

GCE

History A

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

A Level

Mark Scheme for June 2024

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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

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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).

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 RM Assessor **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 RM Assessor 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:
 - 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

11. Annotations

Annotation	Meaning
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Question		Answer	Mark	Guidance
1	(a)	Which of the following was of greater importance in bringing about the end of Apartheid? (i) Nelson Mandela (ii) Other Black South African leaders In dealing with Nelson Mandela, answers might consider his role in the ANC up to his election in 1994 • Answers might consider his significance as founder of ANCYL • Answers might consider his role in forming the MK and its subsequent importance • Answers might consider his contribution while in prison (e.g. building a relationship with de Klerk) • Answers might consider his participation in the CODESA talks • Answers might consider the significance of his and de Klerk's Record of Understanding (1992). In dealing with other Black South African leaders, answers might consider the significance of other leaders in the ANC and other anti-Apartheid groups. • Answers might consider the other leaders of the ANC, like Luthuli, Slovo, Tambo, Winnie Mandela • Answers might consider the importance of Steve Biko and the SASO • Answers might consider the importance of Chief Buthelezi and the Inkhata Freedom Party • Answers might consider the importance of Desmond Tutu and other Church leaders (e.g. Boesak)	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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.

Question			Answer	Mark	Guidance
			Answers might consider the importance of Robert Sobukwe and the PAC.		

Question			Answer	Mark	Guidance
1	(b)*		‘The establishment of Apartheid had little impact on the social and economic conditions of Black South Africans during the period from 1948 to 1954.’ How far do you agree? In arguing Apartheid had little impact, answers might consider: - The continued use of an existing pass system for black workers in 1948 - The fact that segregation was widely practised in 1948, and that government Apartheid legislation simply sanctioned the existing <i>status quo</i> - The limited enfranchisement of black South Africans had been established before Apartheid legislation was passed - In 1948, employment and wage inequalities were long established, with white South Africans occupying better paid jobs - Educational inequalities between blacks and whites were established before the Apartheid legislation was passed - The creation of reserves and laws limiting black land ownership in South Africa had established	20	How far do you agree? 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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - No set answer is expected. - At higher levels candidates will focus on consequences but at Level 4 may simply list consequences. - At Level 5 there will be judgement as to the relative importance of consequences. - At higher levels candidates might establish criteria against which to judge their importance. - To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. - 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.

Question			Answer	Mark	Guidance
			a segregated and unequal South Africa long before 1948 - Segregation and racial inequality were already very evident in 1948 urban settings and the townships. In arguing Apartheid had significant impact, answers might consider: - The impact of the Population Registration Act (1950) in formalising segregation - The impact of the Prohibition of Mixed Marriages Act (1949) in breaking up families - The Group Areas Act (1950) which resulted in the eviction of millions of black South Africans - The Native Laws Amendment Act (1952) obliged non-whites to carry passes and further restricted their access to urban areas - The Bantu Authorities Act (1951) bolstered earlier legislation regarding the segregation of non-whites - The Separate Amenities Act (1953) enforced segregation in numerous physical settings - The Bantu Education Act (1953) was highly restrictive in terms of its provision for black students.		

Question			Answer	Mark	Guidance
2	(a)		Which of the following had greater consequences for Black South Africans during the period from 1948 to 1954? (i) Petty Apartheid and the Separate Amenities Act	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u>

Question			Answer	Mark	Guidance
			(ii) Prohibitions on mixed marriages and relationships In dealing with Petty Apartheid and the Separate Amenities Act, answers might consider the social and economic consequences of petty restrictions in daily life and attempts to resist it • Answers might consider the impact of travel restrictions • Answers might consider the impact of restrictions concerning access (e.g. to beaches) • Answers might consider the impact of the Bantu Education Act (1955) • Answers might consider the general inferiority of provision (e.g. public spaces) for blacks. In dealing with Prohibitions on mixed marriages and relationships, answers might consider these as fundamental to the concept of Grand Apartheid and attempts to challenge it • Answers might consider the impact of the Mixed Marriages Act (1949) • Answers might consider the impact of the Population Registration Act (1950) • Answers might consider the Immorality Act (1950) • Answers might consider these in relation to geographical segregation policy.		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. • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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.

Question			Answer	Mark	Guidance
2	(b)*		Assess the extent to which South Africa's international relations improved during the period from 1989 to 1999. In arguing international relations improved, answers might consider: • The ending of international isolation of SA following the lifting of Apartheid (45 heads of state at Mandela's swearing-in) • Mandela and de Klerk awarded Peace Prize (1993) demonstrating international regard for their achievement • Admiration and popular acclaim abroad for the concept of 'rainbowism', the principles of the TRC • SA's participation in international sports events • Re-admittance to the Commonwealth in 1994 • Pan-Africanism and membership of SADC • Chairing of Non-Aligned Movement from 1998 • Extensive diplomatic missions (e.g. Tutu's visits abroad). In arguing international relations did not improve, answers might consider: • Failure to attract significant new international capital investment • Failure of requests for foreign aid • International outcries at continuing conflict between communities • International concerns re. HIV/AIDS crisis failings	20	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels candidates will focus on the extent evidence of improvement but at Level 4 may simply list examples for each side. • At Level 5 there will be judgement as to the extent of improvement. • At higher levels candidates might establish criteria against which to judge the extent of improvement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • 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.

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Question			Answer	Mark	Guidance
			• International dismay re. failure to resolve poverty and other inequalities in SA • International objections to Mandela's relations with dictators (e.g. Castro, Suharto, Gaddafi) • Continuing distrust for Mandela's leftist leanings and association with ANC political violence.		

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Mark Scheme

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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>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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