

GCE

History A

Unit **Y254/01**: Apartheid and Reconciliation: South African Politics
1948–1999

Advanced Subsidiary GCE **H105**

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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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 Section A

Question	Answer/Indicative content	Mark	Guidance
1*	<p>“Resistance to Apartheid was entirely ineffective in the years 1948-54.” How far do you agree?</p> <p>In arguing that resistance to Apartheid was ineffective,</p> <ul style="list-style-type: none"> • Answers might consider the rapidity of the introduction of the wide range of Apartheid legislation between 1948-54, indicating that the policy was never effectively opposed. • Answers might consider the failure of the political opponents of the NP to question or prevent the introduction of Apartheid legislation or undermine its ideological basis, particularly Smuts and the UP. • Answers might consider the growing support for the NP and its policies from the white electorate, despite having been elected with a minority of votes in 1948. • Answers might consider the effective creation of a police state to control resistance and the government’s effective suppression of civil disobedience, for example of the Defiance Campaign of 1952, and banning of opposition parties such as the South African Communist Party and ANC. • Answers might consider the largely fragmented nature of opposition movements in this period. <p>In arguing that resistance to Apartheid was not ineffective,</p> <ul style="list-style-type: none"> • Answers might consider the wide range of opposition groups which emerged during this period, representing Coloured, Indian and Black South Africans, most of which continued their activities right through the Apartheid era. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the extent to which resistance was ineffective. • At higher levels answers might establish criteria against which to judge effective resistance. • To be valid, judgements 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.

		<ul style="list-style-type: none">• Answers might consider the growing number of ordinary Black, Coloured and Indian South Africans seeking to engage in non-cooperation and civil disobedience against the government.• Answers might consider developments in the organisation and development of the African National Congress (ANC), for example new leadership in Moroka, Mandela and Tambo, the development of new tactics focused on strikes, boycotts, demonstrations and non-cooperation, the Defiance Campaign and its impact on profile and membership.• Answers might consider the tenacity of resistance groups to continue their work despite being banned and facing prosecution and violence.• Answers might consider growing international criticism and condemnation of Apartheid, which laid the foundations for future international resistance.• Answers might consider arguably the extensive legislation introduced to repress opposition and severely restrict civil liberties indicates that the government felt threatened by resistance.		
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2*	<p>How far can the policies of PW Botha be considered a success in the years 1978-89?</p> <p>In arguing that Botha's policies were a success,</p> <ul style="list-style-type: none"> • Answers might consider the clear and ambitious direction set by Botha's 'Total Onslaught, Total Strategy' policy. • Answers might consider Botha's successful strengthening of the security services, through reorganisation, greater financial investment and the increase of conscription and military service, improving training to better respond to internal rebellions and external attacks. • Answers might consider successful raids against external ANC bases and the effective destabilisation of external regimes to weaken them and reduce potential support for the ANC and black resistance to Apartheid, including UNITA in Angola and RENAMO in Mozambique. • Answers might consider reform of Apartheid to meet the expectations of big business and reformers within the National Party, namely improved freedom of movement and property ownership for certain blacks and greater freedom for trade unions, greater investment in education for blacks and the relaxation of some Petty Apartheid. • Answers might consider constitutional changes to improve representation of black and coloured South Africans. • Answers might consider good relations built with certain international leaders, including Reagan and Thatcher. <p>In arguing that Botha's policies were not a success,</p> <ul style="list-style-type: none"> • Answers might consider the complete failure of the above policies to win any improved support from Black South Africans, contrary to Botha's aims and 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the extent of success. • At higher levels answers might establish criteria against which to judge success. • To be valid, judgements 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>expectations.</p> <ul style="list-style-type: none">• Answers might consider the impact of trade union reform in increasing resistance to Apartheid from this quarter, rather than co-opting them into support for the state, leading to a massive upsurge in strikes.• Answers might consider the impact of the relaxation of the pass laws on increasing social unrest in the already volatile townships, leading to a massive wave of township unrest, leading to a state of emergency, with the government failing to bring the situation under control.• Answers might consider the impact of the increase of black South Africans in secondary education on making schools into centres of anti-government activity.• Answers might consider the failure of Botha to quash the activities of the ANC.• Answers might consider the massive wave of resistance which followed the introduction of the new constitution, with the formation of the United Democratic Front (UDF) bringing together multiple resistance groups.• Answers might consider the failure of Botha to improve South Africa's international image.• Answers might consider the divisions which occurred within the National Party.		
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3		<p>Mark Scheme Section B</p> <p>Read the interpretation and then answer the question that follows:</p> <p>“[Looking] for new ways to undermine resistance... the government [under Verwoerd] began to move to quickly implement... ‘Grand Apartheid’.”</p> <p><i>From: NL Clark and WH Worger, South Africa: The Rise and Fall of Apartheid (2011).</i></p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate centres on the reasons for Verwoerd’s introduction of ‘Grand Apartheid’ policies (Grand Apartheid particularly focused on population resettlement and the creation of Black Homelands [Bantustans]).</p> <p>Alternative approaches may consider whether Grand Apartheid was “quickly implement[ed]” or may consider the severity of resistance faced, and these approaches should be credited appropriately in line with the marks scheme.</p> <p>In analysing and evaluating the strengths and limitations of the interpretation, answers might consider that the interpretation argues that Verwoerd’s motivation was mainly to undermine the resistance to Apartheid that had emerged by 1955.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The opposition that had developed prior to 1955 and the growing wave of civil disobedience that had 	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation.
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		<p>swept the country, requiring coercive measures to put it down.</p> <ul style="list-style-type: none"> • The government's worries about the increasing number of ordinary South Africans opposed to Apartheid, outside of the organised opposition movements. • Verwoerd's refusal to grant adequate land to the Homelands, thus undermining paternalistic or economic arguments for their creation, and indicating that he sought to weaken Black South Africans. • The limitations of resistance in the late-1950s and early 1960s, which indicates that Grand Apartheid had some impact on this area. <p>In analysing and evaluating the weaknesses of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The largely effective short-term suppression of civil disobedience, and the coercive police state that had been created by 1955, indicating that this problem had already been effectively addressed. • The fact that in the medium to long term Grand Apartheid actually hardened opposition to the regime. • Verwoerd's own personal beliefs and racial ideology, believing fervently that separation of the races was in the best interests of both and that white South Africans were genuinely threatened by the incursion of Blacks. • The economic rationale behind Grand Apartheid, protecting white workers and jobs, allowing industrial growth by providing concentrated geographical pools of workers and providing some economic opportunity for Black South Africans. • The paternalistic assumptions upon which Grand Apartheid was based, namely that Blacks would 		
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		<p>flourish better in their own 'Homelands' with independent, 'traditional' and separate political and economic structures.</p> <ul style="list-style-type: none">• The political benefits to the NP of greater political and social exclusion of non-white South Africans. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none">• Interpretations that see Verwoerd's motives as largely ideological• Interpretations that see Verwoerd's motives as largely economic• Interpretations that see Verwoerd's motives as largely political		
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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>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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 19–24 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 13–18 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 7–12 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 1–6 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.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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