

KAA Curriculum Overview		History	Year 12: Paper 2 South Africa	EOY Exam	Sequencing and Progression	
<b>Rationale</b> Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.  A level course - EDEXCEL Route F: Searching for rights and freedoms in the twentieth century  This option comprises a study in depth of South Africa during its transition from white minority rule to the free elections of 1994, a long, and at times, dramatic process in which South Africa changed from an apartheid state into a multi-racial democracy. Students will gain an in-depth understanding of the creation and consolidation of the apartheid regime by the National Party and the response and methods used by their political opponents in the struggle to overthrow apartheid, as well social, economic and cultural changes that accompanied this process.  The options in Route F are linked by the common theme of a search for rights, freedoms and greater equality during the twentieth century. In the USA, the quest for political, social and economic advancement looked mainly to reform existing structures. In South Africa, this quest led to more radical outcomes, bringing an end to the apartheid regime in South Africa. Studying two different countries allows students to develop a greater understanding of both similarities and differences in the search for greater rights, freedoms and equality in the twentieth century world (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).				<b>What content and skills will be assessed in the EOY exam?</b> - All content - Students will sit a past paper - two questions - source question (20 marks) and essay questions (20 marks)  Link to model exam papers here. - <a href="https://drive.google.com/file/d/1uzzAxqaBRISpGqh789c9lbqVh2VwL3aM/view?usp=sharing">https://drive.google.com/file/d/1uzzAxqaBRISpGqh789c9lbqVh2VwL3aM/view?usp=sharing</a>	<b>How does this year build on what they've learnt last year?</b>  Many of the core exam skills build on skills students learnt at GCSE but these are much more challenging and rigorous, for example source analysis and relative significance.	<b>How will it benefit them as they move forward next year?</b>  The source skills will be useful to access the skills needed on Paper 3 - Tudors. In Paper 2 there are two sources and one enquiry, in Paper 3 there is one source but two enquiries. The mark scheme is the same; the skills can be introduced in Year 12 and continue to be developed throughout KS5.
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
<a href="#">Link to MTP Overview</a>						
<b>Topic studied &amp; Fertile Question</b>	Unit 1: The response to apartheid, c1948–59  <b>FQ: Was Apartheid in South Africa inevitable?</b>	Unit 1: The response to apartheid, c1948–59 (continued)  <b>FQ: Did the National party successfully implement apartheid?</b>  <b>FQ: Was peaceful opposition to Apartheid doomed to fail?</b>	Unit 2 Radicalisation of resistance and the consolidation of National Party power, 1960–68  <b>FQ: How and why did resistance become radicalised in the 1960s?</b>  <b>FQ: Did the National Party successfully consolidate their power in the years 1960 - 68</b>	Unit 3 Redefining resistance and challenges to National Party power, 1968–83  <b>FQ: What was the greatest challenge the National Party faced in the years 1968 - 83?</b>	Unit 4 The end of apartheid and the creation of the 'rainbow nation', 1984–94  <b>FQ: How and why was a "rainbow nation" created in South Africa</b>	Revision and Review lessons <ul style="list-style-type: none"> <li>Content overview - South Africa Roadmap Revision Lesson - identify key turning points, challenges, progress and change over time</li> <li>How to answer Source Qs</li> <li>How to answer Essay Qs</li> <li>Groups Essay Plans</li> <li>Modelling process of analysing a source Q in exam conditions and planning essays in a walking talking mock</li> <li>Review AP2 and bring in areas of improvement and misconceptions</li> </ul>
<b>Adjustments following last assessments / evaluation.</b>		Based on 2021 - 22 - need more essay practice so will set two essays instead of one this term		The challenges lessons could be more sequenced and re-ordered so students can draw more links and parallels to discuss the greatest threat.  Adding more source practice into lessons this term and setting two instead of one source question will allow students to do a source question in the AP2 instead of just essays.	Students often find this topic tricky - planning of lessons could be adapted to ensure more scaffold - especially around the political negotiations.	In the source workshop we need to stress that DAMIT Provenance points must include quotes to gain marks - modelling and practising this in lessons is essential for next year.

<p><b>Key knowledge and skills students need to have gained by the end of the unit</b></p>	<ul style="list-style-type: none"> <li>Life in South Africa c1948: race, segregation and discrimination; urbanisation and industrialisation, including township life; rural society; Afrikaner culture and politics; the influence of Britain.</li> <li>Reasons for the National Party victory 1948, including the impact of the Second World War, the growth of Afrikaner nationalism, and international pressures for change.</li> <li>Codifying and implementing apartheid, 1948–59: strengthening the National Party; apartheid laws; pass laws and education; the Tomlinson Report and Bantustans;</li> </ul>	<ul style="list-style-type: none"> <li>African nationalism, 1948–59: political opposition in 1948; the revival of the African National Congress (ANC); the Youth League and the Defiance Campaign; rural resistance; the Freedom Charter; the Pan-Africanist Congress (PAC).</li> <li>Codifying and implementing apartheid, 1948–59: (continued) political suppression and the Treason Trial.</li> </ul>	<ul style="list-style-type: none"> <li>Resistance to apartheid and government reaction, 1960– 61: peaceful protest; the Sharpeville Massacre and its significance; the banning of political parties and the state of emergency.</li> <li>Creating a republic, 1960–61: Verwoerd’s aims; the significance of Macmillan’s ‘wind of change’ speech; a republic established, 1960–61; leaving the Commonwealth.</li> <li>African nationalist radicalisation, 1961–68: moves to armed struggle; the ANC and Umkhonto we Sizwe; the PAC and Poqo; the Rivonia Trial and significance for Nelson Mandela; the impact of exile and imprisonment on the ANC and PAC.</li> <li>Strengthening ‘separate development’, 1961–68: economic recovery, including international investment; developing the Bantustans; diplomatic ties; Vorster’s use of police powers and defence forces.</li> </ul>	<ul style="list-style-type: none"> <li>Black Consciousness and the Soweto uprising, including: Steve Biko and the South African Students’ Organisation (SASO); the mobilisation of school children; the Soweto Uprising, its significance and suppression. The impact of the death of Steve Biko 1977.</li> <li>The ANC re-strengthened: decline in the early 70s; internal reorganisation and external legitimacy; the role of Oliver Tambo; the global anti-apartheid movement.</li> <li>Domestic challenges to National Party power, 1974–83, including political unrest, problems in the Bantustans, National Party division and scandal, economic pressures and the cost of defence commitments.</li> <li>External pressures on National Party power, 1974–83, including political change in southern Africa, international condemnation and calls for economic sanctions, cultural and sporting boycotts</li> </ul>	<ul style="list-style-type: none"> <li>Revolt in the townships, 1984–87: the United Democratic Front and grassroots organisation; protest strategies; communal and government violence; government suppression.</li> <li>Reasons for Botha’s decision to negotiate, 1985–89, including the failure of Botha’s ‘total strategy’, economic problems and the impact of international isolation, the effect of the state of emergency.</li> <li>Negotiation and compromise, 1989–91: de Klerk’s new course; the significance of Mandela’s release; the unbanning of political parties; the impact of unrest and violence; the dismantling of apartheid; CODESA 1991.</li> <li>A new political settlement, 1992–94: CODESA negotiations; nationalist divisions and communal violence; constitutional agreement and elections; the Government of National Unity; international recognition</li> </ul>	<p>How to answer a Source Question -</p> <ul style="list-style-type: none"> <li>must be comfortable using key vocab such as: Date, Author, Motive, Intended Audience, Tone, Infer, Claim, Weight.</li> <li>Confidently identify which quotes best support provenance points</li> </ul> <p>How to answer and essay question -</p> <ul style="list-style-type: none"> <li>confidently identify type of essay questions (stated factor or agree/disagree)</li> <li>Have strong conclusions</li> <li>Explore key features between factors</li> <li>Include relative significance</li> </ul>
<p><b>How is understanding assessed at the end of the unit?</b></p> <p>Assessment will take place as they go through the unit with end of unit assessments being down as part of their formal APs.</p>	<p><b>Homework essay:</b> We will go through core essay skills with students. We will write model paragraphs in lessons and for homework students will complete the following essay:</p> <ul style="list-style-type: none"> <li><b>How far was growing Afrikaner Nationalism the most significant cause of the National Party winning the 1948 election? (20 marks)</b></li> <li><b>To what extent did the education reforms of the 1950s successfully enforce apartheid? (20 marks)</b></li> </ul>	<p><b>Homework essays:</b></p> <ul style="list-style-type: none"> <li><b>How accurate is it to say that opposition in the years 1948-1959 was largely unsuccessful (20 Marks)</b></li> <li><b>To what extent did the education reforms of the 1950s successfully enforce apartheid? (20 marks)</b></li> </ul> <p>At this stage we want students to adopt the core essay writing skills needed to succeed. So the essay will not be done in exam conditions, it will be open book, done at home so students have the time to really build up the skills in their essay</p>	<p><b>AP1</b> - Students will complete an essay question in timed conditions from <b>Unit 1 - 2</b></p> <p><b>Half term essay-</b> Students will pick an essay to write for HW from <b>Unit 2.</b></p>	<p><b>Homework essays:</b></p> <ul style="list-style-type: none"> <li><b>Two source questions:</b></li> <ol style="list-style-type: none"> <li>Bantustans</li> <li>Soweto</li> </ol> <li><b>One essay question:</b> <b>How accurate is it to say the ANC made little progress in the 1970s? (20 Marks)</b></li> </ul>	<p><b>AP2</b> - Students will complete an essay question AND a source question in timed conditions from <b>Unit 2 - 3</b></p> <p><b>Homework essay:</b></p> <ul style="list-style-type: none"> <li><b>How accurate is it to say that the failure of ‘Total Strategy’ led to Botha’s decision to negotiate with Nelson Mandela? (20 marks)</b></li> </ul>	<p><b>EOY Exam</b> -Students will complete an essay question AND a source question in timed conditions taken from the entire course - <b>Unit 1 - 4</b> - from a past paper.</p>