



**GCE**

**History A**

**Y224/01: Non-British period study: Apartheid and  
reconciliation: South African politics 1948-1999**

A Level

**Mark Scheme for June 2022**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Y224/01

Mark Scheme

June 2022

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:


Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Y224/01

Mark Scheme

June 2022

## 11. Annotations

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## 12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)		<p><b>Which of the following was more effective in the development of opposition to Apartheid in the period from 1978 to 1989?</b></p> <ul style="list-style-type: none"> <li><b>International opposition</b></li> <li><b>South African Church leaders</b></li> </ul> <p><b>Explain your answer with reference to (i) and (ii).</b></p> <ul style="list-style-type: none"> <li><b>In dealing with international opposition,</b> answers might consider the impact of economic boycotts on South Africa.</li> <li>Answers might consider the impact of boycotts on sporting events.</li> <li>Answers might consider the limited achievement of the United Nations in relation to the Anti-Apartheid movement.</li> <li>Answers might consider support given to the ANC by other African states.</li> <li>Answers might consider international pressure in relation to Nelson Mandela's release.</li> <li><b>In dealing with South African Church leaders,</b> answers might consider the international significance of Desmond Tutu being awarded various honours, notably the Nobel Peace Prize in 1984.</li> <li>Answers might consider Tutu's support of the placing of economic pressure on South Africa.</li> <li>Answers might consider the role of the South African Council of Churches in promoting civil rights.</li> <li>Answers might consider the role of Church leaders in the advocacy of non-violent protest.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to question.</li> <li>Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Y224/01

Mark Scheme

June 2022

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>Answers might consider Tutu's advocacy of the 'rainbow nation' concept.</li> <li>Answers might consider Tutu's role as the head of the Truth and Reconciliation Commission.</li> </ul>		
1	(b)*		<p><b>How effective was civil disobedience in resisting apartheid in the period from 1970 to 1976?</b></p> <p><b>In arguing that civil disobedience was ineffective,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>Repressive legislation limited the effectiveness of civil disobedience (e.g. Sabotage Act, General Law Amendment Act) following the Sharpeville massacre, the measures reinforced Apartheid, contrary to the aims of protestors.</li> <li>The establishment of the part-time Police Reserve Unit, following civil disobedience, enforced the status-quo and helped to ensure that future civil disobedience was ineffective.</li> <li>The Soweto protestors failed to persuade the government to make reforms (e.g. the rejection of demands for reform of local government in Soweto).</li> <li>Political organisations like the ANC and PAC failed to achieve their aims of undoing Apartheid.</li> </ul> <p><b>In arguing that civil disobedience was effective,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>The role of civil disobedience in contributing to the Black Consciousness movement (e.g. student strikes in universities), including the significance of the actions of Steve Biko in generating awareness of Black Consciousness and linking protest movements.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on the failures and successes of civil disobedience but at Level 4 may simply list a range of factors.</li> <li>At Level 5 there will be judgement as to the extent to which civil disobedience can be considered to have failed to achieve its aims.</li> <li>At higher levels candidates might establish criteria against which to judge achievement.</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul>



Y224/01

Mark Scheme

June 2022

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>The impact and legacy of the Sharpeville massacre in generating and hardening opposition to Apartheid (e.g. in contributing to the forming of the MK).</li> <li>The ineffectiveness of the police in managing labour protests in 1973 and 1974 which encouraged protestors to form illegal trade unions and spread labour protest.</li> <li>The significance of the Soweto uprising in heightening awareness in South Africa and abroad of the iniquities of Apartheid.</li> </ul>		
2	(a)		<p><b>Which of the following had the greater impact on the development of Apartheid up to 1978?</b></p> <ul style="list-style-type: none"> <li><b>Hendrik Verwoerd</b></li> <li><b>John Vorster</b></li> </ul> <p><b>Explain your answer with reference to (i) and (ii).</b></p> <ul style="list-style-type: none"> <li><b>In dealing with Hendrik Verwoerd</b>, answers might consider his opposition to Macmillan's 'winds of change' speech.</li> <li>Answers might consider Verwoerd's role in, and the significance of, South Africa's departure from the Commonwealth.</li> <li>Answers might consider the terms and consequences of the Promotion of Bantu Self-Government Act (1959), including the Sharpeville massacre in 1960.</li> <li>Answers might consider his contribution to the development of international opposition to Apartheid (e.g. in the controversy over the participation Maoris in the New Zealand rugby squad playing in South Africa in 1960).</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to question.</li> <li>Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable..</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Y224/01

Mark Scheme

June 2022

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>Answers might consider his refusal to permit diplomats from other African states to establish embassies in South Africa.</li> <li><b>In dealing with John Vorster</b>, answers might consider his role as minister of justice, police, and prisons following the Sharpeville massacre.</li> <li>Answers might consider his frustrated endeavours to establish separate parliaments representing different ethnic groups.</li> <li>Answers might consider his limited reforms of discriminatory practices.</li> <li>Answers might consider his involvement in, and the consequences of, the Muldergate scandal.</li> <li>Answers might consider his relationship with black African leaders and intervention in Angola.</li> </ul>		
2	(b)*		<p><b>‘Sport contributed more to unity in South Africa than any other factor in the period from 1989 to 1999.’ How far do you agree?</b></p> <p><b>In arguing that sport contributed to unity in South Africa</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>The contribution of international boycotts (e.g. rugby World Cup in 1991) in building opposition to apartheid within South Africa and the development of the Anti-Apartheid Movement abroad.</li> <li>the unifying effect of the 1995 Rugby World Cup and the Springboks’ triumph on home ground in 1995.</li> <li>The unifying effect of South African post-Apartheid participation in other international sports events (e.g. golf and cricket).</li> <li>The implications of the quota system imposed on South African cricket in 1999.</li> <li>The lasting importance of the popularity for South</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on factors contributing to unity in South Africa but at Level 4 may simply list a range of factors.</li> <li>At Level 5 there will be judgement as to importance of sport in relation to a range of other factors.</li> <li>At higher levels candidates might establish criteria against which to judge significance.</li> </ul>

Y224/01

Mark Scheme

June 2022

Question			Answer	Mark	Guidance
			<p>Africa's participation international sport in undermining racism generally and internal resistance to the concept of South Africa as a 'rainbow nation' specifically.</p> <p><b>In arguing that other factors contributed to unity, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• The significance of de Klerk's New Course (e.g. release of political prisoners, legalization of the ANC).</li> <li>• The significance of the Separate Amenities Act (1990), and other Acts of Parliament in undoing segregation.</li> <li>• The role of CODESA 1 and 2 (1991, 1992).</li> <li>• The aims and objectives of the Government of National Unity and the vision of a 'rainbow nation', culminating in the ANC landslide victory in the 1999 elections.</li> <li>• The role of the Truth and Reconciliation Commission (1996).</li> <li>• The role of Nelson Mandela's as the champion of post-Apartheid integration and national unity</li> </ul>		<ul style="list-style-type: none"> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul>

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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