

June 2021 – Morning/Afternoon

GCSE (9–1) History A (Explaining the Modern World)

J410/05 South Africa 1960–1994: The People and the State

Time allowed: 1 hour

Sample question paper for 2021 only. To see what adaptations have been made for 2021 please ensure you have referred to the [Your guide to the changes for 2021](#) document.

You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **4** pages.

ADVICE

- Read each question carefully before you start your answer.

South Africa 1960–1994: The People and the State

Answer **all** the questions

1. Describe **one** way that the National Party government dealt with opposition to Apartheid in the 1980s. [2]
2. Explain the effects of the policy of Separate Development in South Africa. [10]
3. Explain how international opposition to Apartheid affected the Apartheid regime in the 1970s. [10]
4. Study **Sources A** and **B**. How similar are these sources? [10]

Source A

Oliver Tambo and the ANC had called for the people of South Africa to render the country ungovernable, and the people were obliging. The state of unrest and political violence was reaching new heights. The anger of the masses was unrestrained; the townships were in upheaval. International pressure was growing stronger every day. On June 12 1986 the government imposed a State of Emergency in an attempt to keep the lid on protest.

Extract from *The Long Walk to Freedom*, written by Nelson Mandela in 1994.

Source B

For many years I supported the concept of separate states [...] I believed it could bring justice for everyone including the blacks who would determine their own lives inside their own states. But by the early 1980s I had concluded this would not work and was leading to injustice and that the system had to change [...] the ANC had put so much pressure on (the Independent homelands) that they didn't want to go on [...] the whites wanted to hang on to as much as they could and were too greedy [...] we were involved in a downward spiral of increasing violence and we could not hang on indefinitely. We were involved in an armed struggle where there would be no winners.

Extract from an interview with FW de Klerk in the Independent newspaper, February 2010.

- 5.* 'The Black Consciousness Movement was more significant than the ANC.'
How far do you agree with this view about resistance to Apartheid in the 1970s?

[18]

END OF QUESTION PAPER

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Copyright Information:

Source A: From Nelson Mandela, *Long Walk to Freedom*, pp. 630-1, Abacus, Little, Brown Book Group UK, 1994.

Source B: From Simon Usborne, *FW de Klerk: The day I ended apartheid*, © The Independent UK, 2 Feb 2010, www.independent.co.uk

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...day June 20XX – Morning/Afternoon

GCSE (9–1) History A (Explaining the Modern World)

J410/05 South Africa 1960–1994: The People and the State

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level

Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

South Africa 1960–1994: The People and the State

1. Describe **one** way that the National Party government dealt with opposition to Apartheid in the 1980s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	<p>First mark for identification of policy + second mark for descriptive detail for each response.</p> <p>Note that a maximum of 1 mark can be given for correct identification of methods, even if more than one method is identified.</p> <p>All content is indicative only and any other correct examples of ways that the National Party government dealt with opposition should also be credited.</p>

Levels	Indicative content	Marks
N/A Points marking	<p>One example of how the National Party dealt with opposition in the 1980s was the implementation of the State of Emergency. This gave the government sweeping powers to arrest without trial and created a virtual military rule.</p> <p>OR</p> <p>One example of how the National Party tried to tackle opposition was to reform apartheid. PW Botha offered to give black Africans more liberties and reforms in schools, jobs and the removal of many of the Petty apartheid laws.</p>	2

2. Explain the effects of the policy of Separate Development in South Africa.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g.</p> <p><i>Rulers in the Bantustans drew large salaries and could become very wealthy. For those who were ruled, life was tough. Poverty, disease and malnutrition were commonplace as was overcrowding which also led to the land being over farmed, this was in stark contrast to the white population, who had one of highest living standards in the world. Africans living outside the Bantustans were subject to strict curfew regulations and passbook requirements, especially in the cities. If anyone was unable to produce these when challenged, they were subject to arrest. The police were granted sweeping powers of preventive detention in order to deal with this, giving them almost unlimited power in this instance.</i></p>	9–10
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p> <p><i>Poverty, disease and malnutrition were commonplace as was overcrowding which also led to the land being over farmed, this was in stark contrast to the white population, who had one of highest living standards in the world. Africans living outside the Bantustans were subject to strict curfew regulations and passbook requirements, especially in the cities. If anyone was unable to produce these when challenged, they were subject to arrest.</i></p>	7–8

<p>Level 3</p> <ul style="list-style-type: none"> • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g.</p> <p><i>Poverty, disease and malnutrition were commonplace as was overcrowding which also led to the land being over-farmed; this was in stark contrast to the white population, who had one of highest living standards in the world.</i></p>	<p>5–6</p>
<p>Level 2</p> <ul style="list-style-type: none"> • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>Black and white people were separated into different areas, with Black people being rehoused in Bantustans. Those living in Bantustans were generally very poor and they were overcrowded.</i></p>	<p>3–4</p>
<p>Level 1</p> <ul style="list-style-type: none"> • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Black and white people lived separately.</i></p> <p>OR</p> <p><i>The Black areas were overcrowded.</i></p>	<p>1–2</p>
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

3. Explain how international opposition to Apartheid affected the Apartheid regime in the 1970s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically identify two impacts and explain fully how they affected the Apartheid regime e.g.</p> <p><i>The United Nations Organisation had expressed its disapproval of South Africa for many years. In 1974 the UNO suspended South Africa. Throughout the 1970s many countries expressed their disapproval of South Africa. This could be seen in measures like the Gleneagles Declaration, in which Commonwealth countries (including Britain) cut sporting links with South Africa. This had an important moral and cultural impact on the standing of South Africa. [Other effective measures could include the arms embargo; high profile demonstrations; Cuban support for SWAPO etc.].</i></p> <p><i>However, the South African regime was able to weather this disapproval. What it really feared was economic sanctions. The UNO proposed economic sanctions in the 1960s but it proved impossible to get them put into place. Britain, the USA, Germany and Japan all refused to agree to economic sanctions. Many companies in these countries would have been damaged by sanctions against South Africa, particularly because South Africa was a major supplier of diamonds and other resources such as cobalt and manganese. [Other examples might include Cold War politics]</i></p>	9–10
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of 	<p>Level 4 answers will typically identify one impact and explain fully how it affected the Apartheid regime e.g.</p> <p><i>International opposition did not really affect the apartheid regime. The UNO proposed economic sanctions in the 1960s but it proved impossible to get them put into place. Britain, the USA, Germany and Japan all refused to agree to economic sanctions. Many companies in these countries would have been damaged by sanctions against South</i></p>	7–8

the issue in the question.	<i>Africa, particularly because South Africa was a major supplier of diamonds and other resources such as cobalt and manganese.</i>	
<p>Level 3</p> <ul style="list-style-type: none"> • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically identify and describe one impact e.g.</p> <p><i>There was widespread international opposition to Apartheid. British commonwealth countries agreed to ban sporting and cultural links with South Africa. The UNO tried to organise economic sanctions. There was an arms embargo against South Africa.</i></p>	5–6
<p>Level 2</p> <ul style="list-style-type: none"> • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>There was a lot of protest against South Africa. This was made worse after the international community found out about what happened to Steve Biko.</i></p>	3–4
<p>Level 1</p> <ul style="list-style-type: none"> • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Level 1 answers will typically contain general points, e.g.</p> <p><i>International opposition made a big impact in South Africa because there was a lot of disapproval.</i></p>	1–2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

4. Study Sources A and B. How similar are these sources?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
Additional Guidance	<p>Analysis of a single source, no matter how thorough, cannot achieve more than the top mark in Level 2.</p> <p>For Level 3, a reasonable coverage of both sources and a balance between the treatment of sources is expected.</p> <p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
<p>Level 3</p> <ul style="list-style-type: none"> Response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources. 	<p>Level 3 answers will typically use source content and context to explain how the sources are different in purpose e.g.</p> <p><i>Sources A and B are similar in some ways and different in others. They both agree that there was a lot of unrest in South Africa in the 1980s but each one looks at it in a different way. Mandela was leader of the ANC and was the newly elected president of South Africa when he wrote this source. Mandela's purpose is to claim the credit for the ANC for overthrowing apartheid. He explains how Tambo and the ANC called for disobedience and the people obliged. He is saying it was a planned assault on apartheid and it worked, partly because the violence increased international pressure on South Africa. By contrast, de Klerk's purpose is to claim credit for himself and the National Party for defusing a potentially disastrous situation. In de Klerk's account the black and white South Africans were both heading towards a spiral of violence and he saved the day. De Klerk is justifying his actions.</i></p> <p>Towards the bottom of the level, answers will typically argue similarity and difference based on the attitude or message, in this instance about why apartheid fell. Contextual knowledge is used to support their argument.</p>	7–10
<p>Level 2</p> <ul style="list-style-type: none"> Response analyses both the sources by using 	<p>Level 2 answers will typically argue similarity or difference based on general comments about provenance or generalised summary of source e.g.</p>	3–6

<p>relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources.</p>	<p><i>These sources are not similar at all as they are different types of sources produced by different people. One source is an extract from an autobiography of Nelson Mandela and the other is an interview in a newspaper by FW DeKlerk.</i></p> <p>OR</p> <p><i>The sources are very similar. Source A and B both say that life was getting worse in South Africa during the 1980s.</i></p> <p>Towards the bottom of the level, answers will typically argue similarity or difference based on general comments about provenance or generalised summary of source.</p>	
<p>Level 1</p> <ul style="list-style-type: none"> • Response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source(s). 	<p>Level 1 answers will typically assert similarity or difference in general terms with limited or no support from sources e.g.</p> <p><i>Both sources are about upheaval in townships.</i></p> <p>OR</p> <p><i>One source is by the leader of the ANC, the other by the leader of the NP.</i></p> <p>In this level, answers may focus almost entirely on one of the two sources.</p>	1–2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

5. 'The Black Consciousness Movement was more the most significant aspect of resistance to Apartheid in the 1970s.' How far do you agree with this view?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	Level 4 and above should consider 'how far' (both sides of argument). At Level 5, responses should address that the Black Consciousness Movement was more significant than the ANC in the 1970s, based on a nuanced argument considering a range of possible reasons, with a conclusion. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> 	Level 5 answers will typically construct a well-supported argument which reaches a valid conclusion e.g. <i>Overall, I agree that Black Consciousness was the most significant aspect of resistance. This was because it provided the ideas and the political education for many black Africans. Many ANC members became ANC members because of the influence of Black Consciousness. This is also true of SAOS members. For this reason I think it is more significant.</i>	15–18
Level 4 <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. 	Level 4 answers will typically construct a well-supported argument explaining 'how far', e.g. <i>BCM was significant because it helped to educate and organise Black people, particularly the youth. They urged a defiant rejection of apartheid. They organised protests and rebellions against the ruling apartheid regime, which included key events like Soweto. They were instrumental in the development of the anti-apartheid movement and other groups, such as the ANC or the PAC soon used</i>	11–14

<ul style="list-style-type: none"> • <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	<p><i>and followed its ideas.</i></p> <p><i>However, Black Consciousness was only part of the resistance against apartheid. In 1968 Steve Biko founded the South African students' Organisation. This student group resisted apartheid through demonstrations and by actively helping black Africans who were suffering injustices from the regime (eg providing help for arrested activists). SASO became particularly prominent when their leader Steve Biko was killed while in police custody.</i></p> <p><i>At the same time the armed wing of the ANC was also active. They trained recruits in Mozambique and Swaziland. They attacked gas and electricity supplies and other targets, carrying out over 100 attacks between 1976 and 1980. In the later 1970s they also attacked police stations and other military targets.</i></p>	
<p>Level 3</p> <ul style="list-style-type: none"> • The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. • This is supported by accurate knowledge and understanding that is relevant to the question. <ul style="list-style-type: none"> • <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 	<p>Level 3 answers will typically construct a supported argument, e.g.</p> <p><i>BCM was significant because it helped to educate and organise Black people, particularly the youth. They urged a defiant rejection of apartheid. They organised protests and rebellions against the ruling apartheid regime, which included key events like Soweto. They were instrumental in the development of the anti-apartheid movement and other groups, such as the ANC or the PAC soon used and followed its ideas.</i></p>	7–10
<p>Level 2</p> <ul style="list-style-type: none"> • The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. • This is supported by some knowledge and understanding that is relevant to the question. • <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>Level 2 answers will typically identify reason(s) why BCM was more significant, e.g.</p> <p><i>The ANC was banned for most of this period so the BCM was more important as a result and was the only way black people could rebel.</i></p>	4–6
<p>Level 1</p> <ul style="list-style-type: none"> • The response has a basic explanation about the historical events/period in the question, though the 	<p>Level 1 answers will typically demonstrate simple knowledge of BCM or the ANC e.g.</p> <p><i>BCM led people to revolt, like in Soweto.</i></p>	1–3

<p>specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</p> <ul style="list-style-type: none"> • There is basic knowledge that is relevant to the topic of the question. • <i>The information is communicated in a basic/unstructured way.</i> 		
Level 0		0
No response or no response worthy of credit.		

Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks
1	2				2
2	5	5			10
3	5	5			10
4			10		10
5	12	6			18
Total	24	16	10		50