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EGCSE HISTORY

Paper 6891/01

International Relations and Depth Studies

Key messages

- Candidates are reminded that part (a) questions require the recall of specific details.
- In the part (b) questions candidates should identify the factors and then support with specific relevant evidence. The evidence should be elaborated in relation to the question.
- Candidates should also follow the laid-out instructions. For instance, they must choose and answer only two (2) questions in Section A.
- Teachers and candidates are reminded about the importance of the skill of evaluation in the part (c) question in Section A.
- In Section B, both teachers and candidates should fully understand that source interpretation and analysis is essential for candidates to successfully answer source questions. Candidates should desist from using the statement given in the part (d) question to answer the other questions in the section.

General comments

Candidates demonstrated a general understanding of the demands of the questions but appeared to lack the required content. Most candidates were able to provide responses and used the spaces provided efficiently. However, some candidates provided lengthy responses that led to them creating additional space which is unacceptable. In Section A, some candidates failed to follow the instruction of choosing and answering two questions, instead, they answered all four questions. In Section B, most candidates struggled to develop their responses as they were unable to apply the skill of source interpretation. A majority of candidates were only able to interpret the sources at the sub- message level. Candidates often used all details from the sources without selecting relevant information as developments of their assertions or arguments. Some candidates failed to refer to the sources to answer questions, they relied on knowledge to respond which resulted in them scoring low marks. This often led to candidates scoring lower marks as the development failed to support the main argument or assertion. Candidates also wrote responses that exceeded the spaces provided in the part (d) question.

Comments on Specific Questions

Section A: International Relations, 1919-c.1989

Question 1

This was a very popular question, however, most candidates failed to select the relevant content to answer the part questions which led to them scoring low marks.

- (a) This part question required candidates to **describe three functions of the Assembly in the League of Nations**. Few candidates were able to provide fully described points. Most candidates described the aims of the League of Nations or described the general structure of the League.

An example of a correct response showing identification and development:

The Assembly could recommend action on disputes to the Council. It admitted new members into the League of Nations. The Assembly approved the budget of the League.

- (b) This part question required candidates to **explain two reasons why the League of Nations was able to sort out disputes between nations in the 1920s**. Some candidates were able to identify and explain the two reasons, however, most struggled to develop their reasons with the relevant evidence. Candidates who struggled in this question often described cases where the League succeeded without explaining why it was able for succeed in these disputes.

A correct answer showing the two explanations:

The league was able to solve disputes because the nations obeyed it when it passed judgements. For instance, in the Aaland Islands the conflict between Finland and Sweden the League ruled in favour of Finland and Sweden accepted the decision. The League was also able to sort disputes because most disputes involved smaller countries who obeyed the League's decisions. For instance, the League was able to solve the dispute between Bulgaria and Greece in 1925. The League ordered Greece to pull out of Bulgaria, Greece obeyed the League and war was avoided.

- (c) Candidates were required to **evaluate the League's failure to impose meaningful economic sanctions** in the Italian invasion of Abyssinia in 1935. Most candidates struggled to provide valid explanations to support the statement but were able to provide explanation on the other side. Most candidates also failed to provide proper evaluation. Teachers and candidates should be reminded that the part (c) question tests the skill of evaluation, hence it is essential for candidates to demonstrate it.

A correct answer showing the two sides of the argument with an evaluation:

I agree with the statement because the League failed to impose sanctions on oil. The League did not include coal and oil in the sanctions they imposed which meant that Italy was able to access oil which was crucial to the invasion of Abyssinia. This eventually led to the League failing to stop Italy.

However, I may disagree because it was the delay in making decisions that led to the League's failure. The League delayed the decision to impose sanctions on Italy for two months which allowed Mussolini to occupy large parts of Abyssinia. This led to the failure of the League over the issue.

EVALUATION: All in all, I think the delay in making decisions was the most important reason for the failure of the League in Abyssinia because it also delayed making decisions on sanctions that included oil and coal.

Question 2

This was another popular question for candidates.

- (a) This part question required candidates to **describe three ways in which Hitler had improved Germany's army by the end of 1936**. A majority of candidates were able to recall specific content about improvements done by Hitler on his army. However, some candidates recalled content beyond the specified period, 1936.

An example of a correct response showing identification and development:

Hitler reintroduced conscription in Germany and that increased the number of young males enlisting in the army. He also remilitarised the Rhineland to secure the German border with France. He also signed a naval agreement with Britain that increased his navy to 35% of the size of the British navy.

- (b) This part question required candidates to **explain two reasons why Chamberlain believed in the policy of appeasement**. A majority of the candidates were able to provide proper explanations on the reasons why Chamberlain believed in the Policy of Appeasement.

A correct answer showing the two explanations:

Chamberlain believed that the policy of Appeasement would help contain communism. Hitler was anti-communist, therefore, Chamberlain believed that if Germany was allowed to recover, he would act as a buffer against the spread of communism to the west.

He also felt that Britain was not ready for war. Britain was still building up her military strength as it was not ready to face Germany, therefore appeasement would allow Britain to have enough time to build up a strong army to confront her enemies.

- (c) Candidates were required to **evaluate the extent at which the Munich agreement was the main cause of the 2nd World War**. Most candidates were unable to provide reasons why the Munich agreement was the main cause of the 2nd World War. Candidates had difficulty explaining how the Munich agreement was the main cause of WWII. They were, however, able to explain reasons on the other side of the argument. Most candidates failed to provide proper evaluation.

An ideal answer for this question:

I agree with the statement because the Munich Agreement made Hitler more aggressive. The outcome of the agreement made Hitler to demand more territory in Europe such as Czechoslovakia and later Poland. Such demands eventually led to war when he invaded Poland.

However, I may disagree because it was the rearmament of Germany that caused the Second World War. Hitler was determined to build up his army that gave him the confidence to occupy territories such as the Saar region and Austria. This eventually led him to demanding Poland resulting to the war in 1939.

EVALUATION: All in all, despite that the Munich Agreement made Hitler more aggressive, it was the rearmament of Germany that gave Hitler the confidence to make the demands and invade Czechoslovakia and Poland, which led to the Second World War.

Question 3

This question was not popular but candidates who attempted it scored higher marks.

- (a) This part question required candidates to **describe three actions taken by the USA between 1947 and 1965 to contain communism**. Most candidates were able to recall specific content on the actions of the USA in containing communism.

A correct answer showing the description of the three actions:

The USA introduced the Marshall Plan in 1947 to help the economies of European countries recover to withstand communism. The USA also introduced the Truman Doctrine in 1947 to provide political and military help to deal with the communist threat. In 1965, the USA also intervened in the Vietnam War to fight the communist Vietcong.

- (b) This question required candidates to **explain two reasons why tensions between the USSR and the Western allies increased at the Potsdam Conference**. Candidates brought general information about the ideologies of capitalism and communism as one reason for the increase in tension before the Potsdam conference.

A correct answer showing the two explanations:

Tensions increased at the Potsdam Conference because the USA was ruled by Truman. Truman was more anti-communist and determined to deal with the communist expansion in Europe. This led to increased tensions with the Soviet leader Stalin at the conference.

Another reason was that the USA had tested the atomic bomb. The USA had developed powerful atomic bomb and the USSR was never informed as an ally of the USA in WWI. Stalin was alarmed by this development and it eventually worsened the relations between the two powers as Stalin never trusted the USA again thus increasing the tensions between the two.

- (c) This part question required candidates to **evaluate the extent to which the Berlin blockade was the main reason for the increased tension between the East and the West during the Cold War**. Most candidates were only able to provide one side of the argument, which was against the statement. A majority of them also confused the Berlin Blockade with the Berlin Wall, thus were unable to explain the argument that support the statement. Most candidates failed to provide proper evaluation.

An ideal answer for this question:

I may disagree with the statement because it was the occupation of Eastern Europe by the Soviet Union that increased tension. Stalin had set up communist governments in Hungary, Romania, Yugoslavia and Poland after the Second World War. The USA was worried that communism would spread towards the west. Tensions increased as the USA introduced the Marshal Plan and Truman Doctrine to try and stop the communist expansion.

However, I may agree that the Berlin Blockade was the main reason for the increased tensions because it prevented the Western powers from accessing their part of Berlin. Tensions increased as people waited anxiously as western planes flew over Soviet territory, but no shots were fired. This move made Stalin angry as he realised he could not gain West Berlin.

EVALUATION: Even though tensions already existed when Stalin set up communist governments in Eastern Europe the Berlin Blockade increased tensions between the East and West as it intensified the Cold War after the West had come to accept Stalin's control of Eastern Europe.

Question 4

This question was the least attempted by candidates and the performance was generally below average. Candidates demonstrated a lack of content of this question.

- (a) This part question required candidates to describe **three characteristics of life under communism in Eastern Europe**. Most of candidates were able to recall content on the life under communism. However, some candidates only listed the characteristics but could not develop them into descriptions. Responses that scored low marks failed to recall any specific content relating to the characteristics of life under communism in Eastern Europe.

An example of a correct response showing identification and development:

Multi-party elections were not allowed as people were only allowed to vote for a communist party. Rights of individuals were seen as less important than the welfare of the society. Freedom of speech was lost as people were not allowed to criticise the government.

- (b) This part question required candidates to **explain two ways in which the USSR reacted to the opposition of Soviet control in Hungary in 1956**. Most candidates struggled to provide developed explanations on how the USSR reacted to opposition in Hungary. Responses often lacked specific details of the ways used by the USSR. Responses that scored low marks were characterised by narrations of events in Hungary under the USSR.

A correct answer showing the two explanations:

Opposition leaders were replaced by pro-communist leaders. Imre Nagy was imprisoned and replaced by Janos Kadar after he attempted to introduce reforms in Hungary. Kadar was eager to carry out orders from the Soviet leaders.

The Soviet Union also arrested or killed all opposition to communist rule. In 1956, Soviet forces arrested an estimated 35 000 Hungarians while 300 were executed by Kadar under the instruction of the Soviet Union.

- (c) Candidates were required to **evaluate whether the USSR intervention in Hungary in 1956 was caused by the threat to pull out of the Warsaw Pact**. The general performance in this question was low. Candidates demonstrated knowledge of the Warsaw Pact, however, could not explain how it led to the USSR's intervention in Hungary. Candidates also struggled to provide arguments against the statement.

An ideal answer for this question:

I agree with the statement because the Soviets were eager to maintain Hungary under the Warsaw Pact. The Red Army invaded Budapest after Imre Nagy's government planned to withdraw Hungary from the Warsaw Pact and declare itself neutral in the Cold War.

However, I may disagree because the Soviet Union feared a breakdown of the communist bloc in Eastern Europe. Khrushchev was determined to maintain control of Eastern Europe, therefore the Hungarian revolution threatened Soviet rule in the region. This prompted the USSR to invade Hungary.

EVALUATION: Overall, the main reason for the invasion was the desire to maintain communism in Eastern Europe and the intention of Hungary to exit the Warsaw Pact provided an opportunity for the Soviet Union to deal with anti-communist activities in the region.

Section B: Depth Study: Russia, 1905 – 1941

This was a compulsory source-based section and the candidates' performance was average. Most candidates struggled to interpret the sources at the big message level. Candidates could only process the sources at sub-message level and described surface details of the sources. Some candidates used general knowledge to respond to the questions, i.e., general information about the reaction of Germany to the Treaty of Versailles. Some candidates used the statement in the part (d) questions to attempt to interpret sources at big message level.

- (a) This question required candidates to **interpret the big message of Source A, select relevant evidence from the source to support the big message and provide an elaboration.** Some candidates used knowledge about the Treaty of Versailles and the statement of the part (d) question to interpret Source A. Candidates are advised to interpret all the sources at big message level to provide responses that score high marks.

A correct message of the source:

The message of the source is that German people supported Hitler because he understood their needs. This is shown by the man who is impressed by Hitler's speech saying, 'God, he understands.

Most candidates were only able to interpret the influence of the Treaty of Versailles on Germany and the ability of Hitler to convince people.

- (b) Candidates were required to **interpret Sources B and C and compare these two sources for agreement and disagreement at the point of view level**. The question then demands that the candidates select relevant evidence from each source to support the agreement and disagreement. Most candidates compared the details of the sources. Few candidates simply described the messages without making comparisons. Candidates also provided one-sided comparisons, most candidates providing agreements only.

A correct comparison:

Source B supports Source C in that they both talk about high unemployment in Germany. Source B shows a lot of people in the streets marching due to lack of jobs while Source C states that there were many of them without jobs in the streets of Germany.

However, the sources do not support each other on the solution to Germany's problems. Source B states that people viewed Hitler as their last hope whereas in Source C there is no hope, the people are described to be in a situation that is hopeless.

- (c) Candidates were required to **interpret the big message of Source D and then find its usefulness based on purpose**. Candidates were only able to describe the details of the source without interpreting the source at big message level and evaluating the source for its usefulness based on its purpose. Few candidates were able to state the usefulness of Source D based on its purpose in a single sentence. It is essential that candidates make the assertion stating whether the source is useful or not.

A correct response showing usefulness of the source based on it's purpose:

Source D is useful in showing the use of propaganda by Hitler and the Nazis to win elections in Germany. The source shows a Nazi campaigning poster that promises work, bread and freedom for German people if they voted for the Nazis in the upcoming elections.

Candidates who scored low marks failed to make the assertion and only described the details of the source. Other candidates used knowledge on the Treaty of Versailles to attempt the question.

- (d) This question required candidates to **synthesise the sources based on a given statement**. The question also required candidates to make an assertion, select appropriate evidence, explain the evidence in relation to the statement and evaluate at least two sources for biasness. The general performance was below average. Candidates failed to synthesise as the explanations provided

were often opposite to the assertion made by the candidate. Most candidates were able to provide explanations for Sources A, B and E. Sources C and D proved to be a challenge to the candidates. Few candidates were also able to evaluate Sources B and D for biasness.

Candidates that scored low marks failed to make assertions, misread sources, combined sources, misread the statement and struggled to provide proper explanations. Candidates are encouraged to state assertions with references to the sources.

An example of a correct synthesis response:

Source A disagrees with the statement which says Hitler had little support in Germany before 1933. The source shows that the Nazi congress was attended by thousands of SA men which shows that Hitler had more support. However, the source also agrees with the statement since it states that this congress was attended by SA men which suggests that people from other parties did not attend. This shows that Hitler had little support.

Source B disagrees with the statement. The source shows many people declaring Hitler as their only hope which shows great support for him. **However, this source may not be reliable because it is a piece of propaganda used by the Nazis to campaign during elections [evaluation for biasness]**. The source also agrees with the statement that Hitler had little support in Germany before 1933. The fact that the Nazi had to use of propaganda to make people to support Hitler shows that Hitler had little support.

Source C disagrees with the statement because it shows a lot of desperate Germans in the streets looking up to Hitler for help in solving unemployment which means he was supported.

Source D agrees with the statement. The source shows a propaganda campaign by the Nazis which means that Hitler was supported by few people and still looking for more support in the elections. However, the fact that the Nazi used propaganda proves that Hitler had little support in Germany before 1933.

Source E agrees with the statement. The source shows decreasing seats of the Nazis seats in the Reichstag which means little support for Hitler.

EGCSE HISTORY

Paper 6891/02

Aspects of the History of Southern Africa

Key messages

- Candidates should read the questions carefully, taking note of the key words and the number of marks allocated to each question. This will enable them to answer the set questions effectively.
- Candidates should provide relevant information to support their points.
- It is important for candidates to respond to the demands of the questions and avoid unnecessarily lengthy responses. This involves careful selection of relevant content to respond to the questions.
- It is essential that both candidates and teachers understand the skills that are tested in each part question. This will help to avoid giving explanation in part (a) which requires description and vice versa.
- The part (a) questions require candidates to identify the factors then describe them using specific detailed relevant historical information.
- The part (b) questions require candidates to identify the factors then support with specific details or evidence then provide an elaboration.
- The part (c) questions require candidates to explain both sides of the argument with evaluation. The evaluation should go beyond the summary of what has already been stated by addressing the requirements of the question. It is a conclusive argument which shows why one side is more important than the other.
- Candidates should read the instructions carefully to avoid rubric infringement.
- It is important for candidates to understand that History is written in continuous form, not point or bullet form.

General Comments

There was little evidence of candidates misunderstanding the concepts and most showed a good understanding of the demands of the questions. There were some candidates that were able to apply a higher-level skill by describing and explaining factors as well as providing evidence in elaborating the factor put forward. However, some candidates did not pay attention to the key words in the questions. For example, 'Battle of Bop' in Question 4(a) was mistaken for the Bisho incident. Some candidates could not support their responses with relevant evidence. Some candidates still committed rubric infringement even

though the instructions were clearly stated. They ignored the instructions and answered all the questions instead of choosing **one** question from **each section**. There were some candidates that did not write in a continuous form, they even used sub-topics and bullet points instead of writing in paragraphs.

Comments on Specific Questions

Section A: Swaziland, 1945 -1995

Question 1

This was not a popular question with the candidates and those that attempted it did not perform well, particularly in the part (b) question.

- (a) The question required candidates to **describe any four social challenges faced by Swaziland at independence**. Most candidates were able to describe the social challenges. However, some candidates described political and economic challenges yet the focus on the question was on social challenges. Other candidates included responses on challenges which were not faced by Swaziland at the time such as the HIV and AIDS challenge.

An example of a correct answer:

When Swaziland achieved independence there were very few schools for educating eMaswati. This means that a majority of Swazis still had no access to bestow education.

- (b) This question required candidates to **explain two ways in which the work of UNESCO has impacted on Swaziland**. The performance of candidates in this question was below average. Candidates' responses demonstrated that they lacked relevant knowledge on the question. Very few candidates were able to identify and explain the two ways in which UNICEF has impacted on Swaziland. Most candidates gave a narration instead of an explanation while some explained only one reason instead of the required two. Others misinterpreted the question and gave completely wrong responses.

An example of a correct answer:

UNESCO has helped in promoting literacy in the country. It has worked with the government and the international community to promote basic education, sustainable development, lifelong education, functional education, global education and citizenship. This in turn has helped in improving the standard of living in the country.

An example of wrong response:

One way in which UNESCO has impacted on Swaziland is through the distribution of food parcels. Communities faced with poverty and starvation have received assistance from the organization.

- (c) This question required candidates to evaluate social developments in Swaziland from independence to 2015. The focus of the question was on the success and failure of social development in Swaziland in the given period. It was not well done as some candidates included political and economic developments.

An example of a correct response is:

Swaziland had made developments in the education sector. Since independence a number of institutions of higher learning had been established in the country such as UNESWA, Ngwane Teacher Training College, Limkokwing and others. These institutions have helped to produce skilled labour in the country.

However, one may argue that not much development had been made by Swaziland socially from independence to 2015. This is because Swaziland had not been fully developed in the health sector. Most Swazis still had no access to primary health care especially in the rural areas and for the underprivileged by 2015. The number of health facilities was still not sufficient and easily accessible. This often resulted to loss of life, which could have been avoided.

Evaluation: Despite the huge strides taken in the education sector, the health sector has lagged behind, hence more life which could have been avoided has been lost.

Question 2

This was a popular question as it was answered by most candidates although some did not perform well. Some misinterpreted part (a) of the question whereby they described the effects of the apartheid system on South Africa instead of the effects on Swaziland. Some candidates brought effects of colonial rule on Swaziland.

- (a) This question required candidates to describe four effects of the apartheid system of South Africa on Swaziland.

An example of a correct answer:

One of the effects was that apartheid led to the death of many Swazis since many of them got involved in the struggle against apartheid by giving assistance and harboring the ANC exiles. This resulted to some of them getting killed when the SADF raided the country searching for the exiles.

An example of wrong response

One of the effects was that there was racial discrimination that was practiced in Swaziland. The Swazi people had no freedom of movement as they had to carry passes wherever they went.

- (b) This question required the candidates to explain two ways in which Swaziland contributed to the liberation struggle against apartheid rule in South Africa. Even though the question was popular, some candidates did not do well. Such candidates exaggerated the contributions including that Swaziland provided airplanes to fly the exiles as well as building homes and camps for the exiles.

An example of a correct answer:

Swaziland contributed to the liberation struggle against apartheid rule in that the ANC exiles were allowed to hide in the country. Exiles such as Jacob Zuma and others came to Swaziland to stay in places such as Ngwane Park. This helped them to strategize on their program of action against the apartheid regime.

- (c) This question required candidates to evaluate reasons which contributed to the British refusal to allow South Africa to take over control of Swaziland after the Second World War. Candidates were required to present a two-sided argument explaining why one side is more important than the other. The candidates' performance in this question was impressive as they were able to display their knowledge.

An example of a correct answer:

The British did not want South Africa to incorporate Swaziland because of the apartheid policies that were practiced in South Africa. The British did not want to hand over Swaziland to a country that was practicing a system of racial discrimination which was similar to that of the Nazi in

Germany. Thus, they felt that it would be double standards to hand Swaziland over to the same system they had been fighting against in Europe.

However, it was not only political reasons as the British also had economic interests in Swaziland. They had an interest in the mineral resources found in the country such as asbestos at the Havelock mine. The British had suffered great economic losses during the world war and they needed the resources to boost their economy after the end of the war.

Evaluation: All in all, the British refusal to allow South Africa to incorporate Swaziland after WWII was motivated by economic interests. The British had suffered great economic losses during the war hence they raided the Swazi economy to boost their economy.

Section B: South Africa 1948 -1995

Question 3

This was also a popular question, but it proved to be a challenge to most candidates. Some failed to identify the apartheid laws in part (a) question, while others tended to interpret the laws instead of describing them as required by the question. In the part (b) question some candidates used general knowledge instead of using specific details. Most candidates ignored the period sighted in the question and included events after the 1960s in the part (c) question.

- (a) This question required candidates to **describe four apartheid laws passed between 1948 and 1960**. This was a popular question among the candidates, but most candidates failed to describe the apartheid laws.

An example of a correct answer:

In 1948, the Prohibition of Mixed Marriages Act was passed by the apartheid government. This act made it illegal for people of different races to marry.

An example of wrong response:

The Abolition of the Passes Act limited the freedom of movement for the non-whites and if found without a pass they were arrested.

- (b) This question required candidates to **explain why most white South Africans supported the apartheid system**. Most candidates used general knowledge instead of giving specific details. Some had a challenge with the word 'white South Africans' as they perceived them as coloureds. Most candidates failed to explain reasons why most white South Africans supported apartheid, instead they described some apartheid laws.

An example of a correct answer:

Some whites supported the apartheid system because it benefited them. They benefited economically from the apartheid system, for instance, the Bantu Education Act gave white people superior education compared to the non-whites. The superior education enabled them to get skilled jobs which made them get better salaries than the non-whites.

An example of wrong response:

The Bantu education was passed in 1853. This act brought black education under government control. The non-whites children received separate education from the white children.

- (c) This question required candidates to evaluate the establishment of apartheid system in South Africa by the 1960s. Candidates were required to present a two-sided argument showing the success and failure of the establishment of apartheid in South Africa by the 1960s. Most candidates ignored the period in the question and included events after the 1960s. Some included reasons why apartheid collapsed rather than how it was successfully established.

An example of a correct response:

The apartheid system was successfully established in South Africa by the 1960s. A number of apartheid laws were passed to enforce the apartheid policies. These laws were used to segregate the South African racial groups. Laws such as the Group Areas Act were passed to ensure that the different races did not mix but were kept apart. Some areas were declared areas for 'whites only' and all the non-whites in those areas were moved out.

However, the apartheid system was not successfully established in the 1960s because there was still a lot of opposition to apartheid by the Africans during this period. They were still able to organize opposition activities such as the Defiance Campaign of 1952 and the Freedom Charter of 1955. These activities were followed by a number of other events up to 1960 regardless of the existence of many apartheid laws which shows that had not been successfully established.

Evaluation: Despite that apartheid laws were in place to enforce the apartheid policies, the presence of opposition to apartheid during this period indicates that the apartheid system was not successfully established by the 1960s.

Question 4

- (a) This question required candidates to **describe four reforms that were introduced by P.W.Botha in the 1980s**. The performance in this question was not impressive as only a few candidates were able to describe the reforms introduced by P.W. Botha in the 1980s. Some candidates struggled with this question as they responded with the reforms that were introduced by F.W. de Klerk. Others gave reforms which were not in the 1980s but were in the 1970s.

An example of a correct answer:

One of the reforms introduced by Botha was that he relaxed some apartheid laws. The Separate Amenities Act allowed mixed audiences in public places such as cinemas.

An example of wrong response:

Botha set free all political prisoners. People such as Nelson Mandela serving life in prison were set free.

- (b) This question required candidates to **explain ways in which De Klerk contributed in ending white minority rule in South Africa**. This was a well answered question and there were no misconceptions of the information or facts.

An example of a correct answer:

F.W. de Klerk released political prisoners including Walter Sisulu in October 1989 and Nelson Mandela in February 1990. This paved way for the beginning of a new journey towards independence therefore ending white rule in South Africa.

- (c) Candidates were required to **evaluate the extent to which external factors were responsible for the collapse of apartheid in South Africa**. Most candidates answered this question well as they were able to focus on both the external and the internal factors. They were able to present a two-sided argument with good explanations giving specific details. However, most candidates failed to evaluate by providing a conclusive argument explaining how one side was more important than the other.

An example of a correct response:

Economic sanctions that were imposed on South Africa led to the collapse of apartheid. This led to the decline in the economic growth of the country thus negatively affecting the white owned businesses in South Africa. These whites began to criticize apartheid and demanded that it should be abolished.

However, there were also internal factors that were responsible for the collapse of apartheid. There was increasing violence within South Africa. The African resistance was increasingly becoming intense after 1987 especially towards the white South African community. This made a lot of the whites to put pressure on the government to abolish apartheid.

Evaluation: All in all, it was internal factors which led to the collapse of apartheid. Even though economic sanctions led to the decline in economic growth/criticism of the apartheid system by White South Africans, it was the African resistance to apartheid that intensified after 1987 that led to the collapse of the apartheid system.