

**GCE**

**History A**

**Unit : Y224/01 Apartheid and Reconciliation: South African  
Politics 1948 - 1999**

Advanced GCE

**Mark Scheme for June 2017**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	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

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Who made the greater contribution to resistance to Apartheid in the years 1955-1978?</b>  <b>(i) Nelson Mandela</b>  <b>(ii) Steve Biko</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with Nelson Mandela</b>, answers might consider his important role within the African National Congress (ANC), initially promoting strikes, protests and non-cooperation but after 1960 advocating violent resistance, setting up MK (The Spear of the People) to conduct sabotage.</p> <ul style="list-style-type: none"> <li>• Answers might consider Mandela's determination and courage, continuing to engage in resistance activity even when he was banned.</li> <li>• Answers might also consider that Mandela was in jail after the Rivonia Trial of 1963-4 and therefore was unable to play a direct role after this time.</li> </ul> <p><b>In dealing with Steve Biko</b>, answers might consider his leadership and the impact of of SASO, the South African Students Association</p> <ul style="list-style-type: none"> <li>• Answers might consider his development of the influential ideology of Black Consciousness, which spread rapidly amongst Black South Africans.</li> <li>• Answers might also consider his murder in 1977 which prevented his ongoing leadership of the movement but did generate greater resistance to the government.</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 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>

1	(b)*	<p><b>Assess the reasons why Apartheid was developed in South Africa from 1948 onwards.</b></p> <p><b>In arguing that the Nationalist Party was the main reason for the development of Apartheid,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the ideology of the Nationalist Party, partly influenced by the right-wing politics of the 1930s, which advocated ‘total segregation’ to protect white South Africans from the incursion of blacks.</li> <li>• <b>Answers might consider</b> the effective propaganda of the NP, which won over voters and won support for proposals of total segregation against opposition which sought a more accommodating solution.</li> <li>• <b>Answers might consider</b> the high levels of support for the NP, who won a decisive victory in 1948, giving it a mandate to introduce Apartheid legislation.</li> </ul> <p><b>In arguing that other reasons were more significant,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the history of segregation in South Africa by 1948, with Apartheid legislation arguably just building on this base.</li> <li>• <b>Answers might consider</b> tensions caused by social change by 1948, with a growing and increasingly urbanised population, with Africans outnumbering whites in many cities for the first time.</li> <li>• <b>Answers might consider</b> economic benefits of Apartheid to businesses, by providing a source of cheap labour, and to ordinary White South Africans who were protected from competition with African workers and producers.</li> <li>• <b>Answers might consider</b> growing resistance to existing segregation which needed to be contained, for example an increasingly vocal and uncooperative African National Congress (ANC) calling for</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘assess’, but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons.</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>
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		<p>increased rights, and strikes, trade unionism and squatting.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the weakness of early opponents to the ideas of 'total segregation', such as the UP and ANC, who failed to stop an NP victory or block the introduction of Apartheid legislation subsequent to 1948.</li></ul> <p>Examiners are reminded that no set response is required. Some candidates may choose to evaluate the reasons for the development of Apartheid later in the period, this is a legitimate response providing it is fully linked to the question, and there is adequate coverage of the named period i.e. "<b>from 1948</b> onwards." Description of policies which were developed would not constitute an assessment of the reasons for Apartheid's development, but policies could be used as evidence for aims/motives. Consideration of the decline and collapse of Apartheid would not be relevant for this particular question.</p>		
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2	(a)	<p><b>Which of the following was a more significant problem for the governments of South Africa in the years 1994-1999?</b></p> <p><b>(i) HIV/Aids</b> <b>(ii) Unemployment</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with HIV/Aids</b>, answers might consider the very rapid rise in HIV infection rates, with nearly 10% of the population HIV positive by 1998, and the great difficulties faced in bringing this under control.</p> <ul style="list-style-type: none"> <li>• The disproportionate effect of HIV/Aids on young adults, thus causing economic problems due to the loss of the most productive members of society.</li> <li>• Answers might also consider Mbeki's confused and inadequate reaction to the HIV/Aids epidemic, and argue that the problem could have been more easily solved with a more effective response.</li> </ul> <p><b>In dealing with unemployment</b>, answers might consider the severity of unemployment in 1994, and that the picture largely got worse by 1999, largely due to the failure to attract significant international investment.</p> <ul style="list-style-type: none"> <li>• Answers might consider the social impact of unemployment, for example its disproportionate impact on black South Africans, thus undermining attempts at unifying South Africa and improving conditions for black South Africans.</li> <li>• Answers might also, however, consider, that despite high levels of unemployment economic growth did occur.</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 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>
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2.	(b)*	<p><b>“The rise of Black Consciousness was the most important reason for the growth in internal opposition to Apartheid in the years 1955-1978.” How far do you agree?</b></p> <p><b>In arguing that Black Consciousness was the more important reason for the growth in internal opposition to Apartheid,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the core idea within Black Consciousness of a lack of accommodation with white South Africans, and the insistence that blacks must liberate themselves.</li> <li>• <b>Answers might consider</b> the focus on inspiring greater confidence in black South Africans and a greater sense of shared identity.</li> <li>• <b>Answers might consider</b> the influence of Black Consciousness within the student movement, as well as its rapid spread amongst many black South Africans.</li> <li>• <b>Answers might consider</b> the inspirational leadership of Steve Biko, and the impact of his murder on inspiring greater resistance.</li> </ul> <p><b>In arguing that other reasons were more important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of changes in government policy and development of Apartheid, particularly the problem of the Bantustans.</li> <li>• <b>Answers might consider</b> the social and economic impact of the Apartheid system on individuals, particularly poverty, hatred of the pass laws and population resettlement.</li> <li>• <b>Answers might consider</b> violence and repression by the state, particularly the impact of the Sharpeville and Langa Massacres (1960) in inspiring violent resistance, the Rivonia Trial (1963-4), and the consequences of the reaction to the Soweto riots</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the extent of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons.</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>
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			<p>of 1976.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the role of other organised resistance movements and their leaders, including the ANC/MK, trade unions and women's movements.</li><li>• <b>Answers might consider</b> the greater level of criticism of Apartheid internationally.</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<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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