



Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International Advanced Level

In History(WHIO2) Paper 1D

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Examiner Report: WHIO2 1D South Africa, 1948-2014

Introduction

It was pleasing after the disruption of the pandemic to see a range of well-informed and well-written responses from candidates on IAS Paper WHIO2 1D which covers 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.

In common with the previous series, candidates found Section A more challenging than Section B. Some candidates were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. Performance in Section A was also affected by the absence of the detailed knowledge base required to add contextual material to support/challenge points derived from the sources. Most candidates did use their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, most responses had an analytical focus and there were very few that were 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 the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted. This meant that some candidates wrote at length on topics that were only peripherally related to the question or which did not cover the whole time period.

It remains important to realise that Section A topics are drawn from highlighted topics on the specification whereas 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. There was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B.

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

Question 1a)

Most candidates understood the question and were able to comprehend the source and comment on what it revealed about the impact of apartheid legislation on black South Africans in the years 1948-59. There were some well-focused responses that drew out inferences about the detrimental impact of the legislation and particularly the way in which it drove black South Africans into poverty. The best answers developed the inferences with well-selected context to establish their validity. However, many responses were completely devoid of contextual knowledge and were therefore not credited at all in bullet point 2 of the generic mark scheme. This did depress achievement overall in Section A. Some candidates began their responses with lengthy descriptions of the ideology of the National Party and the establishment of apartheid but did not relate this to the source material. Many candidates accessed level 3 by the effective use of the attributes of the source to develop

their ideas about the value of the source from a private letter to the government by the president of the ANC. Those candidates who discussed the limitations could not be rewarded for that part of their answer as it is not the focus of part a responses.

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 impact of the apartheid legislation on black South Africans in the years 1948–59?

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

(10)

Source 1 is written by Chief Albert J. Lutshuli, who as the source points out was the ANC president, this makes the source valuable as the ANC was main opposition to apartheid, thus Lutshuli has better knowledge of the main representative of Black South Africans and is a primary source, as he is experiencing the situation in person and has a wide knowledge of the problems of Black South African people. In the source Lutshuli speaks of refer to "my people" showing his connection and status. This letter was done in 1957, this is valuable as it is the period in which apartheid was strongest and the laws introduced were mostly in the early 50s. Therefore there has been enough time for the laws to be successful or not, and for there to be a negative impact on the Black population.

Source 1 makes clear from the start that the new legislation was "oppressive and discriminatory". This is valuable for the historian as

The writer finally mentions the Pass laws and refers to this denying the African their freedom of movement. The author then refers to how this laws are "definitely an insult to humanity" this is the so author expressing his frustration and hatred towards the laws which was telling the historian that they were horrible segregationist laws done by apartheid. This is valuable because it shows how apartheid tried to control black population and we know that the passes laws to enter cities were changed by ^{reference} books which recorded the amount of time a black person was in the city and they had to carry this books everywhere.

Thus the source is valuable for the historian because it show how a very important representative of the black community in South Africa is totally against the laws introduced by apartheid and that this have a direct negative horrendous effect impact on Black South Africans.

This is a secure level 3 response. It makes relevant points about the value of the source related to its provenance. It develops inferences about the harshness of the legislation and explains this by reference to a number of apartheid laws passed during this period. It has a very clear focus on value.

Question 1b)

Candidates understood the source material and were able to select from it to demonstrate this. Some answers were effective in weighing up the strengths and limitations of the source produced to encourage cultural boycotts by members of the British equity union and used this as a basis to reach a judgement about the weight that should be attached to the source for the enquiry. It was noticeable in this series that many candidates showed comprehension by selection and summary but fewer candidates attempted to use the material to draw out inferences about why cultural boycotts were introduced. Many candidates did not use contextual knowledge and could not be rewarded in bullet point 2 of the generic mark scheme. In other cases, the contextual knowledge was free standing, being added to the source material rather than used to interrogate content and inferences. Most commonly candidates referred to sporting boycotts which could be used effectively as aspects of cultural boycott and economic boycotts which were less well focused on the question. The topics for use in source questions are clearly highlighted on the specification and candidates would do well to ensure that they have examples of knowledge that they can draw upon for all of the topics.

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 reasons for the introduction of cultural boycotts of South Africa?

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

(15)

The 70s and 80s marked a ~~the~~ new page for international condemnation of apartheid. International boycotts and sanctions against South Africa were key to the fall, or at least weakening, of the regime. Source 2 holds valuable insight into the reasons for the introduction of such boycotts by the cultural communities.

To begin with, the ties of PAK (Performers Against Racism) to the AAM (Anti Apartheid Movement) is integral in the understanding of a historian due to the heavy influence and participation of the AAM in the international, oppositional front to apartheid. Moreover, groups such as these (+ Equity) are a collection of many people which allows the informational leaflet to hold much impact in the enquiry as it holds the opinions of many, in this case, performers and their agreed reasons of opposition to apartheid.

Moving on, the leaflet holds much information of the tensions of segregation of apartheid, stating that 'work of black writers is usually banned', coinciding with the Publications Act which allowed the government to ban anything deemed "undesirable". Additionally it mentions the bans ~~the~~ on plays with 'mixed cast[s]' such as 'Black Mikado' and 'The Crucible', the ban on 'multiracial



audiences' and the lies of the South African Government in which they promise new audiences yet fail to produce them. As a result, not only is the segregation mentioned within the leaflet, but its extent is denounced by the group and therefore lends further insight into the international perception of the apartheid regime's actions. Unsurprisingly, as a group for performers, the leaflet will not be able to provide deeper insights into the fates of such banned writers and scheduled performers such as their unjustified arrests or fines and unproportionately low wages in comparison of that to whites, however makes a clear attempt to highlight the disparity between the races in South Africa.

However, the leaflet holds no integral reasons and aim of boycotts in general - 'isolation [of] South Africa's apartheid regime'. Through banning sales and 'cutting economic and cultural links', the main reason for boycotts shines through - an impactful and damaging disapproval of the regime. The PAR leaflet reflects many of the shared sentiments of many boycotts of the time, such as those isolating SA in the sporting ^{world} and eventually trade. With leading ^{apartheid} ~~segregation~~ opposition sentiment and goal of isolation, the PAR leaflet may even hold applicable information into further enquiries of the boycotting and sanctioning of South Africa. Of course, the source must be treated with caution due to its more generalised overview of the sufferings of black artists and performers as well as its lack of specificity and observation into the bitter human violations felt by such artists, however its



main basis of reasoning against apartheid segregation and
leading conclusion of isolation was much weight into
many international reaction events, especially in the focus
on reasons for boycotting South Africa culturally.

This is a level 4 entry response. It achieves level 3 in all bullet points and its ability to consider the values and concerns of the time lifts it into level 4 in bullet point 2 of the generic mark scheme.

Question 2

This question prompted a number of focused responses. Some candidates displayed a good knowledge of a variety of methods used to maintain apartheid in the years 1961-89 and were able to focus their answer on the second order concept – significance. The best responses contrasted the significance of the Internal Security Act 1976 with other legislation, including the 90-day detention law in 1963, the role of the media, the declaration of the state of emergency in 1986 and the attempt to divide the oppressed by constitutional changes in the 1980s. In some cases, candidates did not know the terms of the Internal Security Act 1976 and confused it with other measures, such as the General Law Amendment Act 1963. This did undermine arguments and 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

In ¹⁹⁴⁸ 1948, following the 'shunning victory' of the National Party, as historian Saul Dubow likes to describe it, the system of apartheid was enabled to be 'born in fear, nurtured in hubris and sustained through obfuscation.' Although the Afrikaner term 'apartheid' simply intensified and named repressive legislation created decades before by the United Party, under the electoral system they still had a significant role in keeping the National Party's power till 1994. The discriminatory legislation was particularly important during the years 1961-89 which saw the height of apartheid with whites enjoying prosperity, but also strict downturn particularly as a result of the 1995 oil crisis. The Internal Security Act of 1976 was extremely important for maintaining the opposition to the white Afrikaner regime and was passed during Vorster was Minister of Native Affairs. The act enabled prisoners to be imprisoned for 90 days without trial and the sentence was flexible, meaning that the authorities had the right to extend it whenever, the evidence of other legislative features of apartheid such as the

Bank Holidays Act of 1950 and the Communism Act of 1951 raise the question - which feature was the most important in the maintenance of the apartheid system in the years 1961 to 1999. The Bank Holidays Act established the strict operation of all roads into tribal homelands or rural areas, which eventually became simple reserves of cheap labour for white South African industries. Although the Bank Holidays Act and the Internal Security Act of 1976 also played significant roles in maintaining white dominance over the black majority, the Communism Act was what ~~made~~ allowed the government to ban all ~~examinations~~ and stay an ally with the West which for a long period of time, allowed it to ~~to~~ prosper economically with the vast amount of foreign direct investment. As a result, although the Internal Security Act and the Bank Holidays Act were both crucial developments during the apartheid era that maintained the racist regime, the Communism Act played a more significant role in this.

The Internal Security Act passed in 1976 can be regarded as one of the harshest and

most vital developments introduced under the leadership of the National Party. When Vorster ~~was~~ worked in ~~Van~~ Klaarwater Vorster's government he largely focused on the reorganisation of the security measures particularly because the white minority was beginning to see more mass protests and boycotts such as the one that happened in ~~the~~ Stangerville ~~and~~ in 1961 and Port Elizabeth in 1976. The intensification of the police force was exemplified through the financial spending and increasing from R 33 million to 2568 million. ~~With the intention~~ On top of this, in 1976 Vorster passed a law that would imprison anyone who ^{posed} ~~opposed~~ opposition to the government for 90 days without trial and additionally forcing the convicted to prove his innocence. As a result, members of multiple anti-apartheid movements like the MK and Pan-Africanist Congress were forced to leave their supporters without leadership and ~~uncoordinated~~ ~~activity~~. As ~~the~~ Vladimir Lenin once said - 'without organisation, the working class is nothing' which can also be applied to other classes in society despite the majority of the black South African population being working class and a source of cheap labour for



Colonial industries that were ~~not~~ exploiting much Africa for its resources. As a result, the ~~loss of~~ detention of key leaders of the ~~then~~ anti-apartheid struggle significantly aided the maintenance of the regime since the activities of leading ~~&~~ organisations like the ANC and PAC were suppressed during those years. Therefore, the Internal Security Act of 1976 can be considered as a crucial development for the maintenance of the apartheid regime in the years 1961-89.

Despite the efficacy of the Internal Security Act, the Bantu & Whites Act of 1950 ~~can be considered to be as much a~~ was also necessary for the sustainability of the racist regime. ~~The~~ One of the key principles of apartheid was divide and rule. This was a key principle because whites considered themselves as a majority as they were the dominant group, however they were far away from a majority since all those other races living in South Africa were to be considered, a black majority would exist. ~~Therefore~~ due to the speaker's 'swart gevaar' which meant 'black fear'

~~to maintain~~ continue calling themselves a 'majority'. They had to separate Indians, coloureds and blacks into separate areas which became known as townships. There were many areas in rural south Africa which were located away from white South Africa and were developed under the leadership of Hendrik Verwoerd. His establishment of townships made him receive the nickname 'architect of apartheid'. Although the government intended the townships to become self sufficient, almost 80% of their income came from South Africa and the majority of its residents had to focus on their jobs as cheap sources of labour rather than developing their townships.

~~At the same time, the~~ Although the townships can be considered as a failure ~~to a principle~~ in achieving its goals it proved to be very significant for the reorganisation of the apartheid regime once it was implemented. The goal of divide and rule, consequently, restricting the different roles from working together against the, in reality, white minority, thereby allowing the National Party to stay in power until 1994.



Lastly, ~~another~~ the most vital of features of the apartheid system was the Communist act of 1950. The apartheid was visited alongside the years of communism around the world which resulted from the cold war between the US and the Soviet Union. The act allowed authorities to ban and imprison anyone who threatened to undermine the state on the basis of the Marxist ideology. In that way, under the very same, the National Party was able to ban the South African Communist Party (SACP), forcing it to work with the ANC. The laws are two significant aspects on Apartheid economics. Because one of the key reasons apartheid was introduced was the economic interests the Africans have in South Africa particularly the most gold reserves that were found in that area. The diamonds in Witwatersrand, the economic benefits were very dear to them. The Communist act allowed the NP to claim that opposition was raised from the cold war, as a result, making SA a reliable ally to the West with the common aim in the fear of a communist revolution.

around the world. For this reason, it was also able to purchase ~~the~~ ~~from~~ ~~countries~~ imported from the US, consequently, allowing access to power and the economy to grow by over 6% each year, as well as create jobs for 800 million. As a result ~~the~~ the Commission act of 1987 was an extremely valuable development. The maintenance of ~~economic~~ ~~growth~~ ~~on~~ ~~the~~ information that was provided alone.

In conclusion, although the internal security act of 1976 allowed the cooperation of the new struggle to be weakened and the system of checks and rule was accomplished through the Berlin Publishing act of 1970, the Commission also the most important in maintaining white minority rule and it allowed the ~~effective~~ ~~to~~ ~~is~~ ~~maintain~~ ~~the~~ ~~economic~~ ~~growth~~ ~~of~~ ~~opinions~~ and continue their position as an ally to the West nominally.

This is a level 4 entry response. It has a focus on the question and considers a range of factors including the Internal Security Act, the Bantu Authorities Act and the role of the police. There is occasional imprecision. The conclusion tends to summarise rather than judge.

Question 3

This was the most popular essay question on the paper. Most candidates who answered it achieved in level 3 and level 4 although a small minority were unable to develop a successful answer and remained in level 1. Most candidates were able to focus on the second order concept – similarity and difference and addressed this either by direct comparison or within a chronological framework, drawing out relevant comparisons as their answers progressed. Most candidates organised their responses around the use of no-violence in the earlier period and the increasing use of violence after 1961.

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 ☒

Following the 1948 National Party victory in South Africa, a system of apartheid was implemented. The system advocated total segregation and divided blacks into ethnic groups, such as Xhosa or Zulu. The point was that there would be no Africanism and no single, united group of blacks, so that the whites could call themselves the majority. Grand and petty apartheid were used, with detrimental effects on nonwhite ethnic groups. Race, segregation and discrimination were all significant features of apartheid. Apartheid as a system and its effects were opposed by ~~some~~ opposition groups throughout South Africa, such as the ANC, the PAC and the Black Sash. It can be agreed that the main goal of all the groups was to overthrow the apartheid system, although the means used were different. It can be said that there was a shift in the key features of internal resistance to apartheid from the years 1948-60 when comparing to the years 1961-94. The main difference was the shift from nonviolent to violent methods.

Some could argue that the key features of internal resistance to apartheid in the years 1948-60 were similar to those in the years 1961-94. Most opposition parties held the same ideas throughout the years 1948-94. The ANC had worked with the SACP throughout the time period. The ANC continued to hold the same ideals, for example, it ~~was~~ accepted help from whites in the struggle to end apartheid ^{and valued ideals of the Freedom Charter.} The SACP used the same methods of garnering

support from other Communist nations. The PAC, since its founding, held an Africanist ideal and dissented from the offer of help from whites. It saw white people as the enemy ^{and rejected the Freedom Charter} Collaborations between parties also continued throughout the time period. White opposition such as the Black Sash, ~~and~~ Helen Suzman and Joe Slovo had helped oppose apartheid since its start. For example, following the women's pass protest the Black Sash radicalized, offering professional advice and help to black women. Helen Suzman had the means to work within the Parliament for the whole period, being the only one advocating against apartheid, from the 1950s and until its end. ~~at~~ Most opposition parties had one feature in common - operations were trying to be kept covert, so that the government couldn't catch them. Although less secret in the time period 1961-94, organizations such as the UDF still had ringleaders in the shadows ^{other groups} and ^{informal} guerrilla attacks by ^{their} military wings without wanting to be known or seen. Overall, most opposition groups were illegal, so operated illegally in the years 1948-94. It can be said that the ^{internal} opposition to apartheid kept strong ideologies and the same values and ideals in the years 1948-94, and many tried to stay underground apart from Helen Suzman who worked in parliament.

On the other hand, it can be argued that there was a dramatic shift of the features of internal opposition to apartheid ^{from} the years 1948-60 when comparing to 1961-94. The main difference was the approach to ending apartheid while the period 1948-60 saw more nonviolent opposition, the years 1961-94 erupted in turmoil. In the years

1948-60, the opposition groups, notably the ANC and SACP used methods of passive resistance, boycotts and mass defiance. For example the ANC sponsored the Potato boycott which was a success. Furthermore, largely by the work of Mandela, the ANC organized the Defiance Campaign of 1952-3. People refused to carry passes and invited themselves for arrest. Over 10,000 people were arrested but the campaign was met with repression and was unsuccessful. A women's pass protest was also organized by Helen Joseph and the ANC, also met with repression and failed. However, in 1955, a group met to draw up the Freedom Charter, advocating equality and democracy. However, the main organisers were captured and charged with ^{high} treason, including Mandela. The Treason Trial carried on from 1956-61, but the defendants were acquitted and found innocent. Sharpeville in 1960 was the main turning point of events. People in Sharpeville protested outside the police station, refusing once more to carry passes, when a drunken demonstrator shot in the air and an officer stumbled, and the police began shooting into the crowd, killing 69 people and wounding over 200, most of which were black. This was when the ANC had realized that peaceful protest would not work, preparing for an armed struggle.

In 1961-64, there was a shift of opposition groups to ^{resorting to} violence. The ANC prepared the armed struggle which was unsuccessful. In the 1960s, the Defence Force or Bhebe and the Police force were sufficient enough to defend against the violence of opposition groups. Most opposition leadership was also in exile or imprisoned.

protests were unplanned - they were spontaneous and their nature
was of opposition not seen as dangerous. Most protests
were organised by students themselves after a Black
Consciousness Movement, inspired by the US, emerged.
SASO, co-founded by Steve Biko was formed. Following the
murder of Steve Biko, a further violent street emerged.
Government repression and violence was met ~~and~~ ^{with} more
~~and~~ violence from opposition groups. Mandela in the 1960s
also explained why violence had to be used since ~~the~~ ^{peaceful}
opposition was unsuccessful and all other means had been
tried. It was a last resort. This violence came after years
of peaceful opposition, and was a turning point in opposition
movements.

In conclusion, although most groups kept the same core values
and beliefs, the means by which they set out to achieve
their goals changed after ~~the~~ 1961. Although some features
of ideology differed between groups, most opposition was
non-violent ~~and~~ in the earlier years of apartheid. However in the
1960s and until the end of apartheid the nature of
non-violence waned and a street of violence erupted, a
~~and~~ dramatic change in opposition groups. It is worth to
note also the emergence of new groups such as the UDF
and Black Consciousness Movement, which ~~are~~ shared a
wide range of opposition as opposed to apartheid's early
years. Students became involved and used to be in
Africaism. Although ANC membership was usually middle class

elite, they had always had grass root support, but more
years people got involved in the struggle against
apartheid ^{more} other youth and student organizations were
formed. It can be agreed that these differences were
large and significantly changed the overall pattern
of anti-apartheid, opposition groups.

This is a secure level 4 response. It has an explicit focus on the question although it is a little descriptive in parts. It has secure knowledge which is used to demonstrate an understanding of the key features of the period and the second order concept being addressed. The conclusion is more of a summary than a judgment.

Question 4

This was the least popular essay question on the paper and did not produce focused responses in many cases. Most candidates who attempted this question focused on the changing pattern of crime in the apartheid era and not the era of the new South African Republic post -apartheid. This obviously had a very depressing impact on achievement in the levels. Candidates are advised to read the question carefully and make sure they are aware of the time period to be addressed in order to eliminate such errors.

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 ☒

In the years 1994-2014, when the ANC came ~~came~~ into power and the dismantling of apartheid began, crime was and remained a very prevalent problem in South Africa.

During Mandela's presidency, the poverty rates were at an all-time low. ~~Over~~ Nearly half of South Africa's population lived off less than \$5-a-day. This severe poverty gave way to increased crime rates, with South Africa's murder rates becoming one of the worst in the world by the end of 1999. Gun and non-gun crimes averaged 5 murders per 10,000 people. This demonstrates an increased pattern of crime in the years 1994-2014.

In addition, South Africa became known as the world's 'rape capital' with the rate of violence towards women increasing drastically. In 2002, each woman on



average expected to be victims of rape at least twice in their lifetimes. This alarming rate of sexual assault reflects the worsening of crime in South Africa during 1994-2014.

Furthermore, during this time period there was a drastic increase in the rates of organised crime and robbery. This again could be due to the worsening poverty, leading to many turning towards crime to ~~to~~ make a living. This shows how ~~poverty is~~ crime remained a prevalent issue for the government.

Alternatively, the government itself experienced crime in the form of corruption. One of the largest controversies that occurred during Mbeki's presidency was the Arms Deal, ~~which~~ Mbeki and a committee including Jacob Zuma, his advisor and others approved and processed an arms deal of over R5 billion. After investigation, Zuma was fired after it was discovered that he was protecting the financial interests of his advisor, who was subsequently charged. This controversy describes how the pattern of crime grew to the

extent of corrupting South Africa's government.

Corruption allegations continue into Jacob Zuma's presidency. ~~#~~ During his first term, he doubled the fund for new marriages which was scrutinised by parliament after he had two new marriages in that year. In addition, he supported his 4 wives and some 20 ~~of~~ of his children with around 1.5 million Rand, allegedly taken from the state. The largest of his corruption allegations occurred ^{in 2014} when over 40% of his home renovations was funded by tax-payer's money. In particular, a swimming pool which Zuma called a precaution in case of fires; further protection for the President of South Africa. These allegedly corrupted acts has led to his resignation and subsequent trial. This again shows the large growth of crime, reaching the extent of South Africa's leadership.

To conclude, I believe that the pattern of crime in South Africa has changed to a large extent in the years 1998-2014. This is because crime rates have dramatically

worsened in almost all aspects of life in South Africa. Moreover, crime has not only worsened for the people ~~but~~ but has also grown into corruption within the government itself, demonstrating the worsening pattern of crime. As a result, I strongly believe the pattern of crime in South Africa in the years 1998-2014 has changed to a far extent. ~~and~~

This is a top level 3 response. It has a focus on change but does not consider any continuities. Its choice of factors is a little variable in terms of relevance and the knowledge is not sufficient to access level 4 as it is lacking in depth.

Paper Summary

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
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- 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
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry.

Weight of Source Question (1(b)/2(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.

- In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- Knowledge should be integrated with the source evidence, to discuss the inferences drawn and their validity in the light of the contextual understanding of the period.
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give 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. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- 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
- Pay more 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
- Pay careful attention to the date range in the question. Plan the answer with a focus on this range and avoid lengthy exploration of events outside of the time period set
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.