

# Commentary on candidate evidence

## Candidate 1 – Part A: Historical Issues

The evidence for this candidate was placed within the following mark ranges for each question section of this course assessment component.

### **Question 57: How valid is the view that the formation of the state of South Africa in 1910 was driven by economic interests?**

#### ***Introduction***

The candidate was awarded credit in the **23-25 mark range** because there is a focused introduction which establishes clear context, identifies and prioritises existing historical debates which are then integrated with the candidate's own line of argument. This shows a robust and sophisticated understanding of the question and the candidate writes with clarity and insight, setting up their stall with authority for the forthcoming essay discussion.

#### ***Overall structure***

The candidate was awarded credit in the **23-25 mark range** because this is both thorough and analytical writing. The evidence is focussed on the issue at all times and reflects both width and depth of knowledge. The evidence is clearly linked to evaluation as exemplified in the paragraph which begins 'The Constitution's link with the Commonwealth ...'

The candidate demonstrates fluency of argument and sophistication in their understanding of the debates. They set up their point clearly at the start, back it up with solid evidence and show insight of historical debate supporting the view. Further than this, the candidate then engages with the viewpoint in order to advance their own argument as established in the introduction. Clear and convincing evaluation is provided with a sustained focus on the issue. A robust sub-conclusion benefits the structure of the essay and use of these throughout the essay will enable the candidate to offer synthesis in the conclusion. Clear qualitative judgement is made on this factor which displays a sound understanding of historical interpretations.

#### ***Conclusion***

The candidate was awarded credit in the **23-25 mark range** because the overall conclusion builds on the arguments summarised in the conclusions offered throughout the essay. The candidate here offers synthesis of their ideas, bringing together the arguments they have explored and the historical debates they have engaged with throughout their response, finally offering a robust and qualitative judgement. All is focussed on the issue and goes beyond the most obvious implications of the question by exploring the impact / consequences of the 1910 settlement in order to support and advance their argument.

## Candidate 1 – Part B: Historical Sources

The evidence for this candidate was placed within the following mark ranges for each question section of this course assessment component.

### **Question 62: Evaluate the usefulness of Source A as evidence of the differences between Smuts and Hertzog before 1939.**

#### ***Provenance***

The candidate was awarded **2 marks** for the provenance of the source in the first paragraph. Firstly, the candidate is credited for establishing the context in which Smuts is speaking, demonstrating knowledge of events surrounding the delivery of the speech – the aftermath of entering the war on the side of Britain and the consequences of this on exposing divisions over South African ties to Britain. The second provenance mark is awarded for the final sentence of the first paragraph which identifies Smuts' audience, the recently fractured United Party and the purpose for his address.

#### ***Interpretation and Wider Contextual Development***

The candidate achieves **1 interpretation mark** followed by **2 marks** in succession of wider contextual development. They correctly identify an extract from the source whereby their understanding of the point is demonstrated by their first wider contextual development comment about Smuts' 'one stream' inclusivity stance with regards to South African whites. This demonstration of understanding merits the crediting of the initial interpretation mark. If the candidate had only lifted the quote and not shown their understanding with illustrative wider contextual development then the interpretation mark would not have been awarded. However, if the candidate had interpreted the point from the source, showing understanding of the point in their own words, then the interpretation mark would have been awarded.

The candidate then follows up on their Interpretation mark and wider contextual development with a second wider contextual development point contrasting the approach of Smuts to that of Hertzog. The candidate may have included a point of historiography in lieu of the second wider contextual development mark. In both circumstances the candidate should then move on to another point having in effect achieved three marks for one issue.

**Question 63: How fully does source B explain the challenges faced by the ANC in the 1950s?**

***Interpretation, Wider Contextual Development and Historical Interpretations***

The candidate was awarded **3 marks** for the section from 'The source also suggests to 'localised farming taxes and regulations': the first interpretation mark for the extract from the source. This was credited as a result of the immediate reference to Bundy's argument which showed their understanding of the point made in the source. They have achieved one interpretation mark for demonstrating their understanding of the source point and one historical interpretation mark for correctly identifying Bundy's viewpoint on challenges facing the African National Congress (ANC) at this time. If the candidate had already secured two marks for historical interpretation, then the historical interpretation could be credited as wider contextual development.

The candidate then follows the initial interpretation of source and historical interpretation with a third point in quick succession with reference to Worden's view and rural resistance. Again, if the candidate has already secured two historical interpretation marks, this can then be credited as wider contextual development. This is a good example of focus, clear structure and using the content of the source as a jumping off point for illustrative wider contextual development and historical interpretation.