

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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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
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

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

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Who made the greater contribution to resistance to Apartheid in the years 1978-89?</p> <p>(i) The African National Congress (ANC) (ii) The United Democratic Front (UDF)</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the ANC, answers might consider the ANC's guerrilla campaigns, and its operation outside the borders of South Africa. • Answers might consider the influence of the ANC within the townships and the ongoing importance of the Freedom Charter as a blueprint for change. • Answers might also consider that most of the ANC's key leaders were in prison or exile during this period. • In dealing with the United Democratic Front, answers might consider the multi-racial nature of the UDF and the way it brought together multiple opposition groups. • Answers might consider its very rapid growth. • Answers might also consider that it was a very new group and only as strong as the sum of its parts. 	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 resistance to Apartheid in the years 1978-89. • 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.
1	(b)*	<p>“The leadership of Nelson Mandela was the main reason why South Africa was able to move towards free, democratic elections in the years 1989-1994.” How far do you agree?</p> <p>In arguing that Nelson Mandela was the main reason, answers might consider:</p> <ul style="list-style-type: none"> • His significance as arguably the only leader able to unite the wide range of non-white groups who had opposed Apartheid. 	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 reasons. • At Level 5 and above there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> The way he was perceived by white South Africans and the wider world. Mandela's skill in reining in the more extreme wing of his own party and limiting popular black-on-black violence. Mandela's skills as a negotiator, for example managing to get the buy-in of intransigent parties such as Buthelezi and Inkatha. <p>In arguing that other reasons were more significant, answers might consider:</p> <ul style="list-style-type: none"> The importance of other ANC leaders and members. The role that De Klerk played in leading the National Party in negotiations. The importance of the referendum of 1992 in achieving the buy-in of White South Africans. The importance of the Constitutional Agreement of 1993 in setting out a pathway towards democratic elections. The role of international support and pressure. The importance of popular will amongst large numbers of South Africans to achieve democracy. The role that extreme violence played in convincing politicians and ordinary people that democratic elections had to be achieved. 		<ul style="list-style-type: none"> 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.
2	(a)	<p>Which of the following actions of the African National Congress (ANC) had a greater impact on resistance to Apartheid in the years 1948-55?</p> <p>(i) The Defiance Campaign of 1952 (ii) The Freedom Charter of 1955</p> <p>Explain your answer with reference to both (i) and (ii).</p>	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 resistance to Apartheid 1948-55. Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> • In dealing with the Defiance Campaign, answers might consider that it was one of the first large-scale, organised protests against Apartheid • Answers might consider its impact on raising the profile and boosting the membership of the ANC. • Answers might also consider the relative ease with which the government suppressed Defiance. • In dealing with the Freedom Charter answers might consider its importance as the blueprint for a peaceful and democratic the vision for the future of South Africa right through the period until 1989. • Answers might consider that it brought the ANC and other opposition groups together. • Answers might also consider the limited direct impact of the Freedom Charter. 		<p>is acceptable.</p> <ul style="list-style-type: none"> • 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.
2.	(b)*	<p>“International opposition to Apartheid had little effect in the years 1948-89.” How far do you agree?</p> <p>In arguing that international opposition had little effect, answers might consider:</p> <ul style="list-style-type: none"> • The lack of international intervention to stop the construction of Apartheid from 1948 onwards – arguably meaning opposition was ‘too little, too late’. • The ineffectiveness of the United Nations in addressing the problem of Apartheid. • The inability of Great Britain to put effective pressure on South Africa while it was a member of the Commonwealth. • The failures of sporting boycotts and the Anti-Apartheid movement to effect change in the 1960s and 1970s. • The intensification of Apartheid in South Africa precisely at the time that world opinion was turning 	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 reasons. • At Level 5 and above there will be judgement as to the relative importance of the extent of the reasons. • At higher levels candidates might establish criteria against which to judge the 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>against it.</p> <ul style="list-style-type: none"> • The acceptance of the status quo by international political authorities because of the Cold War context. • The limited extent and effect of economic sanctions until the mid-1980s <p>In arguing that international opposition did have an effect, answers might consider:</p> <ul style="list-style-type: none"> • The opposition to Apartheid of the Organisation of African Unity (OAU) and the practical assistance given to the ANC by neighbouring African countries. • The impact of economic sanctions and trade boycotts in the mid-late 1980s. • The cultural significance of the Anti-Apartheid movement and its growing extent and influence as the period progressed. • The importance of sporting boycotts and sanctions later in the period. • The role that growing international pressure played on changing the minds of white South Africans and politicians about the future of Apartheid. • The importance of international pressure in encouraging the release of Mandela. • The way that international civil rights and nationalist movements, which opposed Apartheid as part of their broader goals, inspired opposition movements within South Africa. 		

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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