unit is primarily on the nature and success of political resistance to the Afrikaner apartheid regime, and the reasons for the gradual demise of this regime in the years 1948–94. Students need to understand that, although the majority of opponents were supporters of African nationalism, the complex racial politics of South Africa meant that political opposition was not exclusively African or nationalist.

You will be required to place documentary extracts in their historical context, but the knowledge they will need to have will be central to that specified in the topics. Although the unit topics are clarified separately below, you need to appreciate the linkages between them since questions, including document questions, may be set which target the content of more than one topic. For example, students might draw on elements from Topics 3 and 4 to show understanding of the reasons for the failure of the National Party to maintain power or they might draw on content from Topics 1, 2, 3 and 4 to consider the changes in the resistance methods used by political opponents across the whole period.

| | |
|---|---|
| Topic 1. The response to apartheid, c1948–59 | <ul style="list-style-type: none">· Life in South Africa c1948: race, segregation and discrimination; urbanisation and industrialisation, including township life; rural society; Afrikaner culture and politics; the influence of Britain.· Reasons for the National Party victory 1948, including the impact of the Second World War, the growth of Afrikaner nationalism, and international pressures for change.· Codifying and implementing apartheid, 1948–59: strengthening the National Party; apartheid laws; pass laws and education; the Tomlinson Report and Bantustans; political suppression and the Treason Trial.· African nationalism, 1948–59: political opposition in 1948; the revival of the African National Congress (ANC); the Youth League and the Defiance Campaign; rural resistance; the Freedom Charter; the Pan-Africanist Congress (PAC). |
| Topic 2. Radicalisation of resistance and the consolidation of National Party power, 1960–68 | <ul style="list-style-type: none">· Resistance to apartheid and government reaction, 1960–61: peaceful protest; the Sharpeville Massacre and its significance; the banning of political parties and the state of emergency.· Creating a republic, 1960–61: Verwoerd’s aims; the significance of Macmillan’s ‘wind of change’ speech; a republic established, 1960–61; leaving the Commonwealth.· African nationalist radicalisation, 1961–68: moves to armed struggle; the ANC and Umkhonto we Sizwe; the PAC and Poqo; the Rivonia Trial and significance for Nelson Mandela; the impact of exile and imprisonment on the ANC and PAC.· Strengthening ‘separate development’, 1961–68: economic recovery, including international investment; developing the Bantustans; diplomatic ties; Vorster’s use of police powers and defence forces. |
| Topic 3. Redefining resistance | <ul style="list-style-type: none">· Black Consciousness and the Soweto uprising: Steve Biko and the South African Students’ Organisation (SASO); the mobilisation of school children; the Soweto Uprising, its |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| | |
|--|---|
| and challenges to National Party power, 1968–83 | <p>significance and suppression; the impact of the death of Steve Biko 1977.</p> <ul style="list-style-type: none">· The ANC re-strengthened: decline in the early 70s; internal reorganisation and external legitimacy; the role of Oliver Tambo; the global anti-apartheid movement.· Domestic challenges to National Party power, 1974–83, including political unrest, problems in the Bantustans, National Party division and scandal, economic pressures and the cost of defence commitments.· External pressures on National Party power, 1974–83, including political change in southern Africa, international condemnation and calls for economic sanctions, cultural and sporting boycotts. |
| Topic 4. The end of apartheid and the creation of the ‘rainbow nation’, 1984–94 | <ul style="list-style-type: none">· Revolt in the townships, 1984–87: the United Democratic Front and grassroots organisation; protest strategies; communal and government violence; government suppression.· Reasons for Botha’s decision to negotiate, 1985–89, including the failure of Botha’s ‘total strategy’, economic problems and the impact of international isolation, the effect of the state of emergency.· Negotiation and compromise, 1989–91: de Klerk’s new course; the significance of Mandela’s release; the unbanning of political parties; the impact of unrest and violence; the dismantling of apartheid; CODESA 1991.· A new political settlement, 1992–94: CODESA negotiations; nationalist divisions and communal violence; constitutional agreement and elections; the Government of National Unity; international recognition. |

Further clarification:

Topic 1: The response to apartheid, c1948–59

The topic covers the introduction of the apartheid regime after the election of the National Party in 1948 and the initial development of organised peaceful resistance. Students should understand the complex racial make-up of South African society and be aware that apartheid was the codification and extension of discriminatory policies initially established under direct British rule. They should be aware of the relationship of the Union of South Africa with Britain in 1948.

Students should understand the social, economic and political impact of the Second World War on support for the National Party and the ‘laager’ mentality created by international pressure for reform and growing anti-colonialism in the post-war period.

Students do not need detailed knowledge of individual apartheid laws but should be aware of how key laws collectively created official segregation of the different races in South Africa politically, socially, economically, culturally and territorially.

Students should be aware that there were a variety of political organisations resisting apartheid throughout the period of which the African National Congress, although the most significant, was just one. They should also understand the role played by women and youth in resisting apartheid throughout the period of the whole option.

Topic 2: Radicalisation of resistance and the consolidation of National Party power, 1960–68

The topic covers the period in which Afrikaner Nationalists broke away from British influence completely with the creation of a republic and extended their control further, and African nationalism responded with the move towards an armed struggle.

Students should be aware that from 1961 most non-white political parties were banned and of the consequence of this on their ability to organise politically. Students should also be aware of the extent of government control and political suppression, and the limitations on guerrilla activity within South Africa, despite the commitment to an armed struggle by the ANC and PAC.

Topic 3: Redefining resistance and challenges to National Party power, 1968–83

The topic covers a period of apparent decline for traditional African nationalism and the strength of Afrikaner nationalism. However, students should understand the impact of the demise of Black Consciousness and the death of Steve Biko and the reasons for the revival of the African National Congress. They should also be aware of the effects of external and domestic pressures on National Party power.

Students should be aware that Black Consciousness was a key feature of African nationalism in the early 1970s and understand the role of Steve Biko in mobilising young people.

Students should be aware of both the economic and psychological costs to white South Africa of the commitment to defend the borders of South Africa against African nationalism to the north. They should be aware of the impact of the collapse of Portuguese rule in southern Africa in 1974 and the independence of Zimbabwe in 1980.

Topic 4: The end of apartheid and the creation of the ‘rainbow nation’, 1984–94

The topic covers the period in which a concerted effort to destabilise the townships and the internal economy combined with international pressure resulted in the collapse of apartheid and the creation of a non-racial constitution and government for South Africa. Students should understand the relationship between the United Democratic Front and the ANC. Students should understand that the UDF used a variety of protest strategies, including economic.

Students should be aware of the economic cost to South Africa of international isolation and the impact of sporting and cultural boycotts on different elements of South African society.

The period from the release of Nelson Mandela to the elections of 1994 is one of complex political activity. Students do not need to have detailed knowledge of either the constitutional negotiations or the divisions within African nationalism, but should be aware of the extent to which these delayed and influenced the final agreement.

Students should be aware of the intensity and extent of violence experienced both as a result of government action and political disagreement during the years 1990–94.

What is expected of me in Year 12?

1) An organised folder with clearly marked sections.

We recommend organising your folder chronologically, lesson-by-lesson, using your **learning tracker** (see below). Your folder will be routinely checked for the following:

- ☐ Course booklet
- ☐ Folder is well organised with unit dividers
- ☐ Clear section marked for essays and improvements.
- ☐ Class notes are up to date
- ☐ Homework is up to date
- ☐ Learning tracker (knowledge checklist) is up to date.
- ☐ Assessment Tracker (in this booklet) is up to date
- ☐ Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record (in this booklet)
- ☐ Glossary is up to date, either in this booklet or as a separate marked section in folder)

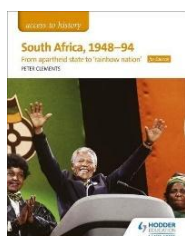
2) READ, READ and then READ some more.

- You **MUST** read and watch the titles specified by Edexcel!
- You should spend a minimum of 4 hours independent work per week for this unit - This is the minimum amount of time you should spend on the work and reading set by your teacher every week OR additional wider reading / research.
- You must record your findings and notes in your reading record or make notes, according to the task instructions; your teacher may set you specific questions with the reading they set you, or they may simply ask you to record notes under key headings. You should bring this to lesson to refer to. Your teacher will regularly check or ask you to share your reading with your class.
- If you fail to show **evidence** that you have completed your 4 hours work you will be required to complete 4 hours of work after school at a time organised by your teacher.

Top Tip

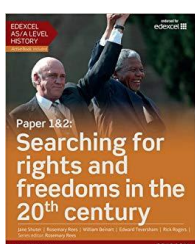
Your core textbook is a great place to start for essential reading **but this alone is not enough**. You should look to read as widely as possible as this will allow you to develop your understanding further.

The best **textbooks** to buy / access are:



1. Access to History: South Africa, 1948–94: from apartheid state to ‘rainbow nation’ for Edexcel Paperback – 27 Jul 2018

This book is endorsed by the exam board for this specification and covers our entire course. It is a better-written, **more accessible** textbook than below; the content is **better** explained and we will often use this in our lessons.



2. Edexcel AS/A Level History, Paper 1&2: Searching for rights and freedoms in the 20th century Student Book + ActiveBook (Edexcel GCE History 2015)

The exam board’s textbook is a great place to start for revision reading.



3. My Revision Notes: Edexcel AS/A-level History South Africa, 1948–94: from apartheid state to 'rainbow nation' Paperback – 26 Jan

Warning: This will not get you an A*-B as it is not detailed enough. However, as a *start* to your revision, or for those of you aiming for a C/D, this is a great revision guide with condensed content to revise.

4. **Use the reading list included in this course guide** for topic specific reading. Many of these readings will be set for homework (accessible as scans).

3) A proactive attitude to independent study.

Remember the course is completed 1/3rd in class and 2/3rds outside of class. This means YOU HAVE to work and read at home or in study periods. If you do not work and read at outside of class you will fail the course. Use the 5 R's to help you become a more independent learner:

1. **Research** (around the current topic/homework)
2. **Reading** (looking ahead and reading around the upcoming topic)
3. **Reviewing** (Checking over notes and filling any gaps)
4. **Responding** to targets, verbal and written feedback in class from teachers and peers
5. **Reflecting** (Thinking about areas you need support in, areas you are confident in and setting targets to make changes)

4) Be fully PREPARED for and ACTIVELY PARTICIPATE in lessons

- **Preparation** - If you are asked to prepare a task for a lesson you must complete it and arrive at the lesson with your completed work. You must always arrive at your lesson with your correct folder, textbook, reading record or any other preparation work you have asked to bring. It is not acceptable to arrive at a history lesson without the work you have prepared in advance. If you arrive without the prepared work you will not be able to participate in the lesson and will therefore be asked to leave the lesson to complete the preparatory work. You will then complete the lesson in a catch-up session organised by your teacher. This may be in lunchtime or after school or in a number of your free periods.
- **100% attendance.** If there is a valid reason why you cannot attend (e.g. a pre-booked medical appointment or a sports fixture) it is your responsibility to inform your teacher. They will then expect you to complete the work missed in school time on one of your free periods. It is not acceptable to book driving lessons or tests in lesson time.
- **Active involvement in lessons** - You must play an active and focused role in all lessons. The more you engage in discussion and activities, the more you will get out of the lesson. You must also never leave the lesson if there is something important that you feel you have not understood. Remember your teacher is there to help you understand and history can be difficult so ask questions if you are unsure.

5) Meet deadlines

You must meet every deadline set to you by your teacher. Your teacher will always ensure you have sufficient time to complete work set. If you are struggling to meet a deadline it is important that you speak to your teacher in advance and work out a solution to help you complete the work.

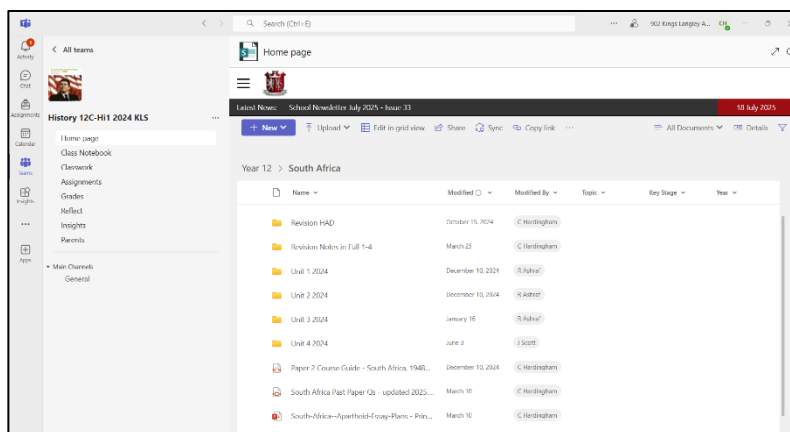
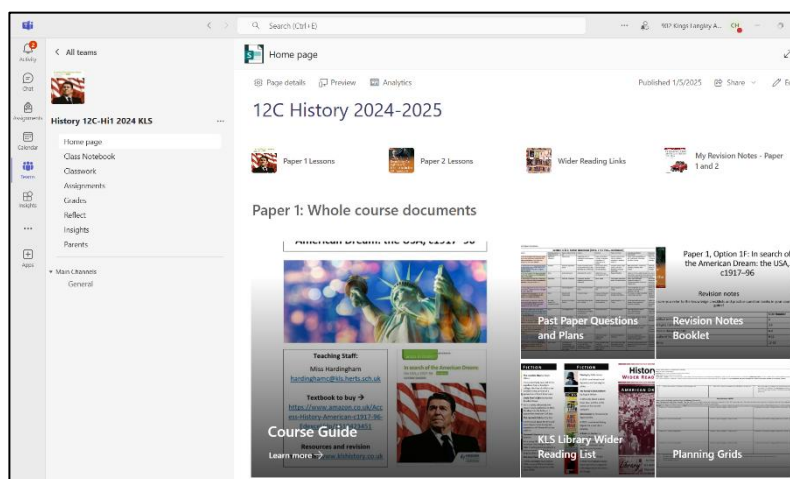
What support will I receive from my teachers?

- **Organised, engaging and challenging lessons**
Your teacher will lead lessons and will always make the objectives of the lesson and the tasks set accessible for all students. They will ensure you understand key concepts and know key factual information. They will teach you the skills you need to achieve your potential in history.
- **Regular assessment and feedback**
Your teacher will mark your work regularly and provide you with constructive feedback which will help you develop effective examination techniques.
- **Resources to support your independent study**

<https://www.klshistory.co.uk/>

As well as this course guide, there will be a **Team** for our course so that you can access:

- Lesson-by-lesson resources (if you're unsure of something in the lesson and you want to spend more time on it at home)
 - Assessment resources - Past paper questions, mark schemes and exemplar essays
 - Additional reading suggestions
 - Revision guides, resources and tools.
- **Individual support**
Your teacher is always available outside lesson time to give you support with any aspects of the course you are finding difficult. You must make an appointment to see them and they will always be willing to help.
 - **High expectations**
Your teacher will always have high expectations for you to help you work towards your target grade.



How does Paper 1 fit into the A Level?

| A level: Paper 1, Paper 2, Paper 3, Coursework | | | |
|--|-------------------------------|---|----------------------------------|
| AS: Paper 1 and Paper 2 | | | |
| Paper 1 | Paper 2 | Paper 3 | Coursework |
| 30% A level 60% AS | 20% A level 40% AS | 30% A level | 20% A level |
| External examination | External examination | External examination | Internal assessment |
| Breadth study with interpretations | Depth study | Themes in breadth with aspects in depth | Independently researched enquiry |
| Assessment Objectives 1 and 3 | Assessment Objectives 1 and 2 | Assessment Objectives 1 and 2 | Assessment Objectives 1 and 3 |



| | |
|----------------------|--|
| AO1 50–60% | 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 |
| AO2 20–30% | Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context |
| AO3 20–30% | Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted |

What is the difference between AS Level and A Level?

1. Content = same

The specified content knowledge is the same at both levels; however, the expectation at A Level is that you will be able to deploy this content knowledge with **greater specificity and in more depth**.

2. Exam objectives = same but wider range of concepts tested

At A Level, students are required to respond to a wider range of historical concepts (listed in AO1 criteria)

3. Questions and sources = harder wording and less choice at A2

Questions are **more complex and challenging** at A Level in question wording and formulation. The **wording** of questions will be less explicit and more complex. Questions may cover more than one theme and therefore require **more nuanced judgements**.

In section A (AO2), the **questions will be more challenging** and the **extracts are longer and more complex** in language and understanding.

4. Marking = less generous at A Level.

At A Level, **an additional fifth level is added to the mark scheme**, representing a requirement to demonstrate a higher order of understanding and competence in order to gain the highest marks. This means that fewer marks are credited at lower levels.

How will I be assessed?

- The examination lasts **1 hours 30 minutes** and is marked out of **40**.
- Students answer **two** questions: one from Section A (source analysis) and one from Section B (essay question).
- You should spend **50 minutes on Section A (including time to read and annotate the sources)**, and **40 minutes answering Section B**.
- Spend at least **2 minutes planning each essay before** you start writing.
- Stick carefully to your **structured plan**, and leave time for a **reasoned conclusion**.

| | |
|-------------------|---|
| Time and % | 40 marks (20%) 1 hour 30 |
| Section A | <ul style="list-style-type: none">• AO2 20 marks• 1 compulsory question evaluating 2 sources which is primary/contemporary to the period• Any Key topic may be targeted |
| Section B | <ul style="list-style-type: none">• As for AS except that the choice is 1 essay from a choice of 2.• AO1 20 marks: analysis and evaluation – may target any AO1 concept• Questions may relate to a single year/event or to longer periods |

Section A comprises one compulsory question for the option studied that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and target content specified in one or more *Key topics* for the relevant option. Questions will be based on two sources that together total approximately 400 words.

The question stem will always be:

‘How far can the historian make use of sources 1 and 2/ 3 and 4 together to investigate.....’

This invites you to inviting students to analyse the value and limitations of both sources. to compare both in conclusion.

- Sources will always be referred to as “source material”, rather than ‘extracts’ (paper 1).
- Sources will be contemporary to the period; sources can be written after the event specified in the question or may be from historians writing within period of study.
- For L4 and L5, you are expected to use sources together but there are no bonus points for cross referencing specifically
- You must evaluate reliability, utility and context; try to situate the source within the values of the society from which it is drawn in order to make judgements about the usefulness of the sources.

Section B comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in the *Key topics* for the relevant option. Questions may cross the *Key topics*.

Section A Mark Scheme (AO2)

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Each level descriptor has 3 strands:

- Analysis of source material
- Deployment of knowledge of the historical context
- Evaluating the material and reaching a judgement

| Level | Mark | Descriptor |
|-------|-------|--|
| 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, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2 | 4-7 | <ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3 | 8-12 | <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 inferences • Deploys knowledge of the historical context 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 utility 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 but with limited justification. |
| 4 | 13-16 | <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, although treatment of the two enquiries may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5 | 17-20 | <ul style="list-style-type: none"> • Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure 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 fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |

Section A (AO2) Level 5 criteria explained

| | | |
|---|-------|--|
| 5 | 17-20 | <ul style="list-style-type: none">• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure 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 fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
|---|-------|--|

1. Analysis of source material

- Have you interrogated the material, rather than simply repeated / re-described it?
- Have you shown *how* it can be used?
- Have you distinguished between information and opinion?

2. Deployment of knowledge of the historical context

- Have you selected and deployed knowledge with accuracy?
- Have you selected and deployed relevant and specific factual knowledge?
- Have you used this knowledge to illuminate or discuss the limitations of the content in the source material?
- Have you shown why it is necessary to place a source within its historical context? Is your understanding of this importance secure in your answer?

3. Evaluating the material and reaching a judgement

- Have you considered the weight of evidence in reaching your judgement?
- Have you considered the degree of certainty on which claims can be made?

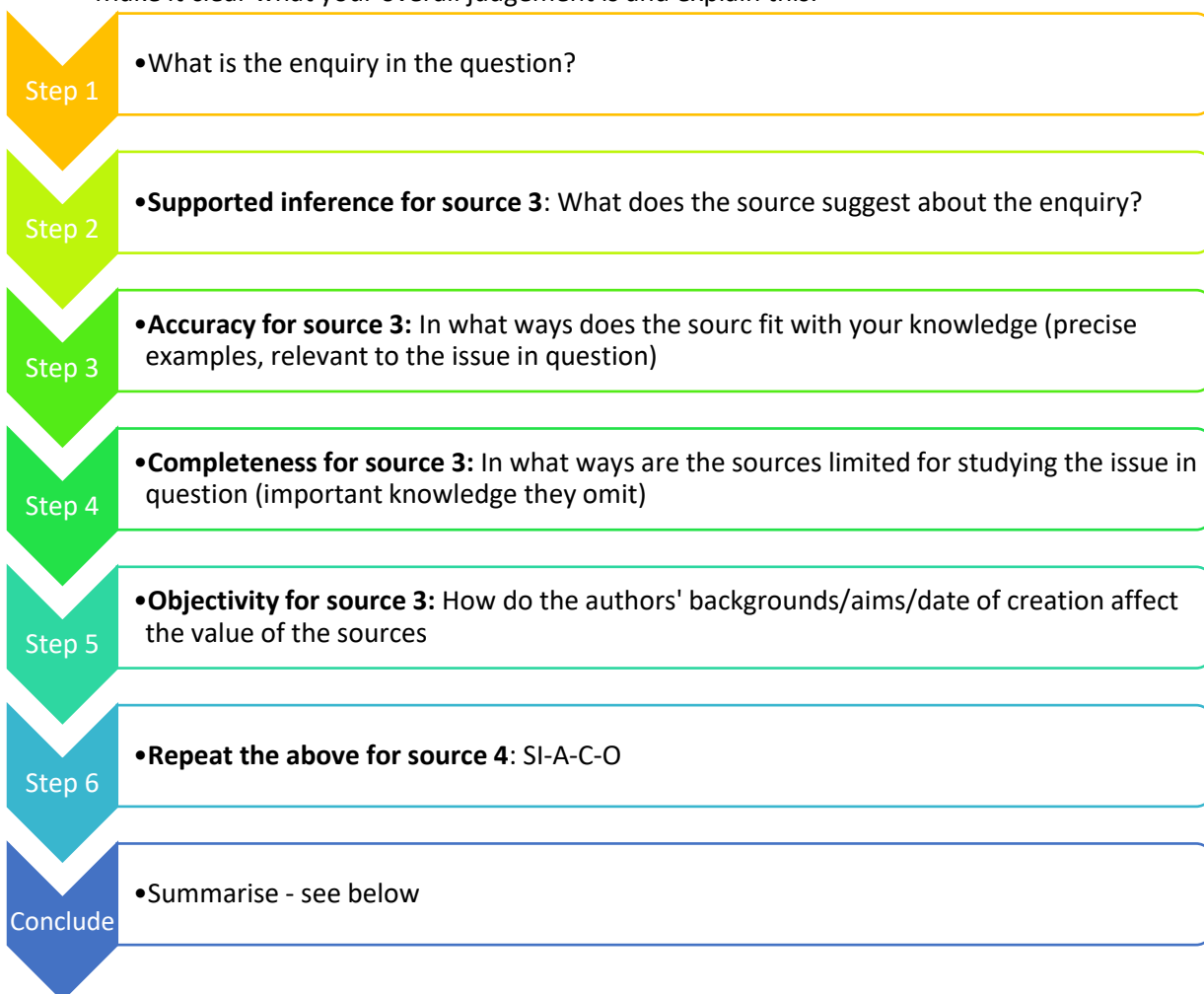
How to structure responses in Section A

5 minutes planning:

- 1) Identify the enquiry in the question
- 2) Annotate the sources - Annotate by identifying quotes, making inferences and adding brief own knowledge to either confirm details in the source, expand upon details in the sources or challenge the details in the source.
- 3) Plan your structure

Intro:

- Briefly outline the context/debate/issues in the investigation in the Q.
- Outline the sources' views on the enquiry
- Make it clear what your overall judgement is and explain this.



Conclusion

- Use clear criteria (accuracy etc) to assess how strongly the evidence the sources use support their views (compare sources 3 and 4 using each criteria in turn).
- Make a judgement
- Judge what they are useful for (e.g. showing fact or personal opinion, in depth or overall impression, public mood or official view, to challenge or support accepted views etc.)
- How useful were the sources as a whole, together? How useful to have sources which contradict/corroborate?

Section A (AO2) Level 5 criteria

| | | |
|---|-------|---|
| 5 | 17-20 | <ul style="list-style-type: none"> Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure 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 fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
|---|-------|---|

Assess the value of the source for revealing and

| Component | Stem |
|-------------------|---|
| Accuracy | <p><i>In terms of an enquiry into....., the source reveals.....</i></p> <p><i>It is accurate to suggest that....</i></p> <p><i>So the source is valuable in that it is accurate / typical for (or in light of)</i></p> |
| Comprehensiveness | <p><i>In terms of an enquiry into....., the source is not comprehensive of</i></p> <p><i>/ is limited by its omission of....</i></p> <p><i>Indeed.....</i></p> <p><i>So this means that the source is not comprehensive for / in</i></p> |
| Objectivity | <p><i>In terms of an enquiry into....., the source is made more valuable / useful to an historian due it origin / purpose / provenance....</i></p> <p><i>The purpose of the source was to....</i></p> <p><i>So this gives the source greater value for.....</i></p> |




Main body paragraphs:

| | | | | | |
|---|-------------|-------------------|----------|-----------|------------|
| 1 | In terms of | Accurate | For | Indeed | So |
| 2 | In terms of | Not comprehensive | Omission | Indeed | So |
| 3 | However | Because | Intended | Portrayal | Useful for |

Planning Grid - *Use this for planning every source essay*

| | | |
|--|----------|----------|
| Intro | | |
| STEP 1: Enquiry | Source 3 | Source 4 |
| STEP 2: Supported inferences about the message | | |
| STEP 3: ACCURACY In what ways does the sources fit with your knowledge (precise examples, relevant to the issue in question) | | |
| STEP 4: COMPLETE? In what ways are the sources limited for studying the issue in question (important knowledge they omit) | | |
| STEP 5: Objectivity How do the authors' backgrounds/aims/date of creation affect the value of the sources NATURE ORIGIN PURPOSE (evaluate) | | |
| Conclusion – MUST address use together | | |

Key Words: Historical sources

| Word or concept | Never heard?  | Partly confident?  | Confident and can explain it? Write your ideas below.  |
|------------------------|---|--|---|
| 1. Historical source | | | |
| 2. Utility | | | |
| 3. Supported inference | | | |
| 4. Accurate | | | |
| 5. Comprehensive | | | |
| 6. Nature | | | |
| 7. Origin | | | |
| 8. Purpose | | | |
| 9. Evaluate | | | |
| 10. Provenance | | | |
| 11. Objective | | | |
| 12. Subjective | | | |
| 13. Propaganda | | | |
| 14. Romanticised | | | |
| 15. Omit | | | |
| 16. Selective | | | |
| 17. Satire | | | |

Key Misconceptions

| Statement | True or false? |
|--|----------------|
| 1. The point of view given in the source is comprehensive and of all views and opinions at the time. | |
| 2. Sources are depositories of information; historians are looking for facts. | |
| 3. Edexcel will give you sources with lots of facts in them | |
| 4. Sources give an objective account of events | |
| 5. Sources are less useful if they have facts missing. | |
| 6. Exaggerated one-sided sources are limited and therefore not valuable to historians at all | |
| 7. The most useful sources are often the most extreme and exaggerated | |
| 8. One-sided sources can help us to understand people's opinions in the past, especially if written for an audience, which would confirm that the author thought some would agree with their point of view | |
| 9. Exaggerated language and tones are often reflective of public opinion or a particular point of view at a time | |
| 10. Exaggeration (also called hyperbole) is a literary technique which involves over emphasising something to cause a more effective response in the reader. Exaggeration can elicit agreement, even amusement, from the reader. | |
| 11. It is a good idea to use the word 'biased' in a history essay; this would get you marks. | |
| 12. "It is useful because the writer is a witness and was there at the time"; this statement would get you marks. | |
| 13. In a source question, listing and explaining inferences will help you gain marks. | |
| 14. Sources are only useful if they are reliable | |
| 15. Newspapers/magazines can show us what ideas were popular at the time; they can reflect popular opinion and attitudes | |
| 16. Sources will always lie in some way | |
| 17. All sources are one-sided in some way or another because they are created / written by human beings | |
| 18. To say the content of a source is accurate means that it fits with what you already know. | |
| 19. To say the content of a source is not comprehensive means that it is not complete / doesn't address all of the problems or aspects of the topic. | |
| 20. Every source is selective in some way | |
| 21. A source is objective if it looks at one side of the argument or is narrow in its point of view; all sources do this | |
| 22. A source is subjective if it looks at one side of the argument or is narrow in its point of view; all sources do this | |
| 23. The most useful sources are balanced and objective, accurate and comprehensive | |

What does this essay look like?

Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2 How far could the historian make use of Sources 3 and 4 together to investigate the importance of F W de Klerk in the process of dismantling apartheid in 1990?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

Sources for use with Question 2.

Source 3: From F W de Klerk, *The Last Trek – A New Beginning, The Autobiography*, published 1998. Here he is recalling the speech that he made to the South African Parliament, 2 February 1990, in which he announced his decision to unban opposition groups and free Nelson Mandela.

I awoke with a sense of destiny. I knew that my speech would begin a new era. I could not be sure of the success of my government's initiative. The test would be the reaction of the media, the leaders whom we wanted to involve in negotiations, the international community and the public.

Half my speech would be in English and half in Afrikaans – but I decided to make the announcements that I knew would have the greatest local and foreign impact in English. 5

When I made the most important announcements in the speech, there was clear support and excitement from the ranks of the National Party, the Democratic Party and the members of the Coloured and Indian chambers. The only dissenting voices came from the Conservative Party. 10

I had achieved my objective of convincing both friends and foes that the National Party had made a fundamental policy shift.

The one matter that had raised the greatest expectations, and that I had deliberately played down in my speech, was the release of Nelson Mandela. It was crucially important that the fundamental decisions we had taken should not be overshadowed by an announcement on Mandela's release. 15

During my first meetings with Mandela after his release, we accepted one another's integrity. We realised that we both bore the responsibility for ensuring that there would be a negotiated settlement and we were both committed to carrying it out. 20

Source 4: From Hugo Young, *Frontiers of a New Land*, published 1990. Young was a journalist for the left-leaning British newspaper, *The Guardian*. He wrote this report following a visit to South Africa three months after Mandela was released.

I was sceptical of British claims that a meeting between President de Klerk and Mrs Thatcher* in June 1989 was of crucial importance. A week in South Africa showed me its importance. Thatcher explained to de Klerk that she couldn't keep up her anti-sanctions position for ever. Unless there was some reform, South African society would only be sustainable using armed force. De Klerk had the courage and intelligence to get the message. 25

De Klerk's shift in policy has not been a vast political risk. It has its white supporters. Moving to end apartheid is a relief to a lot of modern Afrikaner politicians, who are now prepared to confess that they have been unhappy with it for years. 30

De Klerk has finally wiped out the ideology of white supremacy. Some people are naïve enough to think that this automatically means the agreed end of white domination. That's far from certain.

De Klerk says that constitutional apartheid will soon be entirely eliminated. My reporting shows that actual apartheid, petty or grand, is far from gone. The promises about the laws remain to be fulfilled in practice. However, this modest start, with little given away, has already done a lot for South Africa's image. Its status as an outcast nation is ending. 35

*Mrs Thatcher – the British prime minister

Question 2

Some strong answers were seen to this question, where candidates confidently interrogated the sources and used them together to develop a strong analysis and evaluation. It is important that candidates read the question carefully. A number of responses were seen that criticised the sources for only focusing on 1990, when that was precisely what the question was asking candidates to do. Other candidates saw this question as an opportunity to write an answer based on why apartheid ended, with only limited consideration of what weight could be attached to the sources when examining the importance of de Klerk. It is equally important that candidates look carefully at the caption of the sources and use the information provided appropriately. Source 3 makes it clear that de Klerk is recalling a speech that he had made in 1990 eight years later, but many candidates wrote as if this source was the actual speech. Candidates tended to use source 3 more effectively than source 4. In source 4, many candidates picked up on the reference to Thatcher and correctly discussed the role of international pressure as an alternative influence on the dismantling of apartheid. However, a significant minority of candidates suggested that Young was arguing that de Klerk was entirely unimportant.

Sources 3 and 4 display varying levels of appreciation for the impact of de Klerk's reforms for the dismantling of apartheid. Whilst there is significant scepticism, particularly from Source 4, that de Klerk really had a significant impact on the dismantling of apartheid, broadly there is consensus between the two on this topic. In this consensus lies the sources' primary value to the historian; whilst coming from different origins, they agree that de Klerk's reforms amounted to a 'fundamental policy shift' for the National Party. Taken together, therefore, sources 3 & 4 are very useful for an historical investigation into the importance of de Klerk in the process of dismantling apartheid in 1990.

Source 3 is incredibly useful for the historian in investigating the impact of de Klerk on the process of dismantling apartheid. Firstly, it is from de Klerk himself, and would therefore have ~~provide~~ a very useful assessment of the impact of the author. It focuses primarily on a very significant speech made by de Klerk, whilst President, in February 1990.

It should be noted, though, that an autobiography may have a tendency to focus on an individual's positive impacts rather than their failures or missteps. Source 3 reveals that de Klerk felt as though his most important move (the one that 'raised the greatest expectations') was the release of Mandela in February 1990. Indeed, this was one of De Klerk's most important moves in the year 1990; his release of Mandela (and other political prisoners) signalled to the world and to South Africa that the National Party was making a 'fundamental policy shift'. Another way in which the source illuminates de Klerk's significance is in how it describes the 'meetings with Mandela', which indicates that the groundwork de Klerk laid in developing negotiations was very important. Indeed, initially the ANC / NP relationship was civil; ~~between the two~~ the leaders 'accepted one another's integrity' and were able to get negotiations off the ground. In these ways, Source 3 is very useful for an investigation into the importance of de Klerk in dismantling apartheid in 1990.

Source 4 is also useful for such an ~~historical~~ historical investigation, but for different reasons. It comes from a journalist's ~~book~~^{report}, published in the year in question, who was aiming to provide a

clear and factually accurate appraisal of the significance of de Klerk and the extent of progress, as journalists do. Firstly, Source 4 deals with how suitable de Klerk was personally for dismantling apartheid. It claims de Klerk 'had the courage and intelligence to get the message', and this is convincing. Certainly, de Klerk was personally suited well to his task of dismantling apartheid. He was well-liked within his party, respected by his political opponents (particularly the ANC and particularly in the aftermath of his February 1990 speech) but most importantly he understood the gravity of the situation in South Africa. ~~In this way, his personal traits.~~ The source also touches upon the actions de Klerk took in 1990. It details a 'shift in policy' that he took and that this policy was to '[move] to end apartheid'. Most significantly, it claims 'de Klerk says that constitutional apartheid will soon be ~~the~~ entirely eliminated. Whilst it expresses scepticism about this claim, this is only because of its timing (being written in May 1990), before de Klerk delivered on this promise by removing acts like the Group Areas Act and the Population Registration Act later in the year. In this way, Source 4 is incredibly useful for an investigation into the significance of De Klerk in the process of dismantling apartheid in 1990.

Taken together, though, the sources are at their most useful. There is revealing consensus between them on a number of key issues relating to de Klerk's importance. Firstly, both sources agree that de Klerk was responsible for a 'fundamental policy shift' - source 4 even goes as far as describing this shift as a 'wiping out of the ideology of white supremacy'. There is little doubt, in fact, that de Klerk did change South African history - the National Party's policy went from being one of gradual, piecemeal reform under Botha to wholesale, fundamental reform under de Klerk, such as the unbanning of the ANC, PAC & SACP in 1990. Both sources also detail the 'relief' from 'modern Afrikaner politicians' that followed de Klerk's reforms. This suggests that another aspect to de Klerk's importance is how he was able to get white South Africa on-side with his reforms. Indeed, a referendum conducted revealed that 68% of whites were in favour of a new political settlement. The sources' origins are significant here; that they come from opposite sides of the argument (one from de Klerk and one vaguely critical of him, although only because of its publication date) and still agree on these points indicates to a high degree of certainty that de Klerk was very important for dismantling

apartheid in 1990. Thus, the sources are useful together.

In conclusion, sources 3 & 4 are very useful for the historian to investigate de Klerk's importance in dismantling apartheid. Individually, they reveal how he released Mandela, made 'fundamental policy shifts' and more. Taken together, though, the sources support one another's arguments and indicate how de Klerk gathered significant white support & changed NP policy. Therefore, the sources are very useful for the historian to investigate the dismantling of apartheid in 1990.



This is a strong level 5 response. The answer stands back from the sources and interrogates them with discrimination and confidence. The claims made by the sources are tested as part of the evaluation of the sources and such arguments are well supported by the use of relevant contextual knowledge.

Study Sources 6 and 7 (Pearson textbook, Chapter 2, page 314).

How far could the historian make use of Sources 6 and 7 to investigate the reasons behind the Sharpeville Massacre in 1960?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context. (20 marks)

SOURCE 6

From The Shooting at Sharpeville: the Agony of South Africa written by the Anglican Bishop of Johannesburg, Ambrose Reeves, and published in 1961.

The real crux of the police complaint about the crowd seems to be that the crowd were lacking in that respect and humility which the police apparently expect from their African fellow-citizens. There was, of course, a little police evidence that some of the crowd were waving sticks. Moreover, the police evidence is contradicted by the experience of at least three white men who passed among or through the crowd at one o'clock or shortly after one o'clock, namely, Berry the *Drum* photographer, Hoek the *Rand Daily Mail* photographer, and Labuschagne the superintendent of the Sharpeville Township. Berry walked through the crowd to the fence. The crowd seemed to him to be friendly. Hoek did not get out of his car, but he stopped among the crowd near the Police Station. He thought the crowd was noisy and excitable but he saw no signs of hostility. Labuschagne was the personification of officialdom and authority responsible for the practical application of the pass laws. He had been standing quietly for an hour or more with Captain Coetzee's men, but at about one o'clock he decided to leave them and to enter the Police Station.

SOURCE 7

This report appeared in the British left-of-centre newspaper, The Guardian, with the headline 'Dozens killed in Sharpeville' on 22 March 1960, the day after the shootings.

"I don't know how many we shot," said Colonel Piernaar, the local police commander at Sharpeville. "It all started when hordes of natives surrounded the police station. My car was struck by a stone. If they do these things they must learn their lesson the hard way."

An official at Vereeniging hospital put the casualties at 7pm to-night at 56 dead and 162 injured. A great roar echoed across the square as 60 police, carrying Sten guns, riot sticks and revolvers, left the vehicles and faced the crowd.

Suddenly, the Africans turned about screaming and ran from the police, who waded into them, striking out with their sticks. As the police advanced, a barrage of stones, sticks, and bottles rained on them and the crowd from surrounding buildings. The police returned to their vehicles and were followed slowly by the crowd.

A fresh barrage of stones struck the policemen, some of whom picked them up and hurled them at the crowd. Africans yelled at the police, "Cowards" and "Kill the white men." The first African was shot dead after the police had been stoned. The Africans retaliated, causing casualties among the police. The police then opened fire with sub-machine-guns, Sten guns, and rifles, and eyewitnesses said that the front ranks of the crowd fell like ninepins.

Mangled bodies of men, women and children lay sprawled on the roadway in the square. One policeman described the scene as like a world war battlefield. The police seemed to be rather shocked at the scene.

L5 Exemplar

Both sources offer insights into the causes of the Sharpeville Massacre, but they differ in their levels of accuracy, comprehensiveness, and objectivity. A historian could use them to investigate differing interpretations of the event, namely perspectives of the causes and framing of the Sharpeville Massacre. Source 6 is valuable in that it is accurate and comprehensive in depicting the peaceful nature of the protest and underlying racism in police response. Source 7 is more limited in completeness and accuracy but is useful in showing how the event was first framed to international audiences. Together, they provide contrasting narratives that are both essential for an historian investigating the event.

The overall message of Source 6 is that the police justification for shooting the protestors at Sharpeville was unfounded and rooted in racist attitudes. This is supported by Reeves' observation that "no policeman was injured and no police vehicle was damaged," which directly challenges claims of violent provocation. In terms of an enquiry into the reasons behind the Sharpeville Massacre, the source reveals the widespread and institutionalised contempt white authorities had for peaceful Black protestors.

The source is accurate to suggest that the protest was peaceful and that police expectations were shaped by racist norms. Reeves reinforces this by citing the experience of white eyewitnesses, such as journalists and township officials, who saw no threat in the crowd. This matches the 'Truth and Reconciliation Commission' findings decades later, which also concluded that the protest was non-violent and the use of force was unjustified. So, the source is valuable in that it is accurate in describing how white state authorities perceived Black resistance during apartheid and how such perceptions contributed to disproportionate responses.

In terms of an enquiry into the motives behind police violence, Source 6 is also comprehensive in describing the nature of the protest and the crowd's behaviour. Reeves includes references to both African and white observers, offering a more inclusive view of the event. He also reflects on systemic attitudes, noting that police felt the crowd "were lacking in that respect and humility" expected from African citizens. Indeed, this provides insight not only into the events of the day but also the long-term structural racism underpinning apartheid policing. It is significant that Reeves was forced into exile later in 1960, which reflects the regime's hostility to his criticisms and indirectly supports the credibility of his claims. So, the source is comprehensive for understanding both the immediate causes and wider ideological context behind the massacre.

The overall message of Source 7 is that the Sharpeville protest escalated into a violent confrontation in which the police felt compelled to shoot. This is seen in the opening line, "If they do these things, they must learn their lesson the hard way," portraying the protestors as aggressors. In terms of an enquiry into how official narratives framed the massacre, the source reveals how authorities justified their actions and how Western media initially

accepted these justifications without scrutiny.

It is accurate to suggest that police forces used lethal violence, as confirmed by the statement that “the front ranks of the crowd fell like ninepins.” This aligns with medical and mortuary reports that showed 69 people were killed, many shot in the back, suggesting they were fleeing. However, the source also claims that the Africans launched a “barrage of stones,” a detail that is contradicted by photographic evidence and independent accounts. So, the source is not fully accurate in its account of crowd behaviour and should be used with caution.

In terms of an enquiry into how the massacre was reported internationally, the source is limited by its omission of context about the pass laws or the PAC’s campaign. The report focuses almost entirely on the confrontation and its aftermath without exploring why the crowd had assembled. In fact, the protest was part of a coordinated anti-pass law campaign led by the Pan Africanist Congress, which had called for nonviolent mass surrender of passbooks. So, this means that the source is not comprehensive in explaining the causes of the massacre and needs to be supplemented with additional material.

The purpose of the source was to inform readers of a breaking international news story, and its reliance on official police statements reflects the urgency of publishing rather than analytical depth. In terms of an enquiry into how public opinion was shaped, the source is made more useful due to its origin as a contemporary Western news outlet. This gives the source greater value for understanding how initial narratives often echoed colonial and apartheid ideologies before later reassessments, especially before sustained global condemnation of apartheid in the later 1960s and 1970s.

In conclusion, both sources provide useful perspectives into the causes and framing of the Sharpeville Massacre. Source 6 is valuable in that it is accurate and comprehensive in depicting the peaceful nature of the protest and underlying racism in police response. Source 7 is more limited in completeness and accuracy but is useful in showing how the event was first framed to international audiences. Together, they provide contrasting narratives that are both essential for an historian investigating the events of 21 March 1960.

Section B Mark Scheme (AO1)

Target: AO1: 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.

Each level descriptor has 4 strands:

- Exploration and analysis of key issues
- Deployment of accurate and relevant information (knowledge)
- Reaching a judgement overall
- Organisation and Communication

| Level | Mark | Descriptor |
|-------|-------|--|
| 1 | 1-3 | <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 | 4-7 | <ul style="list-style-type: none"> • There is limited 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 substantiation 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 | 8-12 | <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 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 and precision. |
| 4 | 13-16 | <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, although treatment of issues may be uneven. • 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 and precision |
| 5 | 17-20 | <ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained 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 respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |



L5 explained: For section B, you must have C, D, E and F!

| | | |
|---|-------|---|
| 5 | 17–20 | <ul style="list-style-type: none"> • <u>Key issues relevant to the question</u> are explored by a <u>sustained analysis of the relationships between key features of the period</u>. • <u>Sufficient knowledge</u> is deployed to demonstrate <u>understanding</u> of the demands and conceptual focus of the question, and to <u>respond fully</u> to its demands. • <u>Valid criteria by which the question can be judged</u> are <u>established and applied</u> and their <u>relative significance evaluated</u> in the process of <u>reaching and substantiating the overall judgement</u>. • The answer is well <u>organised</u>. The argument is <u>logical</u> and <u>coherent throughout</u> and is communicated with <u>clarity and precision</u>. |
|---|-------|---|

1. Exploration and analysis of key issues - Conceptual focus (the shape of your essay)

- Have you analysed the key features of the period (specified or suggested) in relation to the focus of the question consistently throughout the essay?
- Have you addressed a range of relevant factors?
- Are you sticking to the topic focus; i.e. are your points relevant and valid? Are you consistent?
- Is your understanding of the topic holistic; i.e. have you made links?

2. Deployment of accurate and relevant information (knowledge) - Detail

- Have you selected and deployed knowledge with accuracy?
- Have you selected and deployed relevant knowledge?
- Is the knowledge you have selected and deployed in depth?
- Have you selected and deployed a range of points and detail? (i.e. more than one factor/event and selected from across the chronology demanded by the question?)

3. Reaching a judgement overall - Judgement (Established and Evaluated)

- Have you thoroughly substantiated your evaluation and made a judgement based on consistently and thoroughly applied 'valid criteria', such as:
 - Factors (causes, consequences, etc.) that were superficial vs deep and underlying?
 - Short-term vs long term vs trigger factors?
 - Factors that had wide vs narrow impact / significance/effect?

4. Organisation and Communication - Formed to fit and support an argument

- Is your argument clearly organised addressing one factor / point per paragraph?
- Is your argument logically organised to support your argument?
- Is your argument coherent? (i.e. Have you full explained your argument in the introduction then consistently applied and referred to in each paragraph?)
- Have you communicated your argument precisely and with clarity using specific language and key words?

What are the top tips for **SUCCESS** in Section B (AO1)?

1. RESPOND TO THE PRECISE WORDING OF THE QUESTION

In order to help you understand what the question is asking you to do, the first thing you should do is read the question and look for these 3 foci:

- **Topic focus** (the topic of the question)
- **Conceptual focus** (the 2nd order historical concept of the question)
- **Chronological focus** (the time period of the question)
- **Adjectival/adverbial qualifier**: these are specific words in the question and they expect you to respond to and challenge. i.e. if they use the word 'transformed' or ask about '**fundamental features**' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement.

2. PLAN YOUR JUDGEMENT CAREFULLY AND STATE THIS IN YOUR INTRODUCTION

Writing an introduction should be the HARDEST part of writing an essay. If it's not, you haven't planned properly or have regurgitated a previous essay. You should always:

1. Address the question, including any specific language used.
2. State the 3-4 **factors** you will address
3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.

3. STATE YOUR 'VALID CRITERIA' EXPLICITLY IN YOUR INTRO, LINKS AND CONCLUSION

- Valid criteria = How have you made your decision? Valid criteria consider the relative importance of factors and the weight applied to these in reaching a judgement.
- You must be specific in your language when explaining how you have weighed up the relative importance of factors (e.g. underpinning cause, trigger, fatal combination etc). For example:

'I chose this pair of trousers. It was the best.'

= Level 2 - A judgement given, with justification asserted.

'I chose this pair of trousers because it suited me best.'

= Level 3 - A judgement with some justification, but without the evidence of valid criteria being applied.

'I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit round the waist and the right length at a price of which I could afford.'

= Level 4 and 5 - Exemplifies the use of criteria for overall judgement and with justification.

- The selection of the criteria used will be dependent upon the nature of the question being asked. For example, a 'main consequence' factor question would probably require criteria that weigh up the relative importance of effects, and a 'significance' question would need a discussion of criteria related to impact.

4. EVIDENCE NEEDS TO BE DETAILED, SPECIFIC AND COVER THE FULL RANGE OF THE QUESTION.

If you asked about 1865-90, for example, you should aim to include examples from across the period, rather than just 1865-75.

5. EXPLAIN THE IMPACT AND RESULTS OF YOUR EXAMPLES – HOW AND WHY?

It is not enough to say 'therefore this led to problems for race relations, if you don't say HOW AND WHY - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – *This led to..... As a result....*

6. REFER BACK TO YOUR JUDGEMENT AND THE QUESTION AND LINK BETWEEN YOUR FACTORS (PEEL). This is a must for Level 3 (D-C grade). E.g. *However, the factor of....would not have caused a threat had it not been for Without the factor of.... IfHad it not been for....*

7. STRUCTURE YOUR ANSWER ACCORDING TO THE QUESTION TYPE – see below!!

- Cause, Consequence or significance = compare the importance of 4 factors and give a most important that links the other 3 / by weighing up.
- Change and continuity OR similarity and difference = compare *within* 4 factors (=8 mini PEELS) to support your balanced judgement

How do I structure my answer in Sections B?

| Concepts | Tricky wording | Suggested structure |
|---|--|---|
| <p>Change / Continuity</p> <p>How far things stayed the same over time.</p> | <p>Transformation</p> <p>Improve</p> <p>Radically change</p> <p>Major changes</p> <p>Maintained</p> | <p>Introduction. X was certainly transformed to some extent. However it could be argued that there were limitations to these changes and that there was much continuity.... Address the wording of the question.</p> <p>4 factors: For each factor address change and continuity: e.g. X was certainly changed to a great extent However it is suggested that these changes were limited to some extent...; changes in these aspects were at best slow..... However this is not to suggest that gradual change was not emerging...</p> <p>Conclusion Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how far it could be considered a transformation.</p> |
| <p>Similarity / Difference</p> <p>How alike are two situations, policies, people or processes</p> | <p>More effective than</p> <p>Remain in place</p> | <p>Introduction. X certainly had many similarities with Y in this period. However it is argued that the differences became more significant and indeed were more prominent over the period.</p> <p>4 x factors – discuss similarity and difference in each</p> <p>There was certainly some similarity in X during the years However this is not to suggest that gradual change was not emerging...However it is argued that X had significant differences during the period that grew over time.... It is suggested that these changes were more prominent by...</p> <p>Conclusion Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how the balance of similarity and difference differed over time.</p> |
| <p>Causation / consequence</p> <p>The reasons why something happened / The results of an event, policy, decision or process.</p> | <p>Most important reason for</p> <p>Arise from</p> <p>Driven by</p> <p>Responsible for (To what extent does...)</p> <p>explain...</p> <p>In the creation of...</p> | <p>Introduction. W certainly made a significant contribution to Q, along with X, Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, was the most significant factor.</p> <p>4x PEEL factors W made a significant contribution to Q.....however it was not sufficient to cause Q without X, Y and Z because..... Its overall contribution was to provide an important stimulus by...</p> <p>W, Y and Z also made a significant contribution to Q. (3 x PEEL)however it was not sufficient to cause Q without W / X / Y / Z because. Its overall contribution was to provide an important stimulus by...</p> <p>Z was the most significant cause..... however it was not sufficient to cause Q without W, X and Y because..... Its overall contribution was to provide an important stimulus by...</p> <p>Conclusion The essential interaction of factors along with their relative significance is finally commented upon and conclusions drawn.</p> |
| <p>Significance</p> <p>Relative importance</p> | <p>More important than</p> <p>Fundamental to</p> <p>More significant than</p> <p>A greater threat than</p> | <p>As above!</p> |

What are 'Valid Criteria'?

On the mark schemes for all the new Edexcel A-Level papers, there is a requirement to **establish and use criteria** in your judgements. This just means showing the examiner how you can **measure the extent** of something.



But this is not hard to do - it simply means *being clear about the reasons* for the judgements you make! Here are some thoughts for how you can do this

Change/Continuity, Significance, and Similarity/Difference criteria (to judge the extent)

- * Amount of people affected – consider social class, geographical spread, age and gender
- * Length of change or impact – short or long term?
- * Deep difference or lots of progress compared to previous situation – eg: in attitudes or policies
- * Speed or pace – happened quickly or slowly over time?
- * Effectiveness – accepted or resisted?
- * Level of threat to the status quo

Consequence criteria (to judge the most significant consequence)

- * Speed or pace – effects happened quickly or slowly over time?
- * Effectiveness – accepted or resisted? Achieved aims?
- * Coherence/consistency – stayed the same or adapted?
- * Lead to or connected to other effects



Causation criteria (to judge the most significant cause)

- * Connections to other causes
- * Presence in a range of factors
- * Level of threat to the status quo
- * Trigger – present for a short time, but without it the event or change may not have happened when it did
- * Underlying – present for a long time and created the conditions for an event or change to happen

The criteria you use will *depend on the conceptual focus* of the questions and the topic focus

Don't overdo it – keep to *around 3 criteria* for any one question

For some questions, you *could structure your answer* around the criteria

In reaching a judgement, you should also evaluate the **relative significance** of criteria – for example in judging the extent of change you might conclude that something which affects all social classes is more significant than something that lasts a long time (or vice versa!)



Planning grids should be completed for *every* essay

Comparative

| | | | |
|---|---|---|---|
| <p>Decode the question: write down the q, underlining the following:</p> <ul style="list-style-type: none"> • Topic focus (the topic of the question) • Conceptual focus (the 2nd order historical concept of the question) • Chronological focus (the time period of the question) • Adjectival/adverbial qualifier: these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word 'transformed' or ask about 'fundamental features' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement. For a comparative question, this might be a word to show extent, quantity or severity e.g. 'disaster'. | | | |
| Intro (this should be the hardest part of the essay) | 4. Address the question, including any specific language used. | 5. State the 3-4 aspects of comparison you will address – <i>In terms of...</i> | 1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use <u>valid criteria</u> to explain comparison. E.g. pace of change, range of change in affecting the population, degree of impact etc. |
| <p>Body of the essay – 6-8 PEELs</p> <ul style="list-style-type: none"> • Evidence needs to be detailed, specific and cover the <u>full range</u> of the question. • Explain the impact and results of your examples – how and why? It is not enough to say 'therefore this led to problems for X, if you don't say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – <i>this led to.... As a result....</i> • Link back to your judgement and the question and link between your points. This is a must for level 3 (d-c grade). E.g. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... Ifhad it not been for....</i> | | | |
| Comparison 1 – <i>In terms of...</i> | Change / For / Positive / Similarity PEEL | Continuity / Against / Negative / Difference PEEL | Vocabulary to show extent of change / difference / positive / agreement |
| Comparison 2 – <i>In terms of...</i> | Change / For / Positive / Similarity PEEL | Continuity / Against / Negative / Difference PEEL | Vocabulary to show extent of change / difference / positive / agreement |
| Comparison 3 – <i>In terms of...</i> | Change / For / Positive / Similarity PEEL | Continuity / Against / Negative / Difference PEEL | Vocabulary to show extent of change / difference / positive / agreement |
| Comparison 4 – <i>In terms of...</i> | Change / For / Positive / Similarity PEEL | Continuity / Against / Negative / Difference PEEL | Vocabulary to show extent of change / difference / positive / agreement |
| Conclusion | <p>1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.</p> <p>2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. pace of change, range of change in affecting the population, degree of impact etc.</p> <p>3. Explain your judgement of extent</p> <p>4. Use the language of extent.</p> | | |

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Factor Qs: Causation

| | | | |
|---|--|--|--|
| Decode the question: write down the q, underlining the following: <ul style="list-style-type: none"> • Topic focus (the topic of the question) • Conceptual focus (the 2nd order historical concept of the question) • Chronological focus (the time period of the question) • Adjectival/adverbial qualifier: these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word 'transformed' or ask about 'fundamental features' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement. | | | |
| Intro (this should be the hardest part of the essay) | 1. Address the question, including any specific language used. | 2. State the <u>3-4 factors</u> you will address | 3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use <u>valid criteria</u> to show relative importance of factors. |
| Body of the essay – 4 peels <ul style="list-style-type: none"> • Evidence needs to be detailed, specific and cover the <u>full range</u> of the question. • Explain the impact and results of your examples – how and why? It is not enough to say 'therefore this led to problems for Henry, if you don't say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – <i>this led to.... As a result....</i> • <u>Link back</u> to your judgement and the question and <u>link</u> between your factors (peel). This is a must for level 3 (d-c grade). E.g. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... Ifhad it not been for....</i> | | | |
| Factor 1 | PEEL | | Relative importance (use VALID CRITERIA vocab) |
| Factor 2 | PEEL | | Relative importance (use VALID CRITERIA vocab) |
| Factor 3 | PEEL | | Relative importance (use VALID CRITERIA vocab) |
| Factor 4 (if time) | PEEL | | Relative importance (use VALID CRITERIA vocab) |
| Conclusion | 1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. 2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. degree of impact, range of impact across population, tangible change, a product of another cause, exacerbates etc. 3. Show links between as many factors as you can. 4. Use the language of extent. | | |

What does this essay look like? [Factor essay]

OR

- 6 How accurate is it to say that the main obstacle to a new political settlement in South Africa, in the years 1991-94, was opposition from white South Africans?

(Total for Question 6 = 20 marks)

Chosen question number: Question 3 ☒ Question 4 ☒
Question 5 ☒ Question 6 ☒

PLAN:

1 - white opposition

2 - ANC/NP lack of compromise

3 - Inkatha / PAC - suspended talks

CODESA 1 - 1991
CODESA 2 - 1992

1994 election

criteria: led by - consequence
profundity
quantity

referendum
- minority

It is not completely accurate to say that the main obstacle to a new political settlement in South Africa was opposition from white South Africans. This is because African violence and a lack of compromise ~~and~~ between the ANC and the National Party during CODESA discussions were more profound in their impact. The lack of compromise between the ANC and National Party was the main obstacle because it led to ^{the} suspension of the CODESA talks, and it was more profound because these political parties were so important in being the ones to reach a settlement. The fact that the National Party's compromise led to white opposition shows that this reason has a vast quantity (as it touched the majority of white and black South Africans) and directly led to the other factors.

During the negotiations for a political ~~settlement~~ settlement, there

was much white opposition. The Afrikaner AWB led an incursion into Bophuthatswana at this time, and this was an example of violent white opposition. This was important because it undermined the political ~~discussions~~ discussions and therefore led to ~~black~~ black African discontent and less will to get along and settle the country. Also, white political opposition hindered progress towards a political settlement. De Klerk had to deal with conflicts within the National Party who disagreed with the settlement, ~~and~~ wishing to maintain white supremacy. This is significant because it meant that de Klerk was having to manage both his own party and the political compromises in the CODESA talks. Therefore, his attention was split and this meant that some of the compromises (or lack of compromise) in the talks were never very strong as he had to please both his party and the ANC. All this considered, it can be said that white opposition both caused ^{black} African resentment and a strain on de Klerk's ability to make the settlement, which was definitely a significant obstacle. However, the fact that the white South Africans were a minority shows that this problem wasn't very widespread, and therefore affected a smaller quantity of people; Especially since the majority of whites supported the settlement when de Klerk held a referendum. Thus, while white South African opposition may have affected the ability to ~~conduct~~ reach a settlement internally, it was not very widespread.

and did not represent a majority in the country.

The lack of compromise between the ANC and National Party during the CODESA talks is arguably more significant a reason. This is because ~~the~~ BOTH CODESA 1 and 2 were suspended by the parties due to lack of compromise. The ANC rejecting sanctions proposed and the National Party's insistence on a 75% majority to ensure minority protection are some of the reasons why CODESA 1 was suspended. De Klerk's arresting of MK and Communist Party's members due to the fact that they had not suspended the armed struggle despite the ANC's suspension of it also showed a lack of compromise in these talks. These examples are significant because they ~~show~~ show disagreements between two very powerful and important parties that were arguably the only ones who could reach a political settlement. Therefore, lack of compromise threatened to mean that this settlement was not reached. Also, the ANC suspended CODESA 2 after Mandela accused de Klerk and the National Party of giving aid to opposition groups and vigilantes to undermine ANC authority and attack them to fragment black African potential opposition and power. This is very significant because this was the main reason for the suspension of CODESA 2. The lack of compromise/agreement between these parties ^{actually} led to

suspension of talks. It can be argued that this reason is more significant than the others as it directly led to white ~~of~~ and black opposition/violence as some white South Africans wanted to maintain white supremacy and some black groups did not want to compromise or settle things peacefully ~~also~~ with whites. Therefore, the vast ^{widespread} quantity of this impact, and the ~~significant~~ profundity of these powerful parties disagreeing, makes this reason more significant.

Black African violence and opposition ~~also~~ ^{also} was an obstacle to the political settlement. Inkatha and the violent opposition they posed, like ^{the violence} between Zulu-speakers as ~~they~~ Inkatha rejected Zulus who supported the ANC, also undermined the negotiations. Inkatha violence was also a main reason ^{for} the ~~suspension~~ suspension of CODESA 1, which proves that it was significant as it led to the end of ~~significant~~ important negotiations. Also, the PAC's opposition and violence, like with the indiscriminate white ~~killings~~ and black killings, was significant as it was another ~~on~~ ^{group} ~~group~~ that was opposing negotiations. The opposition from both the PAC and Inkatha ~~had~~ ^{had} a similar effect as white ANB opposition as the mass violence showed a rejection of the idea of peaceful settlement, and led to the suspension of talks. However, black opposition

was, again, more of a minority since most Black Africans supported the ANC in its attempts to negotiate and reach a settlement; the smaller quantity weakens its significance^{as} as a reason. It can be said, though, that this factor was more important than ~~the~~ white opposition as it affected a larger quantity (with larger Black groups, and the fact that Black Africans were the majority in the country) and it led more significantly to the suspension of talks. However, it is less significant than lack of compromise between the ANC and National Party as that was more widespread in its quantity, and more profound in its impact in suspending talks.

In conclusion, while white opposition was important in ~~being~~ being an obstacle to a new South African political settlement, it was not the main or most significant obstacle as, despite its ~~to be~~ undermining negotiations and making it harder for de Klerk to negotiate, it ~~was~~ affected and encompassed a far smaller quantity of people. Black opposition was similar in its small quantity, however, it did lead more substantially to the suspension of CODESA talks as it was a much more violent threat. Therefore, ~~the~~ the lack of compromise between the ANC and National Party during CODESA negotiations was the most significant obstacle to reaching a settlement, as it affected the majority of the

population, and it more significantly led to the suspension of talks as these parties were instrumental in the possibility of reaching a settlement. This lack of compromise also directly led to white and black opposition as the people protesting were dissatisfied with the way the negotiations these parties were engaged in, were going. Thus, it was more significant as it ^{partly} caused white and black opposition.



This response ranges across the issues with secure supporting evidence and a sustained focus on the question, analysis and reaching supported judgements. It is a very secure level 5 response.

What does this essay look like? [Comparative essay]

Option 2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'

EITHER

- 5 'The National Party was able to implement apartheid legislation, in the years 1948-59, because of the weakness of opposition to it'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

- 6 How accurate is it to say that P W Botha's attempts to reform the system of apartheid, in the years 1983-89, were a complete failure?

(Total for Question 6 = 20 marks)

Chosen question number: Question 3 ☒

Question 4 ☒

Question 5 ☒

Question 6 ☒

were: lack of support
lack of participation

→ Conservative Party

88 free Mandela

were not: support.
international
Pass laws 1986 ✓

→ international ✓
Conservatives Buthe's

were: Township revolt.

→ Alexandra six day war

were not:

In the years 1983-89, P.W Botha attempted to reform the system of Apartheid, which to a large extent can be considered a failure. In terms of support gained, it was thin and in some many cases less support, however the support of conservative Africans and internationally should not be ignored. As well as this, it must be considered a failure, as violence spiralled as a result of them.

In terms of ^{gaining} support ^{and appeasing criticism}, it is clear that Botha's reforms were a failure. Through Botha's reforms, he aimed to appease both international criticism and gain support from Indians and coloureds, thus dividing opposition. Firstly, Botha failed to gain support from within the NP. As a result of his reforms, a conservative party was formed for ~~verkramp~~-kannings members of the NP who disagreed with the direction in which the reforms took the NP (National Party). Secondly, Botha's reforms failed to gain ~~so~~ significant support from within the Indian and Coloured population. Of those eligible to vote, ~~only~~ over 80% boycotted, as encouraged by the UDF. Finally, the reforms failed to appease international criticism. ~~and~~ For example, ~~the~~ Mandela's 70th birthday concert in 1988 was watched by ~~600~~ million. Therefore it is clear that the reforms failed to achieve their aim of gaining support ~~on all~~ ~~and~~ and appeasing criticism. ~~However~~ However, it must be considered that the reforms found some support from within conservative

groups and individuals.

In terms of support amongst conservatives, it should be considered that Botha's reforms were not entirely a "complete failure". Internationally, the reforms saw some limited support. For example, some MPs within the UK Conservative Party ~~said~~ used his reforms as a way of defending their policies of 'constructive engagement'. Moreover amongst the growing black middle class there was some support, which to some extent was significant as by 1975, there were 420,000 blacks in white collar jobs, showing that the group had become well established. Some were keen to join the councils, and many saw the ~~abolition~~ abolishment of pass laws as particularly positive. However it must be noted that the reforms did little to gain support, so much as it did please its supporters. For example, it is ~~sig~~ ~~an~~ significant that ^{the reforms} it only increased support within groups that were already likely to support Botha, such as the black middle class who did not suffer

directly Botha's reforms which caused protest, and therefore they were not a complete failure, as ~~protest~~ large scale protest was already present in South Africa prior to Botha's reforms to the system of Apartheid.

To conclude, it is clear that Botha's reforms were by large a "complete failure." While it can be argued that they saw some support in some areas, it is clear that these areas were areas in which the NP already had some support. Overall, the reforms were a complete failure in gaining support amongst the ~~At~~ international AAs, the Coloured and Indian population, and within the NP. Moreover the protest and backlash seen ~~as~~ after the reforms show that it is clear that they were a "complete failure."

What will these questions look like? (Question banks)

Please note that this is a small selection of example question. There are many more in the past paper grid below.

Section 2b.1 The response to apartheid 1949-59

Section A

1. Study Sources 9 and 10 (p297) before you answer this question.
How far could the historian make use of Sources 9 and 10 together to investigate the impact of the pass laws in South Africa in the 1950s?
Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)
2. Study Sources 13 and 14 (p303) before you answer this question.
How far could the historian make use of Sources 13 and 14 together to investigate the aims and underlying philosophy of the African National Congress?
Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)

Section B

3. How far do you agree that educational changes made in South Africa in the 1950s were driven by economic considerations? (20)
4. To what extent was opposition to apartheid in the years 1948-59 largely unsuccessful? (20)

Section 2b.2 Radicalisation of resistance and the consolidation of National Party Power, 1960-68

Section A

1. Study Sources 9 and 10 (p320) before you answer this question.
How far could the historian make use of Sources 9 and 10 together to investigate into the creation of the South African republic in 1961? Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)
2. Study Sources 3 (above) and 4 (p315) before you answer this question.
How far could the historian make use of Sources 3 and 4 for an enquiry into events at Sharpeville in 1960? Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)
3. Study Sources 12 and 13 (p323) before you answer this question.
How far could the historian make use of Sources 12 and 13 together to investigate opposition to apartheid in South Africa in the 1960s? Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)

Section B

4. To what extent did the anti-apartheid protests of the 1960s strengthen the determination of the authorities to enforce apartheid? (20)
5. To what extent was the Rivonia Trial a political opportunity for the ANC? (20)

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

Section 2b.3 Redefining resistance and challenges to National Party power, 1968-83

1. Study Sources 9 and 10 (p342) before you answer this question.

How far could the historian make use of Sources 9 and 10 to investigate the sporting boycotts of South African teams during the 1960s and 1970s? Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)

2. Study Sources 13 and 15 (p354) before you answer this question.

How far could the historian make use of Sources 13 and 15 together to investigate the impact of apartheid in the 1970s? Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20).

Section B

3. How far do you agree that the ANC made little progress in the 1970s? (20)
4. How far were domestic challenges in the years 1974-83 responsible for P.W. Botha’s reforming agenda? (20)

Section 2b.4 The end of apartheid and the creation of the ‘rainbow nation’, 1984-1994

6. Study Sources 2 and 3 (pages 336-337) before you answer this question.

How far could the historian make use of Sources 2 and 3 together to investigate the reasons for opposition to the Bantustan policy? Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)

7. Study Sources 4 and 5 (page 362) before you answer this question.

How far could the historian make use of Sources 4 and 5 together to investigate the revolt in Alexandra, Johannesburg, in 1986?

Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)

8. Study Sources 11 and 12 (p366-337) before you answer this question.

How far could the historian make use of Sources 11 and 12 together to investigate the effectiveness of black opposition in the 1980s?

Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)

9. Study Sources 17 and 18 (pages 373-374) before you answer this question.

How far could the historian make use of Sources 17 and 18 together to investigate the problems facing those trying to create a new political settlement in South Africa in the years 1991-94?

Explain your answer, using the sources, the information given about them, and your own knowledge of the historical context. (20)

Section B

10. How far do you agree that economic growth strengthened apartheid between 1961-83? (20)
11. To what extent did the National Party’s policy toward protest change in the years 1984-89? (20)
12. How accurate is it to say that international pressure was the main driving force behind the ending of apartheid? (20)
13. How accurate is it to say that the violent protests of the 1980s played the main role in ending apartheid? (20)

Edexcel Past Paper Questions

Don't forget to use the planning grids & essay plan booklet

| | SAMs 1 | 2017 | 2018 | 2019 | October 2020 | 2021 | 2022 | 2023 |
|-------------------|---|---|--|---|--|--|--|--|
| Source Question 2 | How far could the historian use Sources 3 and 4 together to investigate the aims of apartheid in the 1950s? | How far could the historian make use of Sources 3 and 4 together to investigate the problems facing South Africa in the transition of its system of government in the early 1990s? | How far could the historian make use of Sources 3 and 4 together to investigate responses to the death of Steve Biko? | How far could the historian make use of Sources 3 and 4 together to investigate the use of international sanctions as a means of achieving change in South Africa in the 1980s? | How far could the historian make use of Sources 3 and 4 together to investigate the significance of South Africa's withdrawal from the Commonwealth in March 1961? | How far could the historian make use of Sources 3 and 4 together to investigate the significance of the Rivonia Trial? | How far could the historian make use of Sources 3 and 4 together to investigate the significance of the Soweto Uprising? | How far could the historian make use of Sources 3 and 4 together to investigate the importance of F W de Klerk in the process of dismantling apartheid in 1990? |
| Essay Question 5 | 'The ANC was of only limited significance in undermining apartheid in South Africa in the years 1968–83.' How far do you agree with this statement? | 'The increasing use of violence by anti-apartheid groups in South Africa, in the years 1960–68, was a reaction to the use of repression by the government.' How far do you agree with this statement? | 'The National Party was able to implement apartheid legislation, in the years 1948–59, because of the weakness of opposition to it.' How far do you agree with this statement? | 'The system of apartheid was never seriously challenged by the ANC in the years 1948–68.' How far do you agree with this statement? | How accurate is it to say that, in the years 1948–60, the National Party fully implemented the policy of apartheid in South Africa? | 'The impact of the Black Consciousness Movement posed the most significant threat to the National Party's control in South Africa in the years 1968–78.' How far do you agree with this statement? | How accurate is it to say that the Treason Trial (1956–61) was the most significant challenge faced by the anti-apartheid movement in the years 1948–61? | 'In the years 1948–61, the weaknesses of African nationalism were more significant than the strengths of the National Party in explaining the failure of opposition to apartheid.' How far do you agree with this statement? |
| Essay Question 6 | How accurate is it to say that the principal reason for Botha's decision to negotiate in the years 1985–89 was the impact of international isolation on South Africa? | How significant was the role played by leading individuals in challenging the apartheid policies of the National Party in the years 1968–83? | How accurate is it to say that P W Botha's attempts to reform the system of apartheid, in the years 1983–89, were a complete failure? | How accurate is it to say that the main obstacle to a new political settlement in South Africa, in the years 1991–94, was opposition from white South Africans? | 'Internal opposition was more significant than external pressures in weakening the position of the National Party in the years 1974–87.' How far do you agree with this statement? | How accurate is it to say that the role of international pressure, in the years 1983–91, was the most crucial factor in bringing about the end of apartheid? | 'It was principally the economic recovery that strengthened apartheid in the years 1961–68.' How far do you agree with this statement? | How accurate is it to say that, in the years 1968–83, the power of the National Party was seriously undermined? |

Topic 1. The response to apartheid, c1948–59

Topic 2. Radicalisation of resistance and the consolidation of National Party power, 1960–68

Topic 3. Redefining resistance and challenges to National Party power, 1968–83

Topic 4. The end of apartheid and the creation of the 'rainbow nation', 1984–94

What additional reading and watching will I have to do?

Whilst your core textbook is a great place to start for essential reading, **this alone is not enough**. You should look to read as widely as possible as this will allow you to develop your understanding further. Remember to record your reading in your reading log to show evidence of your wider reading and independent learning. Below is a general recommended reading list for this paper, but your teacher will give you recommendations for each topic.

| Type and level of challenge | |
|--|--|
| GCSE level textbooks as a starting point | Christopher Culpin, <i>South Africa 1948–1995: a depth study</i> (Hodder Education, 2000) |
| | Martin Roberts, <i>South Africa 1948–1994: the Rise and Fall of Apartheid</i> (Longman, 2001) |
| | Rosemary Mulholland, <i>South Africa 1948–1994</i> (Cambridge University Press, 1997) |
| General introductory text | Tony Pinchuk, <i>Mandela for beginners</i> (Icon, 1994) |
| Academic books and articles offering in-depth analysis of key aspects of the specification. These are typically aimed at university students and therefore challenging You will find many of these on Amazon for £1 or less! | James Barber, <i>South Africa in the Twentieth Century</i> (Blackwell, 1999) |
| | W Beinart, <i>Twentieth Century South Africa</i> (Oxford University Press, 2001) |
| | Nancy L Clark, <i>South Africa: The Rise and Fall of Apartheid</i> (Seminar Studies In History, Routledge, 2011) |
| | T Davenport and C Saunders, <i>South Africa: A Modern History</i> (Macmillan, 2000) |
| | Saul Dubow, <i>Apartheid, 1948–1994</i> (Oxford University Press, 2014) |
| | Brian Lapping, <i>Apartheid: A History</i> (Grafton, 1986) |
| | Robert Ross, <i>A Concise History of South Africa</i> (Cambridge Concise Histories, Cambridge University Press, 2008) |
| | Leonard Thompson and Lynn Berat, <i>A History of South Africa</i> (Yale UP, 2014) |
| | Nigel Worden, <i>The Making of Modern South Africa: Conquest, Apartheid, Democracy</i> (Historical Association Studies, Wiley-Blackwell, 2011) |
| | |
| Memoirs and other reads | Nelson Mandela, <i>The Long Walk to Freedom</i> (Abacus, 2013) |
| | Nadine Gordimer, <i>Telling Times: Writing and Living, 1950–2008</i> (Bloomsbury, 2011) |
| | Rian Malan, <i>My Traitor’s Heart</i> (Vintage, 1991) |
| | Donald Woods, <i>Biko</i> (Henry Holt, 1996) |
| Websites | Truth and reconciliation commission: www.justice.gov.za/trc |
| | South Africa History online: www.sahistory.org.za |
| | ANC website: www.anc.org.za |
| | Digital Innovation South Africa: http://disa.ukzn.ac.za |
| | Aluka - Digital library of resources from and about Africa: www.aluka.org |
| | Podcast series ‘History of Apartheid’ https://open.spotify.com/show/2xmD3WyBAiL70XbwmytxZ9?si=53f241188a43479b |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| Type and level of challenge | |
|-----------------------------|--|
| Film | <i>Cry Freedom</i> (1987) <i>Invictus</i> (2010) <i>Mandela</i> (2014) |

| Paper 2 - South Africa, 1948–94: from Apartheid State to ‘Rainbow Nation’ | | | | |
|---|--|---|---|---|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| To Read | <i>Long Walk to Freedom</i> by Nelson Mandela | <i>Born a Crime: Stories from a South African Childhood</i> by Trevor Noah | <i>"I Write What I Like"</i> (1978) by Steve Biko | <i>The Fall of Apartheid: The Inside Story from Smuts to Mbeki</i> by Ivor Wilkins and Helena Pohlandt-McCormick |
| To Watch | Long Walk to Freedom [2013] (Available to stream on Netflix and on Sky Cinema) | Cry Freedom [1987] (Available to stream on Apple TV, Amazon and Sky Store) | MK: Mandela's Secret Army | Invictus [2009] (Available to stream on Amazon Prime, Google play and Sky store) |
| To Listen | Anti Apartheid Legacy > History of Apartheid Podcast Episode Titles: <ul style="list-style-type: none"> Pre – colonial African states and Settler colonialism in South Africa National Party Victory and the implementation of Apartheid 1948 - 1960 Early protest under Apartheid 1948 - 1970 | Anti Apartheid Legacy > History of Apartheid Podcast Episode Title: Apartheid and the Anti Apartheid movement in its global context | Anti Apartheid Legacy > History of Apartheid Podcast Episode Title: Radicalisation and Resistance and the mental revolution 1970- 1990s | Anti Apartheid Legacy > History of Apartheid Podcast Episode Titles: <ul style="list-style-type: none"> End of Apartheid Legacies of Apartheid |
| To Do | Keep updated with the Hackney Museum’s website. They have various exhibitions and events on marking the History of Anti Apartheid throughout the year. Pop along to one of their events to learn more! | | | The UK’s first Anti Apartheid Museum is due to open in 2025! The museum will be in Islington, at the headquarters of the London Anti Apartheid Movement. Follow Liliesleaf Trust UK, the Charity behind the project on social media to find out about the opening. |

What key dates will I need to know?

| USA | | South Africa |
|--|-----------------------------------|------------------------------|
| | 1899-1902 | <i>Second Boer War</i> |
| | 1910 | <i>Union of South Africa</i> |
| | 1914 Start of First World War | |
| | 1915 | |
| USA declared war on Germany | 1917 | |
| | 1918 End of First World War | |
| Eighteenth Amendment: prohibition First tabloid newspaper the <i>Daily News</i> published | 1919 | |
| Palmer Raids: first Red Scare The ‘Soviet Ark’ takes ‘Reds’ to Russia | 1920 | |
| Nineteenth Amendment: enfranchised women | | |
| Warren G Harding became president Emergency Quota Act Emergency Tariff Act | 1921 | |
| Fordney-McCumber Tariff Act | 1922 | |
| Warren G Harding died, Calvin Coolidge became president | 1923 | |
| Johnson-Reed Immigration Act Dawes Plan | 1924 | |
| Execution of Sacco and Vanzetti | 1927 | |
| Herbert Hoover became president Wall Street Crash | 1929 | |
| Hawley-Smoot Tariff | 1930 | |
| National Credit Corporation established | 1931 | |
| Reconstruction Finance Corporation established | 1932 | |
| Franklin D Roosevelt became president First New Deal initiated | 1933 | |
| Second New Deal initiated Revenue Act National Labor Relations Act (Wagner Act) Social Security Act | 1935 | |
| Roosevelt proposed the Judiciary Reform Bill Economic downturn: ‘Roosevelt Recession’ Wagner-Steagall National Housing Act | 1937 | |
| Second Agricultural Adjustment Act | 1938 | |
| Commercial television introduced at the World Fair in New York | 1939 Start of Second World War | |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| USA | | South Africa |
|--|---------------------------------|---|
| Lend Lease programme began Executive Order 8802: Employment Practice in Defence Industries Japanese bombing of Pearl Harbor Naval Base; America entered the Second World War | 1941 | |
| Allied invasion of Europe: D-Day | 1944 | |
| Roosevelt's death, Harry S Truman became president | 1945 End of Second World War | |
| Break-up of the Grand Alliance: beginning of the Cold War Iron Curtain speech | 1946 | |
| 'Truman Doctrine' announced | 1947 | |
| Berlin Crisis Berlin Airlift Executive Order 981 ended segregation in the army | 1948 | May: The National Party victory with commitment to apartheid |
| Truman initiated the 'Fair Deal' <i>Soviet Union tested first atomic bomb</i> <i>Mao Zedong founded the People's Republic of China</i> | 1949 | December: The African National Congress (ANC) agreed to introduce a 'Programme of Action' |
| The China Lobby accuse Truman of 'losing China' Beginning of the Korean War Joseph McCarthy allegations began second Red Scare | 1950 | July: Grand Apartheid laws passed including Group Areas Act, Population Registration Act, Suppression of Communism Act |
| | 1951 | March: separate voting roll for coloured voters established |
| Malcolm X joined the Nation of Islam | 1952 | June: Defiance Campaign launched by the ANC |
| Dwight D Eisenhower became president | 1953 | October: Bantu Education Act |
| Brown v. Board of Education 'McCarthyism' came to an end | 1954 | The South African Coloured People Organisation (SACPO) organised bus boycotts in Cape Town December: J Strijdom became prime minister |
| Brown II Lynching of Emmett Till Beginning of the Montgomery Bus Boycott | 1955 | Black women are forced to carry a 'pass book' at all times. Black Sash formed June: The ANC adopts the Freedom Charter |
| Southern Christian Leadership Conference (SCLC) created | 1956 | Anti-Pass Law demonstrations December: Arrest leading anti-apartheid activists accused of treason |
| Little Rock Campaign | 1957 | Immorality Act |
| | 1958 | September: H Verwoerd became prime minister |
| | 1959 | April: The Pan-Africanist Congress (PAC) formed |
| Greensboro' sit-ins SNCC founded Students for a Democratic Society (SDS) formed at the University of Michigan | 1960 | March: The Sharpeville Massacre April: The ANC and PAC banned under the Unlawful Organisations Act. A state of emergency is declared by the government |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| USA | | South Africa |
|---|------|---|
| Freedom Rides John F Kennedy became president | 1961 | March: ‘Treason Trial’ verdict: not guilty. South Africa leaves Commonwealth December: Umkhonto We Sizwe (Spear of the Nation) formed |
| Cuban Missile Crisis | 1962 | August: Nelson Mandela arrested and sentenced to five years imprisonment. Whilst in prison he was re-tried in the ‘Rivonia Trial’ |
| SCLC’s Birmingham campaign March on Washington Kennedy assassinated, Lyndon B Johnson became president Betty Friedan published <i>The Feminine Mystique</i> | 1963 | May: The 90 day detention law The Transkei granted ‘self-government’ |
| Civil Rights Act Johnson launched the Great Society programme. Free Speech Movement at the University of California President Johnson sent American troops to Vietnam | 1964 | June: Mandela and other leading members of the ANC found guilty and sentenced to life imprisonment on Robben Island |
| Malcolm X assassinated Voting Rights Act SDS organised the first mass rally against the Vietnam War | 1965 | June: Potential suspects could now be detained for 180 days before going to trial |
| Black Panthers founded National Organization for Women | 1966 | September: Prime Minister Verwoerd fatally stabbed in parliament and replaced by BJ Vorster |
| Memphis Sanitation Workers’ Strike King assassinated | 1968 | December: SASO (South African Students’ Organisation) founded with Steve Biko as one of its leading members |
| Stonewall Riots Richard Nixon became president The Woodstock Festival Apollo 11: Neil Armstrong first man to walk on the moon | 1969 | |
| Kate Millett published <i>Sexual Politics</i> | 1970 | March: All Africans became citizens of their ethnic ‘homeland’ |
| Swann v. Charlotte-Mecklenburg Board of Education | 1971 | March: The Bantu Homelands Constitution Act November: The United Nations called for a boycott of arms sales and sporting relations |
| Educational Amendments Act Nixon met Mao Zedong Equal Rights Amendment passed both houses of Congress, but failed to gain ratification by the states Gloria Steinem founded <i>Ms</i> magazine Nixon re-elected president | 1972 | July: The Black People’s Convention set up |
| Roe v. Wade OPEC crisis Inflation reached 9 per cent: concern over stagflation | 1973 | March: Steve Biko banned by the government November: The Democratic Party set up |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| USA | | South Africa |
|---|------|---|
| Watergate scandal Gerald Ford became president Indian Self Determination Act passed | 1974 | April: The National Party is re-elected May: The British Lions rugby team tour |
| End of the Vietnam War | 1975 | March: The government proposed consolidation of the ‘bantustans’ ‘homelands’ The Inkatha Freedom Party formed. |
| | 1976 | June: The Soweto Riots July: School teaching in Afrikaans no longer compulsory October: Transkei became the first independent homeland |
| | 1977 | February: Kwazulu became a self-governing homeland September: Steve Biko died in police custody after being arrested |
| Carter announced normalization of relations with People's Republic of China | 1978 | September: PW Botha became the new prime minister of South Africa |
| Three Mile Island nuclear incident | 1979 | |
| Carter imposed sanctions on the USSR following the Soviet invasion of Afghanistan US boycott of 1980 summer Olympic Games in Moscow Carter announced anti-inflation program | 1980 | |
| Ronald Reagan became president First case of AIDS identified in America | 1981 | May–June: A series of bombings by Umkhonto we Sizwe destroyed railway lines, police stations and shopping centres December: Ciskei became another ‘independent’ homeland |
| Unemployment reached 9 million | 1982 | |
| Reagan’s ‘evil empire’ speech US troops invaded Grenada | 1983 | |
| Reagan launched SDI Jessie Jackson sought nomination as the Democratic presidential candidate Reagan argued for support for Contra ‘freedom fighters’ in Nicaragua Congress outlawed funding for the Nicaragua Contras | 1984 | October: Archbishop Desmond Tutu awarded the Nobel Peace Prize |
| | 1985 | July: State of emergency declared in response to growing violence; 575 people had been killed in the first 6 months of the year November: The Congress of South African Trade Unions (COSATU) formed |
| Reagan-Gorbachev Reykjavik summit Challenger space shuttle disaster | 1986 | July: Pass books no longer required for black South Africans |
| Iran-Contra scandal | 1987 | May: The National Party re-elected with the Conservative Party as the official opposition November: Govan Mbeki released from Robben Island |

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

| USA | | South Africa |
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| Jessie Jackson’s second attempt to win nomination as the Democratic presidential candidate | 1988 | December: Nelson Mandela moved from Robben Island to Victor Verster prison in the Western Cape |
| George H W Bush became president Fall of the Berlin Wall | 1989 | July: Nelson Mandela and President PW Botha met for the first time to discuss peace talks between the ANC and National Party August: PW Botha replaced as president by FW de Klerk |
| Bush broke election pledge by introducing new taxes | 1990 | February: President FW de Klerk announced the lifting of the ban on the ANC, PAC and other anti-apartheid organisations. Nelson Mandela released from prison March: Mandela announced as deputy president of the ANC April: Senior ANC exiles including Thabo Mbeki and Joe Slovo returned to South Africa after 25 years May: The National Party and the ANC held their first talks to plan for the end of apartheid June: The state of emergency that had been in place for four years was lifted. The Population Registration Act was repealed August: The ANC announces the immediate suspension of armed resistance |
| US led forces in the Gulf War to drive Iraqi forces out of Kuwait | 1991 | |
| | 1992 | August: The Springboks (South African rugby team) played their first match since the lifting of the sport boycott |
| | 1993 | December: Nelson Mandela and FW de Klerk awarded the Nobel Peace Prize |
| Bill Clinton became president | 1994 | March: An attempted uprising by the white separatist group AWB was crushed in Bophutatswana April: South Africa held its first democratic elections in which all citizens can vote. The African National Congress won May: Nelson Mandela became the first African President of South Africa. The United Nations lifted its arms embargo |

Reading Log

| Date | Title of Article | Summary of reading & relevancy to the course |
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Glossary

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