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

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| **Section A (20 marks)** | **Section B (20 marks)** |
| **Study Sources 3 and 4 in the Sources Booklet before you answer this question.**  **2** How far could the historian use Sources 3 and 4 together to investigate the aims of apartheid in the 1950s? Explain your answer, using both sources, the information given about them and your own knowledge of the historical context. | * ‘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? * 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? |
| *Study sources 1 and 2/3 and 4*  *How far could the historian make use of Sources 1 and 2/3 and 4 together to investigate x?*  *Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.* | * *‘xxx’ how far do you agree with this statement* * *How far does x explain y?* * *How far was x responsible for y?* * *How far do you agree that x was a turning point in y?* * *How far did x contribute to y?* * *How significant was x’s role in y?* * *How far do you agree that x was the principal reason for y?* * *How accurate is it to say that was x primarily responsible for y?* * *How far do you agree that the benefits of x outweigh the costs?* * *To what extent was there a genuine improvement in x in the years y?* * *T what extent did x affect y?* * *How far do you agree that x was the main reason for y?* * *How far did x change in the years y?* * *How significant were x in bringing about y?* * *How far did x achieve the results they were aiming for with y?* * *How accurate to say that x had a significant impact on y?* * *How far do you agree that x was y rather than z in the years…?* * *How accurate is it to say that there was continuous x in the period y?* |

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| How far do you agree… | Change/continuity |
| How far do you agree… | Similarity/difference |
| How far/To what extent did xxx improve/result in … was xxx responsible for… | Consequence |
| How far/To what extent did/was xxx responsible for/does xxx explain…/ account for… | Causation |
| How far/To what extent did… | Continuity/change and similarity/difference |
| How similar were the approaches/systems/features/xxx of…  How similar/different from was xxx to/from yyy  How far do you agree that xxx was similar/different… | Similarity/ difference |
| How significant was… | Significance |

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| **Level** | **Mark** | **Analysing the meaning of the sources** | **Using own knowledge to test content accuracy** | **Evaluating the Sources reliability and utility** |
| **1** | **1-3** | Shows some understanding of the sources by  quoting or repeating/summing up what they say/show about the question without analysis | Some relevant own knowledge is included, but isn’t really related to the content of the sources. | Evaluates if the sources are reliable or useful by making stereotypical judgements of that source type/interpretation with little or no supporting evidence or explanation. |
| **2** | **4-7** | Shows understanding of the sources by starting to explain their meanings by selecting and summarising information to make simple inferences relevant to the question. | Relevant own knowledge is added to information from the sources to check the accuracy of the sources’ content (expand on, confirm or challenge the details of what they say.) | Evaluates if the sources are reliable or useful to the investigation in the question by commenting on parts of sources’ provenance with some supporting evidence or explanation which is based on questionable assumptions. |
| **3** | **8-12** | Shows understanding of the sources by selecting their key points relevant to the question and explaining their meaning. Inferences of their meaning are explained and supported by quotes and specific details from the sources. | Selects and uses relevant own knowledge to test the accuracy of the sources’ content (expand on, confirm or challenge the details of what they say.) | Evaluates if the sources are reliable or useful to the specific investigation in the question by explaining the impact of the nature, purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited support. |
| **4** | **13-16** | Clear understanding of the sources is shown by looking closely at what they say and how they are written to get their view across. Inferences about their meaning are explained and supported with details from the sources. Explains different ways that the materials could be used (for showing fact or opinion etc.) One source may be in more detail than the other. | Selects and uses detailed own knowledge to weigh up the accuracy and/or limitations of the sources’ content. Shows understanding that the sources are interpretations whose views are set within the context of when and where they were made. | Evaluates if the sources are reliable and useful to the specific investigation in the question by explaining the impact of the nature, origin and purpose on shaping their views.  Judgements use clear criteria, are mostly well supported and based on how far the evidence in the sources can support a judgement on the investigation. |
| **5** | **17-20** | Developed understanding of the sources is shown by looking closely at what they say and how they are written to get their view across. Inferences about their meaning are explained and supported by carefully selecting and comparing specific details from the sources. Explains a range of different ways the materials could be used (for showing fact or opinion etc.) | Selects and uses detailed own knowledge to weigh up several aspects of accuracy and limitation of the sources’ content. Secure understanding of the sources’ interpretations is shown by explaining, with detailed knowledge, the impact of their context on the views they contain. | Evaluates if the sources are reliable and useful to the specific investigation in the question by explaining the impact of the nature, origin and purpose on shaping their views.  Well supported judgements use a clear criteria to assess how strongly the evidence gives basis to its claims and so how well they support a judgement on the investigation |

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| **Level** | **Mark** | **Knowledge** | **Analysis**  *(of cause and consequence, change and continuity, similarity and difference, significance)* | **Judgement** | **Structure** |
| **1** | **1-3** | Some accurate and relevant knowledge but it isn’t detailed or covers all areas in the question | Simple or general statements about the question – knowledge isn’t directly linked the question. | The overall judgement is missing or unsupported. | The answer has no clear structure so isn’t clear or focused |
| **2** | **4-7** | Mostly accurate and relevant knowledge is included it isn’t detailed or covers all areas in the question | Lots of information is described or narrated rather than being focused on the question. Tries to answer the question but it isn’t very clear about the ideas in the question. | An overall judgement is made in a conclusion but not supported or deals with the ideas in the question. | The answer has some structure but not throughout or is ordered in a confusing way that means it loses focus. |
| **3** | **8-12** | Mostly accurate and relevant knowledge is included to answer the question but in places isn’t always detailed or on all areas in the question | Directly answers and links to the question making some links between different parts of the past. Some parts may still be descriptive but overall it shows understanding of the ideas in the question. | In the introduction the answer establishes criteria for the ideas in the question to make a judgement. Some points and the conclusion do relate to an overall judgement but these aren’t fully supported. | The answer is organised in some structure which makes the overall argument clear, but parts can be unclear or unfocused. |
| **4** | **13-16** | A good range of specific knowledge is used to answer the question and cover all relevant areas | Answer meets most of the demands of the question by exploring and linking the key issues although some areas are covered in more detail than others. The answer shows that understanding of the ideas and demands of the question are clear from the start. | In the introduction a valid criteria for the ideas in the question is established and are referred to in all points/sections. This builds a judgement throughout the answer. Although some of the judgements may not be fully supported the final judgement in the conclusion is supported. | The answer is well structured in paragraphs which are ordered to make the argument in a clear order. In a few places it may be unclear or unfocused. |
| **5** | **17-20** | Specific, wide ranging and detailed knowledge is used to cover all areas required to fully answer the question. | Answer fully meets the demands of the question by showing a full understanding of the ideas in the question. All areas of the answer are directly related to the question and are well linked to show excellent understanding of a range of key issues. | The introduction establishes clear conceptual criteria for the ideas in the question to be judged by. This criteria is applied throughout all points and sections to build a clear, continued, balanced and supported overall judgement. | The answer is very well structured in paragraphs which are ordered to make the argument flow and link clearly throughout. The overall argument is made clear and precise. |