

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y224/01 Summer 2023 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Paper Y224/01 series overview

Y224/01 is one of twenty four units in Paper 2 for the revised A Level examination for GCE History. This unit tests an extended period of History of about 100 years through a short-answer essay and a traditional essay. The paper contains two questions, each having two parts, a short answer essay and a traditional essay and candidates had to answer both parts of one question.

To do well on the short-answer essay question, candidates needed to consider the significance or importance of both issues, factors, individuals or events mentioned in relation to the question. Having analysed or explained both they must reach a supported judgement as to which is the most important or significant.

To do well on the traditional essay, candidates needed to address the issue in the question, using detailed supporting knowledge. To reach the higher levels candidates needed to assess the issues they discussed and reach a supported judgement, at least in the conclusion.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • gave equal consideration to the two issues in the short answer essay • reached a developed and supported judgement as to which issue was more significant or important • linked their knowledge of the issues to the focus of the question • discussed at least two relevant issues in depth • the supporting detail was both accurate and relevant to the question set, not just the topic • reach a supported judgement about the issue in the question • make a series of interim judgements about the issues discussed in relation to the question. 	<ul style="list-style-type: none"> • considered only one of the issues or discussed one in a superficial way • produced a judgement that was not supported and was therefore assertion or a judgement that did not follow logically from the response • were unable to use their knowledge to address the issue in the question • showed a poor understanding of the major issues relevant to the essay • were unable to support their answer with relevant or accurate material • did not focus on the precise wording of the question • made unsupported comments about issues which were no more than assertions.

Question 1 (a)

- 1 (a) Which of the following had the greater impact on the lives of Black South Africans in the period from 1948 to 1954?
- (i) Geographical segregation
 - (ii) Changes to education

Explain your answer with reference to both (i) and (ii).

[10]

Many candidates demonstrated good knowledge and understanding of both factors, in particular the legislation that underpinned geographical segregation. For example, Group Areas Act (1950) and Bantu Authorities Act (1951) and changes to education with the Bantu Education Act (1953). In many cases, knowledge of this legislation formed the foundation on which more detailed discussions of the impact of each factor on the lives of Black South Africans was built. In general, the impact of geographical segregation was seen as being more short term than changes to education. However, its devastating consequences were still acknowledged, such as the poor conditions of the housing and land onto which the Black South Africans were forced. Many candidates argued that changes to education had more far reaching consequences, in that generations of Black South Africans suffered as a result of the limited educational opportunities enforced on them by the act. Answers in the higher levels also included a valid and developed judgement.

Exemplar 1

a Geographical segregation had the greater impact on the lives of Black South Africans in the period from 1948 to 1959 because the physical separation of racial groups contributed to a fragmented society, making other racial groups unfamiliar with each other and thus less likely to work together to break down Apartheid. As the Group Areas Act of 1950 restricted blacks to certain areas of land, their lives were impacted greatly because they were unable to maintain friendly relations with other races. ~~so they~~ Thus, geographical segregation had the greater impact on the lives of black South Africans because it completely eliminated any hope of social cohesion, causing blacks to be seen as second-class citizens and therefore worsening their relations with the whites who ~~were~~ became uncomfortable integrating with them. Hence, the geographical segregation enforced in 1950 had a devastating impact on the lives of blacks. This argument is particularly persuasive when we consider that this geographical segregation laid

the foundation of the impossibility of breaking down Apartheid, as the social divide that it deepened needed to be fixed in order to move towards equality. Blacks needed the support of whites in order to put enough pressure on the National Party, therefore the fact that they were geographically segregated was highly impactful, as it lowered the chances of racial groups working together to end Apartheid and therefore caused a feeling of despair in the lives of Black South Africans in the period ~~1948~~ 1948 to 1954.

On the contrary, it could be argued that changes to education had the greater impact on the lives of blacks between 1948 and 1954 ~~and~~ because the introduction of the Bantu Education Act in 1953 annihilated any hope of social mobility. The fact that Black South Africans were now taught separate curriculums in separate schools made futures of poverty inevitable because they were only prepared for the ~~most~~ lowest paid, manual labour. Therefore, it could be argued that changes to education were more impactful because the lives of blacks were made even more difficult by the lack of opportunities to advance economically that were caused by the Bantu Education Act. Nevertheless, this view neglects the fact that the creation of all-black universities such as Fort Hare laid the

foundations for ~~for~~ resistance to Apartheid by providing spaces for young, intelligent blacks to discuss ideas. Therefore, its consequences were not as severe as those of the Group Areas Act because some of the National Party's changes to education would actually work against them in the long-term by enabling blacks to galvanise and coordinate opposition to the Apartheid regime. Hence, geographical segregation ~~remains~~ had the greater impact on the lives of black South Africans.

This is an example of a Level 5 response for Question 1 (a). It includes detailed knowledge of both factors, together with a less developed but valid judgement. This was given Level 5: 7 marks.

Question 1 (b)*

(b)* 'The greatest social and economic problem for South Africans from 1989 to 1999 was HIV/AIDS.' How far do you agree? [20]

Many candidates disagreed with the statement in the question, despite the devastation wrought by HIV/AIDS on South African society being well known. The seriousness of the HIV/AIDS problem was highlighted by some candidates through reference to the mishandling of the crisis by the government. For candidates who did agree with the statement, HIV/AIDS was the cause of a number of other problems. For example, a rapidly rising crime rate and broader social instability. Other problems included: poverty amongst Black South Africans, the legacy, according to some, of apartheid measures, rising crime rates, unemployment, the economic consequences of the withdrawal of foreign investment as a result of apartheid, the exclusion of South Africa from world sporting events, gender inequalities (evidenced in the high numbers of rapes), limited public amenities, and the fallout of apartheid. Candidates had plenty of problems to discuss. Answers in the higher levels included more detailed explanation of some of these, together with a valid judgement.

Exemplar 2

b I agree to a certain extent that the Greatest Social and economic problem for South Africans from 1989 to 1999 was HIV/AIDS, as, while there were other problems such as the economy and for fixing the poor living conditions of many, improvements were made in these sectors, however, whereas HIV was not actively focused on by the government leading it to create a bigger issue for South Africans. However, I think that reconciliation between South Africans and the diffusion of terrorism and segregation was the greatest problem for South Africans as it was arguably the hardest to solve as it was such a deep rooted issue.

The economy and in terms of and social issues of the poor economy and bad living conditions of the South Africans posed a serious issue to the new government. However, it was actively addressed by the government with the creation of RDP (later GEAR). Over 1.1 million new houses were built, jobs given to 240,000 people and the economy grew to 3% per year in 1996, but while the achievements had some setbacks, such as only 30% of the houses complied with building regulations, and ~~the~~ it was there were still examples of growth in economy and better standards of living for many, ~~which~~ which is why HIV/AIDS was a greater social and economic problem as it was not directly addressed by the government, so ended up creating serious health risks for the lives of many South Africans.

In 1990, only 0.7% of South Africa had been diagnosed with HIV, but by 1995 it was 10.4% of

The population had been diagnosed, with South Africa having the highest rate of infection of HIV in the world. This shows that it was a serious social and economic problem for South Africans as it had widely spread, so it affected more of the population, ~~causing it~~ therefore showing it was a huge problem. The effects of HIV only worsened to the point where the life expectancy for South Africans fell from 63 → 54 and in Swaziland there were 2 million patients to only 500 nurses. This shows that it was a big problem, bigger than the initial problem of economy and later living conditions of South Africa as this only fuelled those issues, making them worse, and ~~that~~ furthermore, other than a conference held to discuss the issue of HIV/AIDS, not much was done by the government, showing they did not know what to do, and their lack of action only made it a larger problem.

However, the biggest problem for South Africans was re-education and integration of ~~segs~~ previously segregated Black and white South Africans. This is because, even though it was addressed and actively acted upon by the government, especially Mandela, it still posed a huge issue shown by the continuation of violence and unrest in South Africa. Compared to HIV where it only ~~to~~ caused such a big problem because it wasn't actively addressed by the government. The TRC was set up ~~to~~ by the government to try and reconcile and give closure for those who were victims and the perpetrators of white aggression. However, this was very unpopular to many such as the family of Steve Biko as it only didn't target the main perpetrators who were those higher up in government,


causing many to see it as unjust, ~~showing that~~ this shows that the problem of segregation was the greatest social and economic issue for South Africans as it even though it ~~was~~ was acted upon by the government, it was hard to solve as the problem was so deep rooted, causing it to have a higher impact than HIV/AIDS that only came to the fore in the 1990s. Re-integration ~~was also happened in the~~ Reconciliation also happened in the education system which with schools now being mixed and the gap expenditure of white to black students decreasing, from $\times 12$ ~~to~~ to $\times 4$. However, despite this, the per level for black students was decreasing, while the per level for white students was increasing. This was due to it being hard for many black South Africans struggling to leave the life of poverty, mother, gangs, and more. This shows how deep-rooted and large the impact of segregation was on the lives of a whole generation of youth, which made it the greatest ~~issue~~ problem faced by South Africans to rewrite the population and increase the equality between black South Africans and white South Africans.

In conclusion, while the economy and living conditions of South Africans posed a problem to South Africa, it was addressed by the government, and through schemes like GEAR, the economy made improvements, whereas HIV/AIDS ~~only got worse throughout~~ caused a more serious problem as it was not properly addressed by the government, so it only got worse throughout the years ~~1989-1999~~, affecting many. However reconciliation and reintegration

of black and white South Africans was the biggest issue that South Africa faced in the years 1989-1999. This is because it came from a more deep-rooted issue of white supremacy and black suppression of black South Africans, and, despite the government's best efforts to impose the equality between black and white South Africans, it was not completely successful and many still felt the tension and upset of the past 50 years, showing it was the biggest issue.

This is an example of a Level 6 response for Question 1 (b). It includes detailed explanation of relevant factors, evaluation of the relative importance of some of these factors and a valid judgement. This was given Level 6: 17 marks.

Assessment for learning



In relation to part (b), judgement is needed in order to reach the higher levels. A judgement provides a valid explanation as to why a factor is more or less important, for example; it is not simply an assertion stating that a particular factor is the most important one.

Question 2 (a)

- 2 (a) Which of the following was more effective in resisting apartheid in the period from 1955 to 1978?
- (i) Student groups
 - (ii) Women's groups

Explain your answer with reference to both (i) and (ii). **[10]**

Knowledge of student groups was certainly more developed than knowledge of women's groups. That said, many candidates referred to the protests over the Pass Laws, as well as the role of women in supporting resistance at grass roots level, and the role of organisations like FSAW. For student groups, candidates usually mentioned organisations like SASO, Steve Biko and the 'Black Consciousness' movement, and the participation of students in the Soweto Uprising (1976). Given the importance of the latter event in generating international support for the resistance to apartheid, many candidates argued in favour of student groups being more effective in resisting apartheid in this period. Answers in the higher levels also included a valid and developed judgement.

Question 2 (b)*

(b)* Assess the reasons for the failure of opposition and resistance to the Nationalist Government in the period from 1948 to 1954.

[20]

Stronger answers to this question were usually structured around the legislation that underpinned the National Government's efforts to stifle opposition and resistance. Such legislation included the Suppression of Communism Act (1950), which many candidates identified as crucial to the government's approach since it allowed them to stamp out resistance organisations easily, the Public Safety Act (1953) and the Criminal Law Amendment Act (1953). Other factors included the role of the Cold War, which minimised international support for the resistance groups, the monopoly of political power by the white minority, the futility of the passive resistance tactics of groups like the ANC, the inability for resistance groups to co-ordinate their activities, and, more generally, fear of the government's reprisals. Answers in the higher levels included more detailed explanation of some of these factors together with a valid judgement. Weaker answers included events from outside the period of the question, including the Rivonia Trial (1963/64).

Exemplar 3

D	<p>Throughout the period 1948 to 1954, it is evident that opposition remained weak ^{due} greatly greatly failed due to lack of international support, lack of internal support, as well as Government resistance against opposition.</p>
	<p>International support for opposition internal opposition in southern Africa was weak. Resistance groups like the ANC and the PAC, had lacked the initiative to properly garner and bring about attention to the inherent issues of the apartheid laws. This claim is heavily supported by the defiance campaign in 1954, where the ANC encouraged mass defiance and disobedient of laws like the Pass laws and the separate entrances act; Encouraging vehicles to use white spaces, the aim of this campaign was to derail the apartheid system, by filling up the prison to return.</p>

destroy the system. However, this proved to be highly unsuccessful. The prisons were filled, up to 8,000 ~~per~~ were arrested, and yet, this achieved nothing. Not only did it show the weakness of internal resistance in the period 1948 to 1954, it failed to garner the appropriate international resistance that South Africa had needed. This ~~helped~~ ^{to garner} international demonstrates the failure ~~to garner~~ ^{international} support was an appropriate and also ~~showed~~ ^{National} need to restore the ~~best~~ ^{government}. Later periods like the ~~1980s~~ ^{1980s} demonstrate how important international resistance is in stopping apartheid, due to consumer trade embargoes and economic isolation. Other campaigns were the Freedom Charter, 1954 and other uprisings that occurred during the period, failed to garner the international attention that is needed, ~~then~~ ^{the} ~~MU~~, further demonstrating the weakness of opposition and why it failed during 1948 to 1954.

Opposition also failed due to lack of internal support as well as the approach to resistance in the period 1948 to 1958. Later on in the 1960s one can see the ANC and ^{other} ~~other~~ resistance groups adapt resistance into a guerrilla warfare, and paramilitary groups. ~~Contrasting~~ ^{Contrasting} to this, the ANC had taken a more

civil and peaceful approach to apartheid. It was not until Mandela came into power as the president of the ANC, that one can see a more ruthless approach to the resistance of apartheid. However one cannot conclude that this specific reason, or resistance not being suitable enough, was the reason for the failure of opposition. This is due to the ~~fact that in 1992, was the defiance campaign~~ defiance campaign. Though it is correct that in 1998 when the National Party were elected into cabinet, the ANC did have quite a weak approach by calling for the halt of apartheid and segregation. One can see that by the end of the period, the ANC does seem to increase in their effectiveness intensely on other nations. ~~One can see~~ This is shown by the fact that following the defiance campaign, ANC members had increased from around 800 people to over 10,000 people. Although it does not demonstrate that resistance was completely failing, it does show that ^{it} was getting stronger. However, it cannot be disregarded that movements like the Freedom Charter and the defiance campaign as well as women marches actively did not achieve anything but arrests and imprisonments. So therefore, although it was not a big aspect of the failure of resistance groups, one can conclude

that it was a slight factor in the failure and opposition to resistance in the years 1948 to 1954.

Throughout the period, it also adamant that government resistance was the factor into why opposition and resistance to apartheid so heavily failed in the period 1948 to 1954. The government were able to control and repress the opposition by petty apartheid laws and legislation. It could be argued that the government also did not see resistance groups like the ANC or PAC as a threat, due to the fact that the national government did not really ban the organisations until 1960 after under the Unlawful Organisation Act. ~~It could~~ This does support the notion that resistance groups ~~are~~ were just not effective enough and that Government were just able to easily suppress them. Petty apartheid laws, like the Population Regulation Act, made it quite simple for the govt. to arrest anyone any where SA without a pass. In addition against the defiance campaign, 8000 people were arrested, ~~demonstrating~~ and caused a in ~~the~~ disassembling the apartheid legislative system. Thus, it shows that these ~~oppressed~~ resistance groups the national government

were just barely successful in their ways of suppressing those that opposed them. This ~~also~~ therefore supports the conclusion that not only were ~~resistance groups~~ ^{opposition} failing and achieving resistance to the national govt., but more so they were also immensely suppressed by the national govt.

So, on a whole, it is evident that reasons for the failure of opposition to resisting apartheid and the national government were due to the lack of international support and ~~also~~ awareness and government repression. However, one can say that the approach ~~that~~ ^{of} resistance taken by opposition, may have had quite an impact on any opposition raised. However, one can conclude that the greatest factor for failure was the lack of international support, due to the implications it would have had on bringing apartheid to a halt earlier.

This is an example of a Level 5 response for Question 2 (b). It includes a fairly detailed explanation of relevant factors but with some imparting of knowledge. However, in the conclusion, it includes a less developed judgement, which is sufficient to push the answer into Level 5. This was given Level 5: 13 marks.

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