



Oxford Cambridge and RSA

GCSE

History A (Explaining the Modern World)

J410/05: South Africa 1960-1994: The people and the state

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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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 **number of required** 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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**

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line
	1681	BP	Blank page
	151	Highlight	Highlight

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/PE.

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.

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

High performance <i>4–5 marks</i>	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate
Intermediate performance <i>2–3 marks</i>	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate
Threshold performance <i>1 mark</i>	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate
No marks awarded <i>0 marks</i>	<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at who srteam@ocr.org.uk can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

International Relations: the changing international order 1918–c.2001

1. **Outline how the USA took action against the spread of communism around the world in the 1960s.**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
<p>Level 3</p> <p>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is presented as a narrative that shows a clear understanding of the sequence or concurrence of events.</p>	<p>Level 3 answers will typically develop in detail two examples of US action against the spread of communism around the world in the 1960s</p> <p><i>The USA took action in the 1960s by trying to remove the communist leader of Castro through the Bay of Pigs invasion (2). Although it failed, the US did not give up and tried many ways to assassinate Castro to overthrow his regime (3). They also got involved in war in Vietnam to keep the Northern communists and vietcong from overthrowing the capitalist leaders of South Vietnam (4). They trained the army in the south and sent hundreds of thousands of their own ground troops to fight against the communists (5).</i></p> <p>Nutshell: Develops TWO identification/example- rationale or actions NB 4 marks if L2 example only gained 2 marks.</p>	4–5
<p>Level 2</p> <p>Response demonstrates some accurate knowledge and understanding that is relevant to the question. This is presented as a narrative that shows some understanding of the sequence or concurrence of events.</p>	<p>Level 2 answers will typically develop in detail one example of US action against the spread of communism around the world in the 1960s.</p> <p>e.g. <i>In the 1960s the USA began to take military action in Vietnam where they feared the communist North would take over the capitalist South (2). They did this using Operation Rolling Thunder, including dropping napalm and Agent Orange to reveal Vietcong bases.(3).</i></p> <p>Nutshell: Develops ONE identification/example- rationale or actions NB: Do not credit generic issues at this level (such as 'containment') unless linked to specific US actions in the 1960s. NB: 2 identified examples about Cuba are possible: Bay of Pigs AND CMC</p>	2–3
<p>Level 1</p> <p>Response includes some knowledge that is relevant to the question.</p>	<p>Level 1 answers will typically outline very simply one or more actions or arenas of involvement in the 1960s e.g.</p> <p><i>Got involved in Vietnam. Launched the Bay of Pigs Put sanctions on Castro. They put a naval blockade on Cuba. They took action against the spread of communism around the world in the 1960s by standing up to the communists The USA followed the policy of containment They used napalm. USA put money into non-communist countries to encourage them to resist communism.</i></p> <p>Nutshell: SIMPLE identifications of arena or action.</p>	1
<p>Level 0 No response or no response worthy of credit.</p>	<p>DO NOT CREDIT <i>Marshall Plan, Berlin Blockade and Airlift, Berlin Wall.</i></p>	0

2. Explain why there was tension in Europe in the 1930s.

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 reasons for tension and explain them e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. This made France feel threatened as there were now German troops stationed on her border. (8 marks)</i></p> <p><i>The League of Nations was weak in the 1930s and countries lost confidence in it. For example, in the Manchurian and Abyssinian invasions, the aggressive actions of dictators were not challenged. This encouraged Hitler to think that he could get away with more, which led to tensions with Britain and France when Hitler demanded the Sudetenland. (10 marks)</i></p> <p>Nutshell: Explains how TWO issues cause tension. NB: Lower mark for threshold answer.</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 identify and explain why one reason caused tension e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. This made France feel threatened as there were now German troops stationed on her border (8 marks).</i></p> <p>Nutshell: Explains how ONE issue causes tension NB: Lower mark for threshold answer.</p>	7–8
Level 3 <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 or more causes of tension but will not explain how they caused tension e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. (6 marks)</i></p> <p>Nutshell: Identify and describe causes of tension. 1 mark for each.</p>	5–6
Level 2	Level 2 answers will typically contain description of events linked to the tension in the 1930s e.g..	3–4

<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><i>Hitler left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland.</i></p> <p><u>Alternative L2: Identifies reasons with no further development</u></p> <p><i>Hitler came to power and broke the Treaty of Versailles</i></p> <p><i>Appeasement encouraged Hitler.</i></p> <p><i>Failure of the League encouraged Hitler.</i></p> <p><i>Depression led to a breakdown in cooperation.</i></p> <p><i>Treaty of Versailles led to Hitler's election.</i></p> <p><i>Rhineland/ Sudetenland crisis</i></p> <p><i>Rearmament/ Anschluss</i></p> <p><i>Invasion of Poland</i></p> <p><i>Hoare Laval Pact/ Spanish civil war/ Stresa Front</i></p> <p><i>The fear of the spread of communism across Europe</i></p> <p>Nutshell: Identified cause of tension. 1 mark for each.</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 assert general reasons e.g.</p> <p><i>Dictators threatened peace.</i></p> <p><i>Hitler came to power.</i></p> <p><i>Mussolini's actions.</i></p> <p><i>Treaty of Versailles.</i></p> <p><i>Failure of League</i></p> <p><i>Manchurian/Abyssinian invasion</i></p> <p><i>Great depression</i></p> <p><i>Appeasement</i></p> <p><i>Hitler came to power</i></p> <p>Nutshell: Generalised reasons</p>	<p>1-2</p>
<p>Level 0 No response or no response worthy of credit.</p>		<p>0</p>

3. Study Interpretation A. Do you think this is a fair comment on the British policy of appeasement? Use other interpretations of the events of 1937–1939 and your knowledge to support your answer.

Assessment Objectives	AO4 (a and d): Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. [20] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [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.


Levels	Indicative content	Marks
<p>Level 5</p> <ul style="list-style-type: none"> The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. 	<p>Level 5 answers will typically argue that Interpretation A is fair/unfair supported by developed use of two other interpretations e.g.</p> <p><i>A is praising Chamberlain and saying he has done a good job with appeasement and saved the country from war. Some historians would say this is unfair, for example those who support the popular political view. They would have criticised it, so I don't think Interpretation A is fair. A book was written during the war by a group calling themselves Cato, and they argued that appeasement was a foolish policy and that Chamberlain was a coward for giving in to Hitler's demands instead of standing up to him. Their view was that by appeasing Hitler at Munich Chamberlain actually encouraged him to make greater demands, and that Chamberlain should have been more aware of Hitler's ambitions, by reading Mein Kampf. (20)</i></p> <p><i>I think Interpretation A could also be a fair comment, since revisionist historians also praised Chamberlain's actions. They argued that Britain was neither economically nor militarily powerful enough to stand against Hitler's Germany in 1938 and appeasement was the right policy in order to give Britain time to rearm fully to confront Germany at a later date. They would argue that Chamberlain's 'refusal to give in' at Munich bought Britain enough time to stand against Nazi Germany when war did come, which suggests that Interpretation A is fair. (25)</i></p> <p>Nutshell: Developed use of 2 other interpretations to support / challenge Interpretation A. NB: Answers at this level can be one-sided or balanced.</p>	21–25
<p>Level 4</p> <ul style="list-style-type: none"> The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. 	<p>Level 4 answers will typically argue that Interpretation A is fair/unfair supported by developed use of one other interpretation e.g.</p> <p><i>A is praising Chamberlain and saying he has done a good job with appeasement and saved the country from war. Some historians would say this is unfair, for example those who support the popular political view. They would have criticised it, so I don't think Interpretation A is fair. A book was written during the war by a group calling themselves Cato, and they argued that appeasement was a foolish policy and that Chamberlain was a coward for giving in to Hitler's demands instead of standing up to him. (18)</i></p> <p>Nutshell: Developed use of ONE interpretation to support / challenge Interpretation A.</p>	16–20



<p>Level 3</p> <ul style="list-style-type: none"> The response has some analysis and evaluation of the given interpretation and of other interpretations studied and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates accurate knowledge and understanding that is relevant to the question. 	<p>Level 3 answers will typically argue that Interpretation A is fair/unfair and support this with relevant factual knowledge.</p> <p><i>The newspaper from the time is praising Chamberlain for avoiding war, and I think this is a fair comment based on what I know. After the terrible memories of the First World War and the impact of the Depression on Britain, the country neither wanted to fight nor had the capability to do it. People wanted to avoid the horrors of another war and this why when Chamberlain declared 'peace in our time' he was met on his return with cheering crowds and received thousands of letters praising what he had done. Because of this I'm not surprised at all by the newspaper's front page and think it's a fair comment (use of relevant factual knowledge).</i></p> <p>Alternative Level 3 answers will typically argue that Interpretation A is fair/unfair and support this with undeveloped references to other interpretations to judge fairness e.g.</p> <p><i>'A is praising Chamberlain. I don't think this is a fair comment because post revisionist historians would disagree and they criticised Chamberlain.'</i></p> <p>Nutshell: Valid argument based on contextual knowledge OR valid but undeveloped use of interpretation(s)</p>	<p>11–15</p>
<p>Level 2</p> <ul style="list-style-type: none"> The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. The response demonstrates some knowledge and understanding that is relevant to the question. 	<p>Level 2 answers will typically correctly describe relevant interpretations without a valid argument on the question of fairness e.g.</p> <p><i>The revisionist view would say this is fair. They argued that Britain was not ready for war and did not have a strong enough military. [does not tell us what A is saying which revisionists would disagree with]</i></p> <p><i>Historians writing straight after the war were critical of Chamberlain. Cato set this off by saying that appeasement was a foolish and cowardly policy. Ones writing in the 1960s thought he did the best job he could have done. (No source/no fairness argument).</i></p> <p>Nutshell: No or misunderstood A/ Shows knowledge of interpretations but fails to address question of fairness validly.</p>	<p>6–10</p>
<p>Level 1</p> <ul style="list-style-type: none"> The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them. The response demonstrates basic knowledge that is relevant to the topic of the question. 	<p>Level 1 answers will typically demonstrate understanding of Interpretation A and/ OR offer undeveloped or unsupported assertions about fairness e.g.</p> <p><i>Interpretation A is praising appeasement.</i> <i>'The Sketch' thinks Chamberlain was a great man.</i></p> <p><i>This Interpretation is fair because I agree that Chamberlain refused to give in.</i> <i>This Interpretation is wrong. Chamberlain made a big mistake with appeasement..... (usually lots more contextual knowledge of events but not historians' views)</i></p> <p>Nutshell: Shows understanding of A OR unsupported assertions about fairness.</p>	<p>1–5</p>



Level 0 No response or no response worthy of credit.		0
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4. Study Interpretation B. Explain why **not** all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

Assessment Objectives	AO4 (a, b and c): Analyse individual interpretations and how and why interpretations differ. [10] 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

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ. There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. 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 provide developed explanations of how historian(s) or commentator(s) from two periods have disagreed with particular aspect(s) of Interpretation B and explain why at least <u>one of them</u> disagrees, e.g.</p> <p><i>In Interpretation B, Gaddis is arguing that the United States and the Soviet Union were responsible for the beginnings of the Cold War because the things that drove them were so different they were bound to clash. The two sides misunderstood each other.</i></p> <p>Orthodox historians would have disagreed with Gaddis. Writing in the 1940s and 1950s, they argued that the USSR was responsible for the Cold War because of their aggressive attempts to expand Communism across Eastern Europe after the Second World War. Bailey argued that the USA wanted world revolution.</p> <p><i>These historians were influenced by fear of persecution during the 'Red Scare' of that time, and were anxious to avoid being victimised at the hands of men like McCarthy, so wrote their accounts in such a way as to follow the anti-Soviet position of the American government. This 'self-censorship' was typical of many American historians of the time. (HOW and WHY)</i></p> <p><i>Another group of historians that would have disagreed with Gaddis were those writing in the 1960s. Many of these – including American historians – believed that the USA should shoulder the sole responsibility for the Cold War because of their aggressive attempts to control Europe through economic domination, such as the Marshall Plan. They wrote at the time of the Vietnam war. (HOW)</i></p> <p>Nutshell: Valid explanation of how views from two periods disagree, with explanation as to why at least one of these disagrees, eg HW H</p>	17–20 

<p>Level 4</p> <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ. There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. 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 explain how or why historians from two different periods agree or disagree with particular aspect(s) of interpretation B. OR will explain how and why historians from the same period agree or disagree.</p> <p><i>Gaddis argued that the USA and USSR bear joint responsibility for the Cold War because their attitudes were so different they were bound to clash. Historians writing at the start of the Cold War – especially ones from the United States itself – would have disagreed and argued that the USSR’s aggressive actions in Eastern Europe (rigging elections and other methods to ensure communist governments dominated) were the cause and that American actions were a response to that (HOW) On the other hand, many historians writing after the fall of the Soviet Union would agree with Gaddis. When the Cold War ended, western historians gained access to many Soviet sources for the first time, and found evidence among these sources that suggested either superpower could be held responsible for the conflict (Stalin acted provocatively and the USA overreacted), and so argued that both were to blame. (WHY)</i></p> <p>OR</p> <p><i>Gaddis says that ‘both’ Russia and America were responsible for starting the Cold War. One group of historians that would have disagreed with Gaddis were those writing in the 1960s. Many of these – including American historians – believed that the USA should shoulder the sole responsibility for the Cold War because of their aggressive attempts to control Europe through economic domination, such as the Marshall Plan. They based this understanding on looking at how the USA was acting in Vietnam in the 1950s and 60s, where the USA used a very aggressive approach to contain communism. (HOW and WHY)</i></p> <p>Nutshell: 2H different periods or 2W different periods or H+W same period or H+W different periods</p>	<p>13–16</p> 
<p>Level 3</p> <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis of how the interpretations differ. There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. 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 explain how historian(s) and commentator(s) from one period disagree with particular aspect(s) of Interpretation B</p> <p>OR will explain valid reasons why historians from one period disagrees e.g.</p> <p><i>Gaddis says that ‘both’ Russia and America were responsible for starting the Cold War. American historians writing in the early years of the Cold War would have disagreed with him. These orthodox historians would have argued that the USSR was responsible for the Cold War because of their aggressive attempts to expand Communism across Europe after the Second World War, by rigging elections and other methods to ensure communist governments dominated. (HOW-11 marks)</i></p> <p>OR</p> <p><i>Historians writing in the USSR would not have accepted Gaddis’ view as he blames the USSR as well as USA. This was because there was no freedom of speech in the USSR during the Cold War and historians who criticised the USSR’s actions would have been punished by the government, so they were bound to blame the US for the Cold War. Many would also have been affected by the general mood of anti-US feeling in the USSR. (WHY- 12 marks)</i></p>	<p>9–12</p> 

<p>Level 2</p> <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. 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>Nutshell: Explains How or Why one group disagrees.</p> <p>Level 2 answers will typically identify historian(s) who have disagreed with Interpretation B but fail to explain how or why</p> <p><i>I don't think orthodox historians would have agreed with what Gaddis says in Interpretation B.</i></p> <p><i>Revisionists would not have agreed either.</i></p> <p>Alternative Level 2 will provide an overview of the historiography but not examine interpretation B, or misunderstand it e.g</p> <p><i>Blame for starting the Cold War has changed over time. At the start of it, the orthodox view was that the USSR was responsible. Later, revisionist historians blamed the USA and then even later on there were post-revisionists who blamed both countries.</i></p> <p>Nutshell: Identifies historians / schools of thought / periods but fails to address Interpretation B correctly</p> <p>NOTE: The term 'many historians' or similar expressions is usually not sufficient for L2 as its too unspecific- a time period, school of thought or a named historian needed UNLESS it is clear from what the candidate says that that they are describing a specific school of thought. However, if the candidate correctly describes a school of thought but mislabels/offers an incorrect time period then this level is possible if the description is strong enough, although a lower mark within the level would be more likely.</p>	<p>5-8</p> 
<p>Level 1</p> <ul style="list-style-type: none"> The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. There is no consideration or no relevant consideration of any other interpretations. 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. 	<p>Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g.</p> <p><i>Gaddis is blaming both.....</i></p> <p><i>I disagree because I think the USSR was to blame for the Cold War.</i></p> <p><i>Other historians blamed one of the two countries for starting the Cold War, not both.</i></p> <p><i>I disagree because the USSR alone was to blame. In Berlin Stalin blocked off the land routes. That was a terrible thing to do. People could have starved.</i></p> <p>Nutshell: General assertions/own critique</p> <p>NOTE: Award at this level if candidates give their own critique of B (i.e. not the views of other historians). This may well be phrased as 'other historians' but is in fact the candidate's own view using contextual knowledge.</p>	<p>1-4</p> 
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

Section B
South Africa 1960–1994: The People and the State

5. Describe **one** feature of the Pan African Congress (PAC)

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of features of PAC should also be credited. 2 egs or one eg explained= 2 marks.

Levels	Indicative content	Marks
N/A Points marking	<p>One feature of the PAC was that they rejected the idea of working with whites (1). They believed South Africa was a black state and they rejected the idea of equal rights for other nationalities (+1).</p> <p>OR</p> <p>The PAC broke away from the ANC (1). This was because the PAC disagreed with the Freedom Charter/ was multi-racial (+1)</p> <p>Other possible features:</p> <ul style="list-style-type: none"> • Led by Robert Sobkwe • Africanist • Against working with Communist/ Indians • Had a militant arm 'POQO' • Sharpeville was a PAC action' • Leaders were arrested after Sharpeville etc.... • Details of the unbanning of the PAC <p>Allow any relevant features</p>	2

6. Explain the consequences of the Rivonia trial.

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. 	Level 5 answers will typically identify two consequences and explain them fully, e.g. <i>The most significant consequence of the Rivonia Trial was the weakening of the ANC in SA. The leaders were arrested. Police broke up its underground network and the remainder of the ANC had to move its HQ to Tanzania</i> <i>Another consequence was the impact it had on international opinion. The trial and Mandela's speech convinced the UN speak out against apartheid and anti- apartheid protests and actions around the world became stronger</i>	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. 	Level 4 answers will typically identify one consequence and explain it fully , e.g. <i>The most significant consequence of the Rivonia Trial was the weakening of the ANC/MK. Mandela, Sisulu and 6 other ANC leaders were convicted of sabotage and attempting to cause a revolution and were given life imprisonment. The police broke the strength of the structures of the ANC inside South Africa. For a time after the trial political opposition was nearly impossible. The remaining leaders had to move their bases abroad to continue their resistance. The ANC moved its HQ to Tanzania to train new MK recruits.</i>	7–8
Level 3 <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. 	Level 3 answers will typically identify and describe one consequence, e.g. <i>After the Rivonia Trial the ANC was greatly weakened. Many of the leaders had been convicted and sentenced to life imprisonment. The remaining leaders had to move their HQ abroad to Tanzania.</i> Or	5–6

<ul style="list-style-type: none"> This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p><i>After the Rivonia trial there was an international outcry. The UN became more critical of the Apartheid regime</i></p> <p><i>Or</i></p> <p><i>The Rivonia Trial made Mandela more famous / more supported internationally. His speech on the reasons for the actions of the ANC was reported around the world</i></p> <p><i>Or</i></p> <p><i>After the trial International sports bodies (the Olympic Committee, FIFA etc.) began terminating South Africa's membership, which put pressure on the country to change their treatment of black people.</i></p> <p><i>Or</i></p> <p><i>The liberation movements strengthened their underground networks and continued to organise resistance/ train members outside of South Africa.</i></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 Rivonia Trial, e.g.</p> <p><i>The Rivonia Trial was when Nelson Mandela and other leaders were found guilty of Sabotage and were sentenced to life imprisonment. Nelson Mandela made a powerful speech at the trial explaining why they used violent tactics.</i></p> <p><u>Alternative L2: Identifies consequences with no further valid development</u></p> <p><i>Led to Silent Decade</i></p> <p><i>Mandela put in prison</i></p> <p><i>ANC / PAC leaders put in prison</i></p> <p><i>Anti-Apartheid movement struggled because lost its leadership</i></p> <p>Nutshell: Identified cause of tension. 1 mark for each.</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 	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>It was a long trial</i></p> <p>OR</p> <p><i>The SA police found out where the HQ of the ANC was.</i></p>	1–2

concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		
Level 0 No response or no response worthy of credit.		0

7a. Study Source A. Explain why this source was published in 1976.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<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 the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source. 	<p>Level 3 answers will typically explain the message / purpose with explanation of how the message / purpose is conveyed and precise explanation of why the source was a response to the specific context of 1976 eg</p> <p><i>This source was published to put pressure on the British government to stop selling arms to South Africa. The poster uses a photograph of 3 young children one of whom has been injured. It makes us believe that the South Africa defence force has hurt these children with the weapons provided by the British. The title of the poster is 'remember Soweto'. It is referring to the uprising in 1976 when more than 700 black people died. The attacks on innocent children sparked outrage around the world. The poster is hoping to use this outrage to pressure the government into severing ties with South Africa</i></p> <p>OR</p> <p><i>This source was published to persuade people to join the anti-Apartheid movement by highlighting violence towards black children in South Africa. The image shows a photograph of a child being carried to safety by another child. It is an image from the Soweto uprisings where the South Africa defence force fired live bullets and tear gas at children who had been protesting about being taught in Afrikaans. The poster wants to make people feel angry so they would want to join the movement to help end apartheid.</i></p>	4–5
<p>Level 2</p> <ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source. 	<p>Level 2 answers will typically explain the message / purpose with explanation of how the message / purpose is conveyed OR precise explanation of why the source was a response to the specific context of 1976</p> <p><i>This source was published to make the British people aware of the extent of violence used against black people in South Africa. It shows children who have been injured and says the South Africa defence force is strong because of Britain. It is blaming the violence on Britain for selling arms to South Africa.</i></p> <p>Alternative L2 Message / purpose with no valid support eg</p> <p><i>The source was published to raise awareness in Britain about the actions of the South African government</i></p>	2-3

<p>Level 1</p> <ul style="list-style-type: none">• Response analyses the source 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.	<p>Level 1 answers will typically argue the source was meant to provide information OR simple assertion based on context e.g. <i>It was published to tell people about children getting hurt in South Africa.</i> OR <i>It was published because of the events at Soweto in 1976 when there was a violent riot</i></p>	<p>1</p>
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

7b. Study Source B. Explain how this source is useful to a historian studying Apartheid in South Africa?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	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. 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.

Levels	Indicative content	Marks
Level 3 <ul style="list-style-type: none"> Response analyses the source 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 source. 	<p>Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with relevant use of content, provenance or context eg</p> <p><i>This source is useful for showing that the South African authorities were worried about the foreign reaction in response to the death of Biko. It says 'it would have a negative impact on the image of South Africa abroad'. The UN had already passed a resolution to impose sanctions and anti- apartheid groups around the world were pressuring their governments to stop investing in South Africa.</i></p> <p>Or</p> <p><i>This source is useful for showing the security forces used violence against black people who had been arrested. It admits that Biko died from 'injuries received during interrogation'. We know that there had already been 24 deaths in police custody that year. This source shows the authorities weren't bothered about killing someone, just that it was an embarrassment.</i></p> <p><i>N.B candidates may focus on the fact that this was a testimony to the Truth and Reconciliation Committee. Although the Committee lies outside of the time frame of the course, a reasonable utility answer should be considered valid.</i></p>	4–5
Level 2 <ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source. 	<p>Level 2 answers will typically argue the source is useful or not based on reliability or unsupported inferences</p> <p><i>The source is useful because it shows the significance Biko's death had on South Africa's international relations.</i></p> <p>Or</p> <p><i>The source is useful because it seems very reliable. Major Snyman was there when Biko was being interrogated so he will have known what had happened.</i></p>	2–3
Level 1	Level 1 answers will typically assert the usefulness of the content or focus on provenance simplistically, eg.	1

<ul style="list-style-type: none">Response analyses the source in a very 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.	<p><i>The source is useful because it tells us that Mr Biko's death was a great embarrassment</i></p> <p><i>Or</i></p> <p><i>The source is useful because it was written by someone who was there when Biko was being interrogated</i></p> <p><i>Or</i></p> <p><i>It is useful because it was a testimony in a court case.</i></p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

8.*The policies of PW Botha and the National Party improved the lives of black South Africans in the period 1980 to 1989.’
How far do you agree? (18 marks)

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	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. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<p>Level 5 answers will typically construct a balanced and well-supported argument, e.g.</p> <p><i>Botha introduced a series of reforms that did help to improve life for black South Africans in several ways. Firstly, housing and travel restrictions were relaxed and pass laws were eventually abolished by 1986. These changes enabled black people to move around the country more freely and buy houses, (although only in black townships). The urban foundation was also set up to build new and better housing with electricity and better services in the black townships.</i></p> <p><i>Another improvement was that investment in black education increased. It trebled through the 1980s whereas spending on white education stayed the same. Enrolment of Africans in secondary education grew to over a million by 1985 and 36,000 were in University by 1985. (However, education was still segregated and more money was still spent on white education despite the narrowing of the spending gap. Classes were huge and teachers were often unqualified) Botha even introduced a power sharing constitution in which black people had the right to vote (but only in local elections)</i></p> <p><i>However, in most aspects of life black people’s lives were not improved. Botha’s power sharing constitution angered black people. It gave coloured and Indian South Africans the right to vote in national elections but still excluded blacks- allowing them only to be able to vote in local elections. They still did not have the ability to influence government policies. This led the UDF to successfully campaign for a boycott, arguing it was a sham election.</i></p> <p><i>Botha introduced a State of Emergency in 1985 in response to further protests by black South Africans. It gave the government and army emergency powers to search, arrest, interrogate and detain anyone and curfews were imposed on young people. In the first 100 days, more than 5,000 were arrested and over 300 killed This cannot be seen as an improvement for the lives of black South Africans</i></p> <p><i>Botha’s reforms were mainly designed to help big business which needed a better educated, skilled workforce, and people to be able to buy their products. Botha aim was to create a black middle class. He hoped these black people would have a stake in the system and so would not support protests for further rights. So, Botha’s reforms were created to help maintain white minority rule and did not</i></p>	15–18

	<p><i>substantially improve the lives of the majority of Black South Africans. The fact that violent uprisings in the townships got worse during this time, shows that most South Africans did not think their lives had improved.</i></p> <p>NOTE: 18 marks = 2 explained points on each side, plus a clinching argument 16-17 marks = 2 explained points on each side 15 marks = 2 explained points on one side, and 1 on the other</p> <p><i>N.B argument may be ‘yes’ with a discussion of positive policies and ‘no’ with a discussion of negative policies – or a discussion of policies where the candidate gives pros and cons of the policies</i></p>	
<p>Level 4</p> <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. • <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	<p>Level 4 answers will typically set out a one-sided argument supported by at least two explained points e.g.</p> <p><i>Botha introduced a series of reforms that did help to improve life for black South Africans in several ways. Firstly, housing and travel restrictions were relaxed and pass laws were eventually abolished by 1986. These changes enabled black people to move around the country more freely and buy houses. The urban foundation was also set up to build new and better housing with electricity and better services in the black townships.</i></p> <p><i>Another improvement was that Investment in black education increased. It trebled through the 1980s whereas spending on white education stayed the same. Enrolment of Africans in secondary education grew to over a million by 1985 and 36,000 were in University by 1985. Botha even introduced a power sharing constitution in which black people had the right to vote (but only in local elections)</i></p> <p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly explained with one point e.g.</p> <p><i>Botha introduced a series of reforms that did help to improve life for black South Africans. For instance, ‘petty apartheid’ was ended which meant that local councils were encouraged to relax segregation of amenities. This gave black people access to better hotels, cinemas, beaches and restaurants in white areas.</i></p> <p><i>However, Botha introduced a state of emergency in 1985 which gave the government and army emergency powers to search, arrest, interrogate and detain anyone and curfews were imposed on young people. In the first 100 days, more than 5,000 were arrested and over 300 killed. This cannot be seen as an improvement for the lives of black South Africans</i></p> <p>NB: 14 marks- reserve for clinching argument. Standard mark is 12 marks unless one of points developed well.</p>	<p>11–14</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 one-sided argument with explained support from one point, e.g.</p> <p><i>Life was not improved for black South Africans. Botha introduced a state of emergency in 1985 which gave the government and army emergency powers to search, arrest, interrogate and detain anyone and curfews were imposed on young people. In the first 100 days, more than 5,000 were arrested and over 300 killed. This cannot be seen as an improvement for the lives of black South Africans</i></p>	<p>7–10</p>
<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 and describe events related to Botha's policies</p> <p><i>Botha wanted a 'total strategy' to make sure White control continued, He increased the size of the armed forces and created South Africa's own arms industry. He introduced a State of Emergency in 1985.</i></p>	<p>4–6</p>
<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 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. There is basic knowledge that is relevant to the topic of the question. <i>The information is communicated in a basic/unstructured way.</i> 	<p>Level 1 answers will typically make general assertions or demonstrate simple knowledge of the topic e.g.</p> <p>When Botha was president things got more violent in South Africa</p>	<p>1–3</p>
<p>Level 0</p>		<p>0</p>

No response or no response worthy of credit.		
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