

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y224     Apartheid and Reconciliation: South African Politics 1948–1999**

**MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK     30**

**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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
  - 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

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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.

Question		Answer	Marks	Guidance
1	(a)	<p><b>Which of the following had greater consequences for Black South Africans in the years 1948–1954?</b></p> <p><b>(i) The 1950 Population Registration Act</b></p> <p><b>(ii) The 1953 Separate Amenities Act</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Population Registration Act</b>, answers might suggest that this Act had far-reaching consequences as it affected every single South African through the whole period.</li> <li>• Answers might suggest that the legal classification of every South African by Race was an important enabler of other Apartheid policies.</li> <li>• Answers might, however, also suggest that it was the relatively small population of people of a more complex ethnic origin that were most affected, as most Black South Africans already faced segregation and prejudice based on their physical characteristics.</li> <li>• <b>In dealing with the Separate Amenities Act</b>, answers might suggest that by instigating segregation on most public spaces and amenities this Act impacted all Black South Africans.</li> <li>• Answers might suggest that so called Petty Apartheid had a higher day-to-day impact than other Apartheid legislation.</li> <li>• Answers might also, however, suggest that informal segregation was already in existence in many public places and in access to services and that this act merely formalised it.</li> </ul>	10	<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 the impact of each Act on Black South Africans.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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>

Question		Answer	Marks	Guidance
1	(b)*	<p><b>‘International sanctions were the main reason for the dismantling of Apartheid.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing international sanctions were the main reason</b>, answers might comment on economic sanctions initiated by the UN, as well as sporting sanctions and trade boycotts that were instigated by the Anti-Apartheid Movement, and their impact.</li> <li>• However, answers might comment that many countries such as the UK and USA did not support sanctions, which limited their effectiveness.</li> <li>• <b>In arguing that they were not the main reason</b>, answers should analyse other international and/or domestic factors.</li> <li>• Answer might include political reasons – declining support for the National Party and subsequent internal changes.</li> <li>• Answer might discuss the importance of opposition groups and leaders such as the ANC, Inkatha Freedom Party, Tutu and Church leaders, the trade union movement and popular action such as uprisings, boycotts and protests.</li> <li>• Answers might comment on economic reasons – the economic and financial problems facing South Africa (which candidates might link back, in part, to international sanctions).</li> <li>• Answers might discuss the personalities and leadership of de Klerk and Mandela.</li> <li>• Answers might argue growing civil unrest and violence, particularly in black townships.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘the main reason’, but at Level 4 may simply list reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative significance of each reason.</li> <li>• At higher levels candidates might establish a difference between a factor creating an impetus to ‘dismantle Apartheid’ as opposed to it simply creating a problem for the Apartheid state.</li> <li>• At higher levels candidates might establish criteria against which to judge the most important reason.</li> <li>• To be valid judgements claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.</li> </ul>

Question		Answer	Marks	Guidance
2	(a)	<p><b>Which of the following was more important for bringing about unity in South Africa in the years 1992–1999?</b></p> <p><b>(i) Sport</b></p> <p><b>(ii) Truth and Reconciliation Commission</b></p> <p><b>Explain you answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with Sport</b>, answers might discuss when the Springboks won the Rugby World Cup on home turf in 1995, Nelson Mandela donned the No 6 shirt of the team's captain – Francois Pienaar, a white Afrikaner.</li> <li>• Answers might suggest the impact of the quota system as a way of ensuring unity.</li> <li>• Answers might also, however, point to the problems that existed with the quota system in its artificial nature, or that cricket was dominated by white sportsmen post-apartheid.</li> <li>• <b>In dealing with Truth and Reconciliation Commission</b>, answers might point to the spirit of the TRC and of those who would be pardoned for telling the truth and that people were able to face those who did them wrong in order to move on from it.</li> <li>• Answers might suggest there was an opportunity for people to come together and speak out on what happened and for those who asked for forgiveness to receive it, thereby allowing for people to come together in unity.</li> <li>• Answers might suggest that the negatives of holding a TRC outweigh the positives, e.g. the lack of deterrence and the destabilising effect.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to the 'importance of each problem for 'South African unity'.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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>

Question		Answer	Marks	Guidance
2	(b)*	<p><b>‘The ANC was unsuccessful in its opposition to Apartheid between 1948 and 1989.’ To what extent do you agree with this statement?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing the ANC was not successful</b>, answers might comment on the Rivonia Trial and the imprisonment or exile of most of the ANC’s key leaders including Tambo and Mandela in the period 1964–1989.</li> <li>• Divisions between Black South Africans and the difficulties the ANC faced in creating a united opposition movement (answers might highlight the Inkatha Freedom Party, Biko and the South African Students’ Organisation, other forms of popular protest and violence between Black South Africans).</li> <li>• Effectiveness of government suppression of the ANC.</li> <li>• Answers might contrast the success of the ANC with other organisations and individuals such Tutu, the UDF and Biko in bringing about change in this period.</li> <li>• <b>In arguing the ANC did have success</b>, answers might consider the survival of the ANC through a period of government suppression and the imprisonment and exile of key leaders and the continuity in their aims from the Freedom Charter of 1955.</li> <li>• Answers might include international success including guerrilla warfare from neighbouring African countries and impact on the international Anti-Apartheid Movement.</li> <li>• Answers might include actions of ANC figures such as Winnie Mandela in the absence of key leaders and importance of ANC secret negotiations in bringing about change by de Klerk.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on extent of success, but at Level 4 may simply list success/failure.</li> <li>• At Level 5 and above there will be judgement as to the relative success.</li> <li>• At higher levels, candidates might establish criteria against which to judge success; this might include aims, success for whom, etc.</li> <li>• To be valid judgements claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"><li>Answers might explore the unintended consequences of government response to ANC actions, e.g. Sharpeville.</li><li>Answers might comment on the influence of the ANC on other forms of protest at home and overseas.</li></ul>		

## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1a/2a	10			10
1b/2b	20			20
Totals	30			30

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