



GCE

History A

Y224/01: Apartheid and Reconciliation: South African Politics

1948-1999

Advanced GCE

Mark Scheme for June 2019

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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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1. Here is the mark scheme for this question paper.

MARK SCHEME

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|-----|---|------|---|
| 1 | (a) | <p>Which of the following was a greater political success for Nelson Mandela in the years 1989-1999?</p> <p>(i) His role in bringing about the elections of 1994 (ii) His leadership of the Government of National Unity</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with his role in bringing about the elections of 1994, answers might consider that he was central to the agreement on a new constitution which finally allowed democratic elections to take place. • Answers might consider that the tough negotiating of the ANC, led by Mandela, defeated weaker proposals and ensured that a one-person-one-vote solution was reached, which met the aims of most opposition groups. • Answers might consider that he was able to unify many South Africans behind the process to prevent the further escalation of violence. • In dealing with his leadership of the Government of National Unity, answers might that he formed an inclusive government that included representatives of many groups. • Answers might consider the successful implementation of the new constitution. • Answers might consider that Mandela was successful in moving forward numerous policies which promoted social and economic reform. | 10 | <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to reasons for Mandela's political success in the years 1989-1999. • 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. • 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 marks scheme. |

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| <p>1</p> | <p>(b)*</p> | <p>Assess the reasons why the Apartheid system collapsed in 1989.</p> <p>In arguing that the underlying economic weaknesses of the Apartheid system were to blame, answers might consider:</p> <ul style="list-style-type: none"> • The long-term economic difficulties caused by the attempts to segregate different racial and ethnic groups in South Africa, and restrict/control their movement. • The high costs of maintaining the Apartheid system domestically and in terms of foreign policy/military strategy in Southern Africa, particularly under Botha. • The failure of Botha’s economic reforms. • The financial crisis of 1985, as international investors lost confidence in South Africa. • Answers might consider the declining political support for the National Party as the economy declined. <p>In arguing that other factors were more important, answers might consider:</p> <ul style="list-style-type: none"> • The failure of Botha’s political reforms and the importance of the new constitution in uniting resistance. • The importance of De Klerk in deciding as soon as he took office to move towards dismantling many aspects of the Apartheid system. • The sustained pressure applied by the ANC, even during its period in exile, as well as other resistance groups such as trade unions, Inkatha, Tutu and the Church. • The problem of the escalating violence in the townships as well as the pressure that the accompanying international media scrutiny put on the government. • The role of the international Anti-Apartheid movement, including economic boycotts and boycotts in sports, in putting pressure on the South African government and | <p>20</p> | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘assess’, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the extent of importance. • At higher levels candidates might establish criteria against which to assess reasons. • To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme. |
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| | | <p>society to accept change.</p> <ul style="list-style-type: none"> The importance of the transformed international context within the context of the Cold War and within Southern Africa. | | |
| 2 | (a) | <p>Which of the following was a greater threat to the Apartheid state in the years 1978-1989?</p> <p>(i) The United Democratic Front (ii) Township Unrest</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In dealing with the United Democratic Front, answers might consider that it was organised with clear aims, as opposed to more spontaneous or grass-roots forms of protest. Answers might consider that the UDF was multi-racial and included high profile men and women, including Archbishop Tutu. Answers might consider the fact that the UDF played an important role in stopping Botha’s political reforms from being successful and insisted on nothing less than a total end to Apartheid. In dealing with Township Unrest, answers might consider the fact that the wave of township unrest virtually made South Africa ungovernable and demonstrated the limits of the Apartheid state, as it was not able to fully restore law and order. Answers might consider that the government’s heavy-handed reaction to the violence simply led to more resistance. Answers might consider the international criticism that media coverage of the township unrest led to, | 10 | <ul style="list-style-type: none"> No set answer is expected Judgement must be supported by relevant and accurate material. Only credit material relevant to threats to the Apartheid State 1979-1989. 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. 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 marks scheme. |

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| | | contributing to divestment and economic crisis. | | |
| 2. | (b)* | <p>How far was South Africa transformed between 1948 and 1958?</p> <p>In arguing that South Africa was transformed, answers might consider:</p> <ul style="list-style-type: none"> • The importance of the Nationalist victory in changing the character of politics. • The instigation of the Apartheid system, which saw much more far-reaching segregation than was seen prior to 1948. • The creation of ‘homelands’: an attempt to fundamentally reshape the social and economic structures of South Africa to permanently separate the races, as well as transforming the social and political nature of Black societies. • The social impact of restrictions which were imposed on Black South Africans including the Prohibition of Mixed Marriages, Population Registration, Separate Amenities and changes to the education system. • The growth of anti-Apartheid resistance such as the Defiance Campaign and Freedom Charter, which saw a major change of direction and maturing for Black political activism. • Economic changes which were attempted by the Nationalism government, where the economy was now to be planned in such a way it would lead to social goals (permanent segregation), rather than prior to 1948 where it could be argued that segregation was designed to serve economic goals. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the successes and failures. • At Level 5 and above there will be judgement as to the extent of success. • At higher levels candidates might establish criteria against which to judge success. • To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme. |

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| | | <p>In arguing that South African was not transformed, answers might consider:</p> <ul style="list-style-type: none"> • Segregation was already prevalent and embedded in 1948 and highly racist attitudes were commonplace – in many ways post-1948 policies were an extension and cementing of this rather than something new. • The nature of the South African economy did not substantially change as, in 1948, it was already reliant on a supply of cheap Black labour and this continued to be the case. • There were major limitations to the government’s attempt to move Black South Africans to designated areas – less than 40% lived in ‘homelands’ by 1954. • Social segregation did not yet apply in all areas, for example many universities. • Black political participation was already restricted prior to 1948 and the major change in the early years of Apartheid was to restrict voting of ‘Cape Coloureds’. • Black political and resistance movements already existed by 1948, and the resistance to Apartheid which developed built on those foundations. | | |
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APPENDIX 1 – this contains a generic mark scheme grid

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| | <p><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></p> |
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| | Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10] |
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| 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. |

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| | <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] |

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| <p>Level 6 17–20 marks</p> | <p>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.</p> |
| <p>Level 5 13–16 marks</p> | <p>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.</p> |
| <p>Level 4 10–12 marks</p> | <p>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.</p> |
| <p>Level 3 7–9 marks</p> | <p>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.</p> |
| <p>Level 2 4–6 marks</p> | <p>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.</p> |
| <p>Level 1 1–3 marks</p> | <p>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.</p> |
| <p>0 marks</p> | <p>No evidence of understanding and no demonstration of any relevant knowledge.</p> |

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