

SAC Notification

Unit 2, AOS2 – Challenge and Change

Year 11 Modern History: South Africa, Apartheid

Outcome 2: On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

SAC Details:

Date: Tuesday 31 October & Thursday 2 November 2023

Duration: 2 lessons (60 minutes)

Mark Allocation: 20 marks

No. of Questions: 2 x essay questions – select one to respond to.

Word Count: 600-800 words

Conditions/Instructions:

- Students are to write in blue or black pen.
- Students are permitted to bring into the SAC room: pens, pencils, highlighters, erasers, sharpeners, rulers, and a detailed plan [one double-sided A4 page]
- Students are NOT permitted to bring into the SAC room: a dictionary, blank sheets of paper and/or correction fluid/tape.

1. 'It was only when all else had failed, when all channels of peaceful protest had been barred to us, that the decision was made to embark on violent forms of political struggle.' To what extent is Nelson Mandela's statement in 1964 an accurate reflection of the actions of the anti-apartheid movement between 1948 and 1964?

OR

2. To what extent were Black South Africans deprived of their political, economic, and social rights between 1948 and the early 1990s?

Key Knowledge

- the causes, significant events and conditions that challenged traditional social, political and/or economic structures of power
- the local and global ideas that influenced continuity and/or change, such as decolonisation, nationalism, theocracy, self-determination, state-building, nation-building, racism, sexism, feminism, egalitarianism and equality
- significant individuals, movements and/or groups who challenged existing structures of social, political and/or economic power and contributed to change
- the methods employed by individuals and/or groups to express their views and demand change, such as diplomacy, nation-building, meetings and marches, cultural expression, civil disobedience, violence and terrorism, armed conflict, the media and social media

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- the responses and actions of established social, political and/or economic powers who sought continuity by resisting challenges and changes
- the extent to which change occurred and goals and ideas were successfully achieved and implemented
- the perspectives and experiences of those who challenged and demanded change and those who resisted change
- the short-term and long-term consequences of particular events, ideas and movements.

Key Skills

- ask and use a range of historical questions to explore the challenges and changes to structures of power
- analyse sources for use as evidence
- identify the perspectives of people and how perspectives changed over time
- identify different historical interpretations about challenges and changes to structures of power
- analyse the causes and consequences of challenges to power structures
- explain how structures of power changed and/or stayed the same
- evaluate the significance of events, ideas, individuals and movements
- construct arguments about continuity and change in modern history.

Key Vocabulary

Scramble for Africa, Afrikaans, Bantustans, apartheid, coloured, segregation, African National Congress (ANC), pass system, grand apartheid, petty apartheid, banning orders, defiance, Freedom Charter, Black Sash movement, Pan-Africanist Congress (PAC), Sharpeville Massacre, Umkhonto we Sizwe (MK), Black Consciousness, Soweto Uprising, sanctions. *Refer back to individual lesson plans for additional terms.

SAC/SAT Disclaimer

Students must not intentionally or unintentionally disclose any details on this SAC/SAT or imply what is or is not included, or in any way gain an unfair advantage over other students. Students must understand that disciplinary action will occur and their result will be downgraded. In fairness to fellow pupils, it is the student's responsibility to inform the VCE office if they are aware that information about the SAC/SAT is being passed on, or that a student has gained an unfair advantage.

**NB: A medical certificate will be required if you do not attend the scheduled SAC date.*

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Marking Scheme

1 mark	<ul style="list-style-type: none"> Any relevant comment.
Limited 2-5 marks	<ul style="list-style-type: none"> A response which shows limited knowledge and has significant problems. No attempt to organise arguments into an essay format. Limited detail is provided.
Basic 6-9 marks	<ul style="list-style-type: none"> A response which shows a basic level of knowledge and skill. Problems in the organisation and structuring of ideas. May present a narrative (story) that does not effectively answer the question. May present an argument that answers the question, but fail to support it with evidence. May rely on generalisations and provide little factual evidence. May provide insufficient detail.
Capable 10-13 marks	<ul style="list-style-type: none"> A response which shows a sound level of knowledge and skill. Ideas organised into paragraphs, but structural elements like clear introduction may be missing. A simple, clear argument is developed in response to the question, although not all points may be fully relevant or fully substantiated. Includes some specific evidence, but tends to rely on generalisations.
Strong 14-16 marks	<ul style="list-style-type: none"> A response which shows a strong level of knowledge and skill. Ideas are well-organised into paragraphs, and the essay has a clear introduction and conclusion. A coherent argument which is relevant to the question and is effectively supported. Specific evidence is provided to support all main claims, although there may be reliance on generalisations in places, or there may be some unsupported claims.
Excellent 17-19 marks	<ul style="list-style-type: none"> A response which shows an excellent level of knowledge and skill. Essay is well-structured and highly coherent. A balanced argument that is highly focused on the question and is well-supported. A range of precise and specific evidence is used. May contain minor problems (e.g., a section which goes off topic, or an inaccurate claim) as long as these do not indicate a lack of knowledge.
Exemplary 20 marks	<ul style="list-style-type: none"> A response which shows an exemplary level of knowledge and skill. Essay is well-structured and highly coherent. A sophisticated, original argument that is highly focused on the question and is well-supported. A wide range of precise, detailed and specific factual evidence used to support response. All points are accurate and relevant to the question.