



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2018

HISTORY: PAPER II
MARKING GUIDELINES

Time: 3 hours

200 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

These memoranda serve as guidelines.

SECTION A INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL SOURCE ANALYSIS

- 1.1 *Use your own knowledge to explain the historical context of this photograph. Your answer should consist of TWO points.*

[LEVEL 1 and LEVEL 2]

- In 1963 Martin Luther King Jr. and the Southern Christian Leadership Conference (SCLC) chose Birmingham for their next civil rights initiative against segregation.
- Birmingham was chosen as it was a symbol of racial intolerance and was a highly segregated city.
- Protestors used sit-ins and marches to influence local businesses to desegregate and improve job opportunities.
- During the protests, hundreds of demonstrators were arrested and Bull Connor used police dogs against demonstrators.

[Any relevant accurate response that mentions the cause of protest and the reason for the response to the protest] (4)

- 1.2 *Describe how the Birmingham policemen are being shown in the photograph. Provide ONE visual clue from the source to support your answer.*

[LEVEL 2]

- Policemen are shown as violent / hostile / dangerous / aggressive.
- Birmingham Police Chief Bull Connor supported segregation and was willing to use violence to defend it.
- Facial expressions / body language / pushing demonstrator / armed with weapons / carries gun / attack dogs allowed to bite demonstrators / larger and well-armed in comparison to demonstrator.

[Description + clue] (4)

- 1.3 *Do the actions by the Birmingham policemen show the United States government's attitude towards desegregation in 1963? Use your own knowledge to support your answer.*

[LEVEL 4 AND LEVEL 6]

- No.
- It shows local police action against the Civil Rights Movement.
- President Kennedy showed some support for the Civil Rights Movement, by proposing a Civil Rights Bill.
- Northern states did not practise segregation.
- Birmingham was known for its violent defence of segregation.

[2 for judgement + 2 for explanation; If the judgement is incorrect no marks may be awarded] (4)

- 1.4 *Provide ONE visual clue from the source that suggests that the demonstrators used peaceful methods of protest.*

[LEVEL 2]

- Unarmed/he does not fight back/demonstrator carries no weapons/demonstrators in the background watch but do not react.

[Any ONE] (2)

- 1.5 *Some historians have stated that the photographs of the Birmingham protests of 1963 have come to symbolise the character of all response to protest action against segregation in the United States in the 1960s. Use your own knowledge to explain whether this is accurate.*

[LEVEL 3 AND LEVEL 6]

- **Accurate to some extent or accurate**
- There were, however, protests that did not encounter violence: March on Washington; Selma-to-Montgomery marches were eventually declared legal and protected by law enforcement. (Candidates should give an example).

OR

- **Not accurate.**
- There were protests that did not encounter violence: March on Washington; Selma-to-Montgomery marches were eventually declared legal and protected by law enforcement (Candidates should give an example).

[2 marks for opinion + 4 marks for explanation] (6)
[20]

QUESTION 2 TEXTUAL SOURCE ANALYSIS

- 2.1 *Explain how mass action affected the negotiation process in 1992. Support your answer with ONE quote from the source.*

[LEVEL 2]

- Mass action resulted in the political leaders returning to negotiation / resume negotiation / see the importance of negotiation.
- "Mass action was the decisive factor in the history of negotiation." / "... crucial in the constitutional process".

[2 explanation + 2 quote] (4)

- 2.2 *Use your own knowledge to list ONE point included in the Record of Understanding that helped persuade the National Party to accept majority rule.*

[LEVEL 1]

- The sunset clause.
- Establishment of a government of national unity for the first five years that would consist of parties that won more than 5% of the vote in the elections.
- Power sharing for a limited period after the elections and the jobs of white civil servants, police officers and soldiers were guaranteed for five years.

[Any ONE relevant answer] (2)

2.3 *How do FW de Klerk and Albie Sachs differ in their interpretation of how the commitment to the Record of Understanding was reached? Provide TWO quotes from the source to support your answer.*

[LEVEL 4 AND LEVEL 2]

- FW de Klerk believes that the failure of the ANC to make the country ungovernable resulted in the ANC being forced to agree, while Albie Sachs states that mass action by supporters of the ANC pressured the government into agreeing to compromises. Albie Sachs may be suggesting that mass action was successful thus forcing the government's hand. (Any relevant and accurate explanation).
- FW de Klerk: ... "They were anxious to save face because they failed" / "what they threatened did not materialise and so they returned to the negotiating table." [Any ONE]
- Albie Sachs: "Mass action was the decisive factor in the history of negotiation." / "We re-established for the world to know that the real strength of the country lay with this broad mass of black people." [Any ONE]

[2 marks for explanation + 4 marks for TWO quotes] (6)

2.4 *Suggest TWO reasons why the interpretations of FW de Klerk and Albie Sachs differ.*

[LEVEL 4]

- Support different political parties.
- They are in opposition to one another.
- Each wants to claim victory for his political side.

[Any TWO relevant and accurate reasons] (4)

2.5 *FW de Klerk and Albie Sachs made their claims in hindsight (after the event). How would this affect the reliability of this source for a historian studying the events in South Africa in 1992?*

[LEVEL 6]

- Both leaders may only have selected the information that suits their perspective of events.
- Memory may have faded.
- Biased interpretations given in favour of one side.
- They both had time to think about what occurred and know the outcome, thus can interpret events subjectively.
- The source would thus not be reliable if used on its own.

[Candidates must state unreliability and give one relevant explanation] (4)
[20]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

- 3.1 *Explain why the #FeesMustFall movement is compared to the Soweto Uprising in 1976. Provide ONE reason from your own knowledge and TWO reasons from Paragraph 1.*

[LEVEL 2]

- Both protests deal with issues relevant to education / both were organised by students without help from politicians or adults / garnered strong media attention nationally and internationally.
- **Paragraph 1:** the largest, most widespread student protest since the 1976 Soweto uprising / example of the collective power of the students / effected change in a very short space of time. [Any TWO]

[2 for own knowledge + 4 for Paragraph 1] (6)

- 3.2 *Using the source and your own knowledge, explain what a "movement" is.*

[LEVEL 3]

- Protest action by civil society to change existing structures or beliefs/attitudes or practises or laws in society.
- Action not organised by a political party or government aimed at changing attitudes or laws or beliefs, etc. in society.

[Any ONE relevant observation] (2)

- 3.3 *Suggest FOUR characteristics that protest action by women in the #FeesMustFall movement had in common with the Women's Movement in the United States during the 1960s. (Refer to Paragraph 3)*

[LEVEL 3, LEVEL 4 AND LEVEL 5]

- Both movements included members of younger and older generations.
- Both protests occurred on university campuses.
- Women took the lead and motivated activism.
- The movements were met with resistance from authorities on several occasions.
- Both movements had stand-out or well-known leaders.
- Both movements included students and workers.

[Any 4 points] (8)

- 3.4 *How does this article show the changing role and position of women in South African society? Support your answer with reference to Paragraph 3.*

[LEVEL 3 and LEVEL 6]

- Women are successfully leading and bringing together protest movements in South Africa and are being voted into important positions of authority (SRC president), however, attitudes to women are not completely changed and some still do not respect female leadership as much as male leadership.
- "There is still evidence that female leaders cause discomfort amongst some" / "... Nompandulo has noted that when she speaks in public, the crowd's reaction is less enthusiastic than it is for her colleague, former SRC president, Mcebo Dlamini." (ANY ONE reference)

[2 for explanation and 2 for evidence] (4)

[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS**Refer to Source A**

4. *List FOUR reasons, other than economic sanctions, that Roelf Meyer suggests caused the collapse of apartheid.*

[LEVEL 2]

- Various pressures and incentives that happened over time.
- Internally unrest was increasing.
- Grassroots resistance in townships.
- Militant student protest triggered waves of unrest.
- Sport sanctions.
- South Africa became isolated.

[Any FOUR paraphrased or quoted] (8)

5. *According to Roelf Meyer, how did economic sanctions contribute to the collapse of apartheid? Your answer should consist of TWO points.*

[LEVEL 2]

- Economic sanctions helped to place pressure on the government and liberation movements to follow a process of a negotiated settlement to end apartheid.
- Sanctions had a negative impact on the economy which resulted in business leaders mobilising to influence government to engage in a process of change.

[May be paraphrased or quoted] (4)

Refer to Source A and Source B

6. *Explain the impact of sanctions on some South Africans. Support your answer with ONE quote from Source A and ONE quote from Source B: Paragraph 5.*

[LEVEL 4]

- South Africans, especially white South Africans, felt isolated or excluded from the world / white South Africans felt cut-off and ostracised.
- Source A: "South Africans are mad about sport and sanctions had a major impact on the psyche of whites in South Africa".
- Source B, Paragraph 5: "... restrictions on travel, fly-over and landing rights for South African airlines" / "the cold shoulder many white South Africans received while travelling abroad in the 1980s contributed to the isolation ..."

[2 marks explanation + 4 marks quotes from both sources] (6)

7. *Do you think all South Africans experienced the effect of sanctions in the same way? Use the sources and your own knowledge to explain your answer with TWO comprehensive points.*

[LEVEL 4 AND LEVEL 6]

- **No, all South Africans did not experience sanctions in the same way.**
- The sources only mention the effects on white South Africans and the experiences of all South Africans were not necessarily the same.
- Many South Africans could not travel due to economic circumstance or were not interested in sport.
- Black South Africans may have been welcomed in other countries as political exiles and supported in their fight for democracy.
- The ANC was welcomed in many countries.
- The ANC and other liberation movements from South Africa gained support from the Anti-Apartheid Movement.
- Many South Africans might have lost their jobs due to disinvestment and economic sanctions.

[No marks for incorrect judgement and explanation]

[2 marks for judgement + 4 marks from any two accurate relevant explanations]

(6)

Refer to Source B

8. *Why would dismissing the "effectiveness of sanctions" be regarded by some as propaganda? (Paragraph 2.) Your answer should consist of ONE comprehensive point.*

[LEVEL 4]

- By dismissing the effectiveness of sanctions, politicians could use this as a reason for countries not to impose more sanctions on South Africa.
- Seen as attempts by the government to prevent sanctions from being imposed on South Africa.

[ANY ONE accurate relevant response]

(2)

9. *Refer to this article by Alexander Lavery and explain the extent to which economic sanctions were regarded as the reason for the collapse of apartheid. Your answer should consist of THREE comprehensive points.*

[LEVEL 6]

- **Economic sanctions were to some extent or to a lesser extent the reason for the collapse of apartheid.**
- The author believes that sanctions were the final straw in the campaign against apartheid.
- Economic sanctions had a clear psychological impact on many South Africans.
- The Anti-Apartheid Movement succeeded in isolating South Africa using economic sanctions.
- However, there were other factors that worked together with economic sanctions such as the end of communism in the Soviet Union / fall of the Iron Curtain and conflict and violence in South Africa / There was also a comprehensive campaign to isolate South Africa that included many methods of isolation and not only economic sanctions.

[2 marks for stand and 4 marks for explanation that considers sanctions with other factors]

(6)

10. ***Find a historical concept in Source B that best fits each of the following definitions. Write down only the historical concept. (No explanation is required.)***

[ALL LEVEL 2]

- 10.1 *The withdrawal of trade and financial support from a country in order to pressure the government to change political or social policies.*
Sanctions/economic sanctions. (2)
- 10.2 *Biased or misleading information used to promote a political cause or point of view.*
Propaganda (2)
- 10.3 *A system of segregation and discrimination based on race.*
Apartheid/apartheid government. (2)

Refer to Source C

11. *Provide ONE piece of evidence from the source that shows that the Anti-Apartheid Movement encouraged boycotts.*
LEVEL 2]
• "DON'T BUY SOUTH AFRICAN GOODS" (2)
12. *Suggest TWO reasons why the Anti-Apartheid Movement used the 1976 image in their poster.*
[LEVEL 4]
• Internationally recognisable photograph published during the Soweto Uprising.
• Iconic photograph that was recognised throughout the world showing the oppressive nature of the apartheid government.
• Shock value as it shows children being hurt and murdered.
• Triggers an emotional response as it shows how apartheid kills children.
• The image will make people feel guilt and shame should they buy South African goods and they would be supporting the murder of children.
[Any TWO relevant points] (4)
13. *Explain the usefulness of this poster for the historian studying resistance to apartheid in the 1980s. Your answer should consist of TWO points.*
[LEVEL 4]
• Indicates international support for the cause.
• Primary source and shows what the media used at the time of resistance.
• Gives insight into the atmosphere or feelings towards the apartheid state by activists in Britain.
• Indicates the type of actions taken by activists (boycotts of products).
• Indicates the products available from South Africa in Britain and how they could be identified.
[Any TWO relevant points] (4)

Refer to Source D and Source E

14. ***Use Sources D and E to answer the following questions. Write down only the answer.***

14.1 *Name the anti-apartheid campaign to which BOTH sources refer.*

[LEVEL 1 AND LEVEL 2]

- Release Nelson Mandela Campaign.

(2)

14.2 *Provide TWO clues from Source E that support your answer for the question above.*

[LEVEL 2]

- The face of Mandela appears on a banner.
- Freedom March.
- Mandela's name on a banner.

[Any TWO] (4)

14.3 *Write down TWO quotes from Source D to show that the campaign was successful.*

[LEVEL 2]

- "... largest social movement in the world ..."
- "... became the symbol of the International Anti-Apartheid Movement ..."

(4)

14.4 *Can the campaign referred to in both sources be classified as an economic sanction? Explain your answer.*

[LEVEL 2]

- No it is not an economic sanction.
- This campaign demanded the freedom of political prisoners and release of Mandela; it did not deal with boycotts or trade.

[2 marks opinion + 2 marks for any relevant accurate response] (4)

Refer to Source F

15. *Write down evidence from the source that implies that Margaret Thatcher followed a policy of constructive engagement with, rather than sanctions against, South Africa.*

[LEVEL 2]

- "... encourage them ..." / "... Economic sanctions are not the way to promote peaceful change ..." / "... The right way to deal with legitimate grievances is ... by a ... dialogue between the South African Government and the black community ..."

[Any ONE quote or paraphrased point from the source] (2)

16. *Use evidence from the source to provide TWO reasons why Margaret Thatcher used constructive engagement with South Africa.*

[LEVEL 2]

- "Sanctions do not work".
- "They make problems worse".
- "They would be a blow to all those firms and people who are in efforts to end apartheid by giving black Africans more jobs and greater opportunities".

[Any TWO relevant quotes or paraphrased reasons from the source] (4)

Refer to Source G

17. **Use Source G as well as your own knowledge to state whether the following statements are TRUE or FALSE. Write down only TRUE or FALSE. (No explanation is required)**

[ALL LEVEL 2]

- 17.1 *The South African economy was unstable before sanctions were put in place to pressure the government in the 1980s.*
TRUE (2)
- 17.2 *The Anti-Apartheid Movement in Britain worked alone to achieve boycotts of South African products.*
FALSE (2)
- 17.3 *Sanctions functioned as a symbol against apartheid and were not effective in the fight to end apartheid.*
FALSE (2)
- 17.4 *Boycotts against South Africa were only economic in character.*
FALSE (2)
- 17.5 *The Anti-Apartheid Movement used peaceful protest against the apartheid government in South Africa.*
TRUE (2)

Refer to Source G and Source H

18. *Would it be accurate to state that protest by the public rather than economic sanctions helped to destroy the apartheid regime? Explain your answer with evidence from BOTH sources.*

[LEVEL 5 AND LEVEL 6]

- **Not accurate.**
- Public pressure together with sanctions succeeded in weakening the apartheid state / Public pressure helped to bring about sanctions and it was the combined pressure of both that resulted in the weakening of the apartheid regime.
- Source G: "... it was a combination of private sanctions and public pressure ... and its NGO allies ..." / "... the impact of sanctions varied ... a variety of factors other than sanctions ..." / "What sanctions did ... was to make a bad situation worse ..." / "... If nothing else, sanctions served as a potent symbol of the world's disapproval of the apartheid regime."
- Source H: "... The groundswell of opposition to apartheid led Congress to override President Reagan's veto of the Comprehensive Anti-Apartheid Act of 1986." / "... the Free South Africa Movement engaged people from all walks of life in daily demonstrations and in civil disobedience for more than a year. Shantytowns sprung up on college campuses that had not yet divested ..."

OR

- **Is accurate.**
- Without public pressure there would have been no motivation to impose sanctions, which weakened the regime, on the apartheid state.
- Source G: "... it was a combination of private sanctions and public pressure ... and its NGO allies.
- Source H: "... The groundswell of opposition to apartheid led Congress to override President Reagan's veto of the Comprehensive Anti-Apartheid Act of 1986." / "... the Free South Africa Movement engaged people from all walks of life in daily demonstrations and in civil disobedience for more than a year. Shantytowns sprung up on college campuses that had not yet divested ..."

[2 marks for explained opinion + 4 marks for relevant, accurate use of BOTH sources]

(6)

Refer to Source H

19. ***Find a historical concept in Source H that best fits each of the following definitions. Write down only the historical concept. (No explanation is required.)***

[ALL LEVEL 2]

- 19.1 *The refusal, as a peaceful form of political protest, to obey certain laws considered unjust.*

Civil disobedience.

(2)

- 19.2 *The decision by countries not to trade with or invest in apartheid South Africa.*

Divestment/divested.

(2)

- 19.3 *A constitutional right to reject a decision or proposal made by a law-making body.*

Veto

(2)

90 marks

SECTION C SOURCE-BASED ESSAY

Use Sources A to H in the Source Material Booklet to write a source-based essay on the following topic:

To what extent were economic sanctions responsible for the collapse of apartheid?

Be sure to use the sources provided to construct your argument and remember to reference the sources by letter.

[LEVEL 2, 3, 4, 5 and 6]

The essay is marked holistically using the IEB source-based essay rubric in the marking guidelines.

- Candidates may argue that economic sanctions were to a **lesser extent or some extent** responsible and that it was a combination of factors together with sanctions that caused the isolation of South Africa and the collapse of apartheid.
- The other factors include public pressure, internal unrest, non-economic campaigns and external causes that contributed to the collapse of apartheid.
- Candidates may argue that economic sanctions were responsible to **some extent** and worked in combination with other factors and had an economic and psychological impact to cause the isolation of South Africa and the collapse of apartheid.
- Denying the impact of economic sanctions may be viewed as propaganda or the views of those who for some time gave some support to apartheid South Africa (FW de Klerk, Margaret Thatcher).

OR

- Candidates may argue that economic sanctions were responsible to a **larger extent**.
- Focus to prove this should be on evidence dealing with the effects of disinvestment in the late 1980s, public pressure to apply sanctions, the value of the rand and pressure from business, as well as symbolic and psychological factors.
- Denying the impact of economic sanctions may be viewed as propaganda or the views of those who for some time gave some support to apartheid South Africa (FW de Klerk, Margaret Thatcher).
- The answer must acknowledge all the other factors that contributed to the collapse of apartheid to some or to a lesser extent, with economic sanctions being most important of these factors.

SOURCE	ECONOMIC SANCTIONS RESPONSIBLE	OTHER FACTORS RESPONSIBLE: SANCTIONS ONE OF MANY FACTORS / SANCTIONS NOT RESPONSIBLE ON THEIR OWN / SANCTIONS DID MORE HARM / INTERNAL UNREST / EXTERNAL FACTORS / PUBLIC PRESSURE / BOYCOTTS / AAM CAMPAIGNS
	Focus words: lesser extent/some extent/larger extent	Focus words: lesser extent/some extent/larger extent
A	<p>Sanctions negatively impacted the economy and mobilised business behind the cause for the collapse</p> <p>"International sanctions were activated in the fields of finance, trade, industry, sport, media and communications, not only by the UN but also ... by South Africa's main trading and economic partners. By the mid-1980s many of the world's largest companies had divested from South Africa ...</p> <p>"In the latter half of the 1980s the pressure was really felt." "Even South Africa's closest economic partners were abandoning it." The USA ... wide-ranging sanctions bill ... had a major effect on all US companies who remained in South Africa ... Their forced withdrawal from the South African economy ... had a significant negative impact on the economy, which was more dependent on international trade and investment than now."</p> <p>"South Africa was ostracised, and as a result the business community started to mobilise to influence the government to engage in a process of change ..."</p>	<p>Other factors that resulted in the collapse of apartheid (internal grassroots resistance; militant student protests; sports sanctions)</p> <p>"The decision by the leaders on both sides of the divide to embark* on a process of negotiating a settlement, resulted from pressure and various incentives* that were offered over time ..." "Internally, unrest was increasing and grassroots resistance organisations began to emerge in the black townships ..." "... while increasingly militant student protests triggered new waves of turmoil and violence ..."</p> <p>"The sports sanctions ... South Africans are mad about sport and sanctions had a major impact on the psyche of the whites in South Africa."</p>
B	<p>Economic sanctions had a psychological impact on some South Africans and was the final straw to break apartheid</p> <p>"... Nelson Mandela ... believes the results from the anti-apartheid movement, sanctions, were effective."</p> <p>"... economic sanctions were certainly the final straw ..."</p> <p>"Both Bishop Desmond Tutu and Nelson Mandela made statements to this extent ... the psychological impact of international isolation could be viewed as just as important as the economic impact ..."</p> <p>Some believe that economic sanctions had no impact but this may be due to bias and propaganda</p>	<p>Economic impact of sanctions debatable, but internal unrest, outside factors and a comprehensive campaign of isolation which include economic sanctions caused the collapse</p> <p>"... de Klerk mentions the conflict and violence that had pervaded South Africa as his considerations for the ending of apartheid ..."</p> <p>"... exact effectiveness of the international sanctions ... on an economic scale can be debated ..."</p> <p>"Alternate views of the fall of the National Party's apartheid stem from outside events that did not include sanctions ... the timing of the Soviet collapse certainly played a role ..."</p> <p>De Klerk ... gives credence to the overall international movement ... a country had to deal with the "comprehensive international campaign" against the country"</p>

	<p>"... many dismissed the effectiveness of sanctions. In retrospect however, many see these comments as simply propaganda ..."</p> <p>"... for De Klerk to say that sanctions had no impact in policy making would be dismissing the effectiveness of the anti-apartheid movement as a whole ..."</p>	<p>"... Not only were the economic stresses demanding, the restrictions on travel, notably on fly-over and landing rights for South African airlines, and the cold shoulder many white South Africans received while traveling abroad in the 1980s all contributed to the isolation ..."</p> <p>"... the political and overall isolation felt by South Africans, which was manufactured by the global anti-apartheid campaign, made up for the lapses in economic sanctions ..."</p>
C	<p>Consumer boycotts of South African products was an effective Anti-Apartheid Movement campaign and was economic in nature</p> <p>Poster uses emotional and internationally recognisable image of 1976 Soweto Uprising victims to draw attention to the fact that buying South African products kills as it supports apartheid. Promotes economic boycott</p>	
D		<p>Other non-economic campaigns like the Release Mandela campaign raised awareness and united people behind a large social movement. This worked in conjunction with economic sanctions to put pressure on the apartheid government, leading to its eventual collapse</p> <p>"... The campaign was titled 'Release Nelson Mandela' and together with the campaign for economic and other sanctions against South Africa became the symbol of the international Anti-Apartheid Movement."</p> <p>"For several decades it was the largest social movement in the world ..."</p>
E		<p>Release Mandela Campaign gave the movement an identifiable figure to support and united people behind a large social movement. This worked in conjunction with economic sanctions to put pressure on the apartheid government, leading to its eventual collapse</p> <p>Photograph shows crowds supporting a call to release Mandela Freedom March/Mandela's face shown</p>
F	<p>Margaret Thatcher did acknowledge the effectiveness of sanctions indirectly</p> <p>"Sanctions do not work. Indeed they make problems worse"</p> <p>"They would be a blow to all those firms and people who are in efforts to end apartheid by giving black Africans more jobs and greater opportunities"</p>	<p>Margaret Thatcher did not support sanctions and felt that economic sanctions would not work to end the regime</p> <p>"Major changes are taking place in South Africa. We should welcome and encourage them ... The right way to deal with legitimate grievances is not by violence but by a ... dialogue between the South African Government and the black community ..."</p> <p>"Economic sanctions are not the way to promote peaceful change. Sanctions do not work. Indeed they make problems worse"</p>

<p>G</p>	<p>Cumulative effect of economic sanctions resulted in the collapse of apartheid</p> <p>The prosanctions lobby argued that the cumulative effect of growing economic isolation produced by massive disinvestment ... together with the denial of key markets for exports ... and the loss of new technologies, led to a fundamental reconsideration of government policy ..."</p> <p>South African economy was made worse by economic sanctions</p> <p>"... the South African economy was in severe difficulties for much of the 1980s well before major sanctions were launched."</p> <p>What sanctions did ... was to make a bad situation worse ..."</p> <p>Sanctions were symbolic</p> <p>"If nothing else, sanctions served as a potent symbol of the world's disapproval of the apartheid regime"</p>	<p>Combination of economic sanctions, public pressure and NGO allies resulted in the collapse of apartheid.</p> <p>"... too easy to draw the conclusion that sanctions alone had the desired effect ..."</p> <p>"The impact of sanctions varied ... a variety of factors ... other than the ... direct pressure of sanctions must be taken into account"</p> <p>"... It was a combination of private sanctions and public pressure from the anti-apartheid movement and its NGO allies which provoked the crisis in the mid-1980s and weakened the capacity of the South African state to hold on indefinitely ..."</p>
<p>H</p>	<p>Economic sanctions caused banks to withdraw investment resulting in a weakened rand and pressure to end apartheid</p> <p>"Divestment began to affect South Africa as corporations let apartheid leaders know that it had become too expensive to continue operating there."</p> <p>"... Some would argue that many corporations simply shifted to indirect investments, but when banks began to refuse to renew loans it caused some real pain as the value of the rand fell."</p>	<p>Public pressure resulted in increased economic sanctions, thus public pressure helped to weaken the regime</p> <p>"... the Free South Africa Movement engaged people from all walks of life in daily demonstrations and in civil disobedience for more than a year."</p> <p>"Shantytowns sprung up on college campuses that had not yet divested, an international campaign against Royal Dutch Shell was launched in 1986."</p> <p>"The groundswell of opposition to apartheid led Congress to override President Reagan's veto of the Comprehensive Anti-Apartheid Act of 1986."</p>

<p>50 marks</p>

Total: 200 marks



GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + focus	Use of sources	Counter-argument (C/A)	Structure + style	Main impression
7+ 90–100% 45–50	Takes a stand. Sustains argument throughout. Maintains clear and consistent focus. Understands all aspects of question. Links sources and question very well.	Uses all the sources and references them by letter. Uses detail from the sources to substantiate argument and counter-argument. Quotes selectively where appropriate.	Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to main argument.	Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.	Essay is logical, coherent and concise. It demonstrates excellent historical insight and understanding.
7 80–89% 40–44	Takes a stand. Sustains argument but may have minor lapses which do not detract from the understanding or focus. Links sources and question well.	As above.	As above.	As above.	Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.
6 70–79% 35–39	Takes a stand. Focuses on question, but may have some lapses in focus or implied focus which detract from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but there may be gaps or minor lapses in evidence. Quotes selectively where appropriate.	Identifies C/A.	Introduction and conclusion that focus on answering the question. Use of paragraphs. Expression satisfactory.	Essay is a good attempt but may be lacking in depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
5 60–69% 30–34	Attempts to take a stand. Lapses in focus or uses tagged-on/implied focus. Makes inconsistent or shallow argument. Shows some evidence of linking sources and question.	Uses most of the sources and references them by letter. Describes or paraphrases sources rather than using information from them. Uses too many long quotes from sources.	Identifies C/A but not fully. Omits some aspects of C/A.	Introduction and conclusion present but flawed. Expression satisfactory.	Essay attempts to answer the question but is not fluent and accurate throughout. It shows some basic insight but there are limitations to historical understanding.

4 50–59% 25–29	Takes a weak stand. Uses tagged-on or implied focus. Makes weak attempt to link sources and question.	Omits 2 or 3 sources. Describes or lists* sources rather than using information from them appropriately. Uses quotes that are irrelevant or too long. Lumps* sources together.	Identifies C/A at basic level.	Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (e.g. lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.
3 40–49% 20–24	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies. Gaps in argument. Tries to link sources to question but not successfully.	Does not use half of the sources. Has poor comprehension of sources. Uses few relevant quotes.	Has no C/A or it is very simplistic.	Structural problems. Introduction and/or conclusion missing. Expression weak.	Essay is difficult to read or the argument is hard to follow. It shows a lack of understanding of the question, or of how to use the sources to answer the question.
2 30–39% 15–19	Makes no attempt to take a stand. Does not focus on question. Is unable to link sources to question.	Uses very few sources. Has very poor comprehension of sources.	As above.	Structural problems. Expression very weak.	Essay does not demonstrate an understanding of historical issues evident in the sources. It shows very little understanding but the candidate has tried to use some information from the sources.
1 0–29% 0–14	Makes no attempt to focus. Has no understanding of question.	Uses only one or no sources. Seems unable to use relevant sources.	No C/A.	Structural problems. Expression extremely poor.	Essay shows extremely limited comprehension of sources or understanding of question, or how the two are connected.

- Listing sources – using sources alphabetically rather than grouping them in support of the argument or counter-argument [e.g. Source A shows ...; Source B states ...; According to Source C ...; In Source D ... etc.]
- Lumping sources – dealing with several sources together rather than separately, implying that they all say the same thing [e.g. (Sources A, C, F and H)]