

# Examiners' Report

Summer 2016

Pearson Edexcel GCE  
in History (WHI02) Paper 1D

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Examiner Report WHI02/1D  
Introduction

It was pleasing to see responses of a decent standard from candidates attempting the new AS Paper WHI02/ 1D South Africa, 1948-2014. The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change/ continuity, similarity/ difference and significance.

Generally speaking, candidates found Section A more challenging mainly because some of them were not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. The detailed knowledge base required in Section A to add contextual material to support/ challenge points derived from the sources was also often absent. Having said this, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

The candidates' performance on individual questions is considered in the next section.

Question 1

- (a) On Question 1(a), stronger responses demonstrated a clear understanding of the source material on the aims of the United Democratic Front and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. Boesak rejected the reforms recently introduced by Botha's government). Knowledge of the historical context concerning the aims of the United Democratic Front was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail (e.g. the UDF wanted a democratic South Africa). In addition, evaluation of the source material was related to the specified enquiry and based on valid criteria to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. the purpose of the speech was to rally support for programme of the UDF). Weaker responses demonstrated limited understanding of the source material on the aims of the United Democratic Front, and attempted some analysis by selecting and summarising information and making basic/ undeveloped inferences relevant to the question. Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm

some points but these were not developed very far. Some answers wrote at length on apartheid but made no use of the source material. These could not be rewarded as the question is specifically focused on the value of the source. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value' arguments. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions.

## SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Study Source 1 in the Sources Booklet before you answer this question

- 1 (a) Why is Source 1 valuable to the historian for an enquiry into the aims of the United Democratic Front?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(10)

Source 1 is quite valuable for an enquiry into the aims of the United Democratic Front due to the audience for whom this source was addressed as well as the tone and language of the source.

Firstly, the source is an extract from a speech by Allan Boesak, addressed to a large crowd of about 1000 people from about 575 different opposition groups. This is already significant for an enquiry into the aims of the UDF as it suggests that the UDF purposed to bring opposition groups against apartheid together to systematically and unitedly destroy apartheid in South Africa. This is further shown as Boesak says "we are working for <sup>what</sup> one undivided South Africa!" therefore further suggesting the aim of the UDF was to unite the country against apartheid. This can be seen through some of the UDF's policies against apartheid e.g. in 1984 the "Million Signature Campaign" where people went door to door with a petition against apartheid. Not only did this raise greater awareness of the terrible conditions

for blacks under apartheid, but this truly united everyone against the policy, giving everyone a chance to participate in opposition to the government.

Moreover, as the source says, the UDF aimed to achieve equal rights for all races, "not just a selected few, not just 'coloureds' or 'Indians' etc. they have been made honorary whites." The source refers to Botla's reforms <sup>of</sup> 1980 that created a \* new tricameral parliament, that consisted of the House of representatives and the House of delegates which were to be filled by coloured and Indian delegates. However, the UDF was formed in 1983 in opposition to this reform that further segregated against blacks, giving voting rights to only the coloureds and the Indians. In the 'We Don't Vote Campaign' of 1983, the UDF encouraged people to boycott these elections, resulting in only 16% of the eligible voters voting.

In addition, the source shows that the UDF ~~Moreover, the evidence to which this source is~~ ~~simple supported the aims of~~ ~~oppositional~~ ~~groups that~~ ~~addressed~~ ~~its~~ ~~value~~ ~~to~~ ~~the~~ ~~source~~ ~~for~~ ~~an~~ ~~enquiry~~ ~~into~~ ~~the~~ ~~aims~~ ~~of~~ ~~the~~ ~~UDF,~~ ~~as~~ ~~it~~ ~~says~~ ~~"~~ ~~we~~ ~~up~~ ~~part~~ ~~all~~ ~~our~~ ~~rights~~ ~~here~~ ~~in~~ ~~South~~ ~~Africa~~ ~~.~~ ~~We~~ ~~don't~~ ~~want~~ ~~them~~ ~~members~~ ~~of~~ ~~different~~ ~~organisations~~ ~~in~~ ~~our~~ ~~separate~~ ~~little~~ ~~homelands~~ ~~there~~ ~~were~~ ~~the~~ ~~same~~ ~~struggles~~ ~~in~~ ~~the~~ ~~UDF~~ ~~as~~ ~~well~~ ~~as~~ ~~the~~ ~~ANC~~ ~~and~~ ~~lead~~ ~~partners~~ ~~opposed~~ ~~to~~ ~~it~~ ~~Overall,~~ ~~the~~ ~~source~~ ~~is~~ ~~therefore~~ ~~valuable~~ ~~for~~ ~~an~~ ~~enquiry~~ ~~into~~ ~~the~~ ~~aims~~ ~~of~~ ~~the~~ ~~UDF,~~ ~~as~~ ~~the~~ ~~information~~ ~~in~~ ~~the~~ ~~source~~ ~~openly~~ ~~calls~~ ~~for~~ ~~an~~ ~~"undivided"~~ ~~South~~ ~~Africa~~ ~~and~~ ~~the~~ ~~crowd~~ ~~that~~ ~~was~~ ~~made~~ ~~up~~ ~~of~~ ~~575~~ ~~different~~ ~~members~~ ~~of~~ ~~different~~ ~~organisations~~ ~~in~~ ~~the~~ ~~UDF~~ ~~as~~ ~~well~~ ~~as~~ ~~the~~ ~~ANC~~ ~~and~~ ~~lead~~ ~~partners~~ ~~opposed~~ ~~to~~ ~~it~~

Overall, the source is therefore valuable for an enquiry into the aims of the UDF, as the information in the source openly calls for an "undivided" South Africa and the crowd that was made up of 575 different



opposition organisation proves the UDF's  
aim to unite the country against apartheid.

This is a level 3 entry response. There is a developed inference and good comprehension of the source material. Knowledge is added to the source material to support it rather than used to develop inferences and there is some sophisticated attempt to discuss the value of the source.



(b) On Question 1(b) stronger responses demonstrated understanding of the source material on the significance of Nelson Mandela to the international community and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the portrayal of Mandela as a hero). Knowledge of the historical context concerning the significance of Nelson Mandela to the international community was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. Mandela's role in the collapse of apartheid). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. the nature of the source as a eulogy). Judgements were also based on valid criteria. Weaker responses demonstrated limited understanding of the source material on the significance of Nelson Mandela to the international community and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question. Many candidates wrote generally about Mandela's life and work and did not relate their answer to the source material. This approach could not be rewarded. Lower scoring answers also tended to add limited contextual knowledge to information taken from the source to expand or confirm points but this was not developed very far (e.g. the role of the ANC). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. a eulogy is inevitably biased and can't be trusted).

**Study Source 2 in the Sources Booklet before you answer this question.**

(b) How much weight do you give to the evidence of Source 2 for an enquiry into the significance of Nelson Mandela to the international community?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(15)

§ To an extent, Source 2 is reliable for an enquiry into the significance of Nelson Mandela to the international community, due to the author, audience and information in the source. However, there is some limitation to the for an enquiry into the significance of Nelson Mandela, given the circumstances of the speech.

Firstly, the speech is presented by Source 2 is an extract from a speech by Barack Obama. The speech was addressed to a number of other world leaders and influential figures. This therefore adds weight to the source, showing Mandela as having been quite significant internationally, and having affected a number of different countries and gained support for his anti-apartheid movement. This is supported by evidence from this period as the Mandela and the anti-apartheid movement did gain great support internationally and in the 1980s, a number of countries imposed economic sanctions on South Africa, in an attempt to support the anti-apartheid movement e.g. In 1985 the European Community as well as Japan imposed economic sanctions

on South African imports e.g. coal, iron and steel, while the US Congress passed the Comprehensive Anti-apartheid Act (despite protests from President Reagan) that severely restricted lending to South Africa and banned imports of iron, steel, uranium, agricultural goods and textiles. These actions by different countries greatly showed the support that Mandela and the anti-apartheid movements in South Africa had gained.

Moreover, Barack uses powerful words to which convey the significance of Mandela to the international community. For example he uses words such as "legacy", "giant of history" and "icon" to portray the significance of Mandela to the international community, highlighting his popularity internationally for his great acts to end apartheid between 1948-90. However, this source / speech was written in 2013, many years after the events he contributed to the end of apartheid and although Mandela did play a major role to ending apartheid and bringing peace in South Africa, during the years 1960-90, Mandela and the ANC contributed to the violence and destruction in South Africa, when he launched the armed struggle in 1961 that did not cease until 1990. Therefore although all of Mandela's actions and efforts were aimed at bringing equality,



peace and ending apartheid in South Africa, to an extent, Mandela greatly contributed to the worsening of political violence in South Africa, however, this source only portrays him as a hero and an icon. As it ~~say~~ describes him as "a man who moved a nation toward justice, and in the process inspired billions of people around the world."

Moreover, this speech ~~is~~ was spoken by Obama at Mandela's memorial service. This means it was there a eulogy of Mandela's life, one that would mainly highlight his achievements, his successes while ignoring his failures. As the source say "It is an honour to be here today, to celebrate a life like no other." Therefore suggesting that the main purpose of the source is to "celebrate and ~~remember~~ honor Mandela's life. The source is therefore quite unreliable as this means it would not truthfully depict Mandela's life and it ~~is~~ seems, however would portray him attempt to idealise him ~~and~~ and portray his achievements, as it was his memorial.

Moreover, the source ~~is~~ gives the opinion of a world leader, Barack Obama however, it gives his opinion alone, and therefore it is difficult to judge ~~at~~ Mandela's significance to Reetine

world from just a speech by one individual. However, as it was presented to an entire gathering of world leaders, it is possible to say that his opinion was shared among all these people, therefore showing Mandela true significance to the international community.

All in all, Mandela truly did achieve a lot in his life time as well as in South Africa; fighting against apartheid throughout his lifetime, to establish an equal and just society to which he <sup>of</sup> ~~was~~ <sup>became</sup> the first democratically elected president in 1994. If the source therefore does hold significant weight into an enquiry of Mandela as a world icon, however, due to the purpose of this speech as a eulogy and as it gives the opinion of a single individual, it is difficult to use the evidence of the source to judge the significance of Mandela to the international community to an extent.

This is a level 3 response. It draws out some inferences and explains their meaning. It develops some knowledge on Mandela's role in the apartheid struggle and develops some valid criteria for the discussion of the weight of the source. There is some drift from the question with criticism of Mandela rather than focus on his significance to the international community. Therefore this meets the level 3 criteria but does not access level 4.

## Question 2

This was the most popular essay answered by candidates sitting 1D

On Question 2, stronger responses targeted on how accurate it is to say that the victory of the Nationalist Party in 1948 was the main reason for the implementation of apartheid in the years 1948-59 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (the victory of the Nationalist Party in 1948) and a range of other factors (e.g. the international context, declining British influence, economic pressures, the failure of ANC campaigns). Judgements made about the relative importance of the victory of the Nationalist Party in 1948 were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for the implementation of apartheid. Low scoring answers also often lacked focus on causation or were essentially a narrative of events in the relevant period. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. limited comments on the role of Hendrik Verwoerd). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 2  Question 3  Question 4

Apartheid was a policy that separated the different races in South Africa, particularly blacks and whites. To a large extent, the victory of the National Party was the main cause of the implementation of apartheid between 1948-59, however, there were a few other factors that contributed to the implementation of this policy that greatly restricted life for black people in South Africa.

Firstly, in the 1948 elections the National Party won due to a number of reasons including the increase in anti-~~an~~ afrikanism in South Africa as well as the ~~us~~ constitution under which the elections were held, and the apartheid policies the party promised to impose to prevent black dominance during these elections. After the National Party's win in 1948, apartheid in South Africa increased ~~than~~ even under the British rule, therefore showing the relationship between the win of the National Party and the ~~implem~~ implementation of apartheid. In 1950, the National Party began to ~~implem~~ integrate apartheid into the South African society slowly, eg: the mixed marriage act that prohibited marriage or

sexual relationships between whites and black South Africans. Moreover, in 1950, they introduced the Group Areas Act that ~~er~~ eliminated areas of black owned land, businesses and housing in urban areas, leaving these areas mainly for white people and introduced ~~the~~ areas for black people in rural parts of South Africa, known as Bantustans, where they were put under tribal leadership. The national party later introduced the pass laws that restricted the movement of blacks in South Africa from place to place, requiring certain documents for them to move out of designated areas. Moreover, in 1953, the national party introduced the Bantu Education Act, that although extended education to African schools, restricted the content they learned, in order to prepare them for their future as black unskilled labour. In the same year, they introduced the Separation of ~~the~~ Amenities Act, that established different areas for whites and blacks in South Africa in everyday life e.g. this established white parks and black parks, white public toilets and black public toilets etc. This therefore shows that the rise of power of the National Party ~~has~~ greatly contributed to the implementation of apartheid between 1948-59. Moreover, ~~the~~ ~~segregation~~



Moreover, this can be further seen as during the reign of the United Party in South Africa in the 1930s, <sup>the</sup> apartheid policy had not yet been created, although there was some hierarchy of power that had the whites on top of the blacks, the United Party leader Smuts was more pragmatic and accepted the role of the blacks in South Africa, therefore there were few to little restrictions on Blacks before the period of National Party dominance.

However, the implementation of apartheid laws was definitely encouraged by the growth of black opposition to the government between this period that increased the necessity for repress the repression of these powers. For example, the ANC that gained increasing power in 1941 when the ANC Youth League was established by individuals including: Nelson Mandela, Walter Sisulu, Oliver Tambo and Anton Lembede, who attempted to galvanise the organisation in a more radical group. These <sup>their</sup> protests became increasingly successful as well as effective resulting in the greater need to crush the black opposition by imposing greater apartheid laws. e.g. in 1952 the ANC led a defiance campaign against apartheid laws by the government where they



deliberately broke apartheid laws, in an attempt to ~~un~~understand the government. However, this simple led to greater state repression and resulted in an introduction of new apartheid laws to crush opposition. Also, the 1955 Freedom Charter that was written by the Congress Alliance made up of a number of opposition groups. This Charter included the demands of a number of South Africans for a free and free society. It was a powerful call for the end of apartheid that resulted in an increase in state repression and greater apartheid laws. The 1950 Group Areas Act that created ~~new~~ Bantustans in rural areas where black people were to live in particular is an example of an apartheid law that resulted from the growth of black opposition in South Africa to white rule.

Moreover, the growth of fear of black dominance among the white population in South Africa can be seen as having contributed to the implementation of apartheid laws in South Africa. The Blacks in South Africa made up the majority of the population which <sup>writes</sup> blacks made up  $\frac{1}{4}$  of all of South Africa's population. This led to a great fear of political and economic dominance of Blacks in South Africa. This resulted in the implementation of some apartheid

laws, e.g.: In 1948, the Blacks in South Africa were taken off the voters roll, in order to prevent their political dominance, resulting in the victory of the National Party, and causing a growth of apartheid in South Africa. Moreover, in 1953, the National Party implemented the Bantu Education Act that greatly restricted the learning in African schools. This greatly restricted the literacy of blacks in South Africa and between ~~1953~~<sup>in 1953</sup> only about 24% of the black population were literate. This was an attempt by the government to protect the whites in South Africa from economic dominance by the blacks in South Africa. This policy established the blacks below the whites in South Africa, resulting in a great majority working in jobs such as, servants and factory workers. Therefore supporting the idea of the Blacks fear of dominance of Blacks having contributed to the implementation of apartheid.

However, Hendrick Verwoerd, the a leading member of the National Party and the main architect of apartheid claimed that the apartheid was implemented as a means to prevent conflict between the different races in South Africa, and to allow the cultures room to develop separately. He claimed that apartheid was a policy that would benefit to all parties and improve life in South

Africa for all. However, this may not be seen as the true reason behind the implementation of apartheid as this greatly restricted the life of Blacks in South Africa and mainly benefited the Whites who were therefore established as dominant and powerful.

Overall, it is therefore possible to see that the main reason for the implementation of apartheid was the victory of the National Party in 1948. Although other factors such as the fear of black dominance, could greatly be seen as a driving force behind apartheid, it was the victory of the National Party that directly resulted in the implementation of apartheid. Moreover, the opposition by black opposition groups although having been a reason for the implementation of apartheid can be identified more as having encouraged the strengthening of the policy and that the reason for the initial implementation of the apartheid policy. Therefore, it was indeed the victory of the National Party that gave them the power to implement these segregative laws in South Africa between 1948-59.

This is a level 4 response. The key issues are fully explored and the relationships between the different causal factors effectively discussed. The knowledge is used well to demonstrate an understanding of the victory of the Nationalist Party in 1948 and to compare this with other factors to establish its relative significance. Valid criteria for judgement are established and applied and the answer is argued convincingly and logically throughout. This is demonstrated very well in the final conclusion.

### Question 3

On Question 3, stronger responses were targeted on the extent to which living standards declined for black South Africans in the years 1973-94. These also included an analysis of relationships between key issues and a focus on the concept (change/ continuity) in the question. Sufficient knowledge to develop the argument was demonstrated too (e.g. 1973 oil crisis, migration to the towns, population growth, wages and inflation, investment in education). Judgements made about the extent to which living standards declined for black South Africans in the years 1973-94 were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of whether living standards declined for black South Africans in the years 1973-94. Low scoring answers also often lacked focus on change/ impact or were essentially a description of conditions for black South Africans during the period under discussion. Where some analysis using relevant knowledge was evident, it tended to lack range/ depth. Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 2  Question 3  Question 4

The time period of 1973 until 1994 were extremely significant for the fight against apartheid, as it was a period of chaos inside the country and loud, insistent condemnation on the outside from other countries. It was a time where living standards significantly declined for Black South Africans as they dedicated themselves entirely to the fight against apartheid, and the government increased the pressure militarily to prevent those protests. However it is also possible to argue that protestors achieved some victories in their living standards during this period, culminating in ~~the~~ 1994 when South Africa became a democracy.

To begin with, the Soweto uprising and riots of 1976 decreased the living standards of black south africans when the reason for this protest was the fact that the government intended for all schools to teach all lessons in Afrikaans, which many black children did not speak. This would <sup>and therefore</sup> lower their grades ~~as well as~~ minimise their job opportunities when exiting school for a job that would not involve working in farms or in mines. It was a government strategy to lower their job prospects and making them learn the oppressor's tongue, a <sup>symbol</sup> ~~stroke~~ of and reminder of white supremacy. Furthermore, after Soweto, a state of emergency was declared, and this lowered black south Africans' living standards drastically. Around 700,000 people were arrested due to pass law offences, higher than in 1960 after Sharpeville.

Not only this, but the fact that after Sharpeville in 1960 and its events,



the government decided to strengthen apartheid even more, which tightening their laws and banning anti apartheid movements. The consequences of these measures were felt in full force during the 70s and onwards, with an increase in black poverty in Bantustans and illegal townships.

The 70s and 80s were a time of chaotic chaos and protests against apartheid where many people died. The ANC sent the call to make South Africa ungovernable and to do anything possible to make the situation go as much out of control of the government as possible.

This led to increasingly high numbers of internal disputes and revolts in townships, such as Alexandra, a township where disputes lasted for days. This call for chaos from the ANC meant a decline in living standards for black South Africans as a great number of people died and the fact that no one was safe. After Soweto many black youths stopped going to school and dropped their education, leading to the creation of gangs in the streets, making it extremely unsafe. The fact that a lot of young people wouldn't go to school reduced living standards, as it would mean more poverty in the near future. A great n great problem rose called necklacing, horrors that would occur in South Africa if you were considered a government spy, where a fire would be fit around a prisoner's neck, and then set aflame. All of this chaos, protests and murders would signify a significant decrease in living standards for black South Africans.

When Botha came into power, one of his main strategies was called his 'Total Strategy', where massive amounts of money were put into the military branch of the country. All across Bantustans and



townships there were members of the military constantly patrolling and raising tensions in the area. Despite the fact that crime reportedly decreased during the time, it's not possible to know how much the government protected the military for any convicted offences against black South Africans. Botha, also as I have mentioned, invested millions of Rand into his 'Total Strategy' dedicated to weaponry and increased military activity. This meant that to be able to afford it the government did not spend money on matters such as education and health-care, overall decreasing its quality and causing a general decline in living standards, especially for black South Africans.

Finally the period from 1990 to 1994 was a chaotic period filled with violence as negotiations took place before the first truly democratic elections in 1994. The killings and general violence caused a decline in living standards for black South Africans who could not fix the damage protests caused in the areas they lived in.

It can be argued though, that to some extent<sup>ε</sup> living standards improved somewhat for the black population. They were now allowed to reside in more urban areas in the 60s onwards and the fact that there were now more job opportunities for them other than working in mines or in the land meant a better job and therefore a better life. They were also now allowed to 'rent' land for 99 years, giving them more opportunities to own something and live more comfortably, without feeling dependent on the white population as much as before.

Though perhaps what benefitted living standards for black South Africans was the fact that Botha relaxed the separate amenities act, which



people referred to as 'Petty Apartheid', meaning that if for the sole reason that South Africa could no longer afford it. This meant that people of all races could now use the same amenities and facilities, giving black people a better quality of life.

In conclusion, I believe that overall, living standards significantly declined for black south africans from 1973 to 1994, due to all the protests and chaos and attempts from the government to secure its hold on apartheid at all costs, however it was obvious that apartheid was going to end at some point and the government could no longer afford depriving black people of some basic rights such as living in certain places and partially owning their own land, but that it wasn't enough for black pe south africans to live decently or to keep living standards from declining.

This is a level 3 response. There is an attempt to analyse the key features but much is based upon the assumption that policy had a negative impact on living standards. The counter-argument is argued more coherently, although it does wander from the relevant period. The selection of material does impinge on the argument in places.

#### Question 4

There were no responses to this question.

Based on their performance on this paper, candidates are offered the following advice:

#### Section A

##### Value of Source Question 1(a)

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Candidates should be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Candidates need to move beyond stereotypical approaches to the nature/ purpose and authorship of the source e.g. look at the specific stance and/ or purpose of the writer
- Candidates should avoid writing about the deficiencies of the source when assessing its value to the enquiry

##### Weight of Source Question 1(b)

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- Candidates should try to distinguish between fact and opinion by using their contextual knowledge of the period
- In coming to a judgement about the nature/ purpose of the source, candidates should take account of the weight that may be given to the author's evidence in the light of his or her stance and/ or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source

#### Section B

##### Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Candidates should take a few minutes to plan their answer before beginning to write
- Candidates should pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question,

setting its importance against other themes rather than providing a description of each

- Candidates would benefit from paying careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts
- Candidates should try to explore links between issues to make the structure flow more logically and the arguments more integrated.

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