



Oxford Cambridge and RSA

GCE

History A

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

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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. Annotations

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

2. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following had more significant consequences for the development of opposition to Apartheid?</p> <p>i. Events at Sharpeville in 1960 ii. Events in Soweto in 1976</p> <ul style="list-style-type: none"> • In dealing with events at Sharpeville answers might consider its impact on the PAC and its growing support and profile. • Answers might consider the decision of the ANC to use violent methods as a consequence, with MK being formed. • Answers might consider the impact on international opposition. • In dealing with Soweto answers might consider the way that the unrest in Soweto immediately started to spread into other townships and led to the organisation of students' groups. • Answers might consider that events at Soweto led many students to join opposition movements such as the ANC, many of whom fled South Africa and joined it in exile. • Answers might consider media coverage and the impact on international opinion. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 consequences for the development of opposition. • 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>How far did PW Botha's reforms achieve his aim of strengthening the apartheid system?</p> <p>In arguing that Botha's reforms achieved his aim, answers might consider:</p> <ul style="list-style-type: none"> • The strengthening of the security services. 	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and</p>

	<ul style="list-style-type: none"> • The success of SADF raids on external ANC bases and the effective destabilisation of South Africa’s neighbours. • The commissions of enquiry, which led to some successful social reforms, such as an increased provision of education for Black South Africans. • The abolition of some Apartheid laws like the Mixed Marriages Act. • His success in building international support for Apartheid from world leaders. • His success in formulating a programme of political, social and economic reform which allowed modest changes but upheld the goal of maintaining white supremacy. <p>In arguing that they did not, answers might consider:</p> <ul style="list-style-type: none"> • His complete failure to win the intended support from the Black community. • The consequences of his reforms in causing a significant upsurge in opposition, for example unrest in the townships and the formation of the UDF. • The failure to tackle the threat posed by the ANC in exile. • The short-term nature of agreements made with neighbours like Mozambique, meaning South Africa remained vulnerable and isolated. • The growth of international opposition and sanctions. • Economic crisis. • The failure and rejection of his constitutional 	<p>evaluate in order to arrive at a judgement in line with the question set.</p> <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/failures. • At Level 5 and above there will be judgement as to the relative success. • At higher levels candidates might establish criteria against which to judge. • 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>changes.</p> <ul style="list-style-type: none"> The divisions which emerged within the National Party. 		
2	(a)	<p>Which of the following played a more significant role in the collapse of Apartheid?</p> <p>i. PW Botha ii. FW de Klerk</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In dealing with Botha answers might consider the failures of his Total Strategy policy to reform Apartheid and stabilise the system. Answers might consider the significant increase in opposition during his tenure. Answers might consider the divisions which resulted from his policies within the white community and National Party. In dealing with de Klerk answers might consider the significance of the unbanning of political parties and the release of political prisoners. Answers might consider the importance of the decision to move towards a new constitution, in consultation with all political groups. Answers might consider the situation inherited by de Klerk and whether Apartheid was already collapsing. 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 role in the collapse of Apartheid. 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.
2.	(b)*	<p>‘The years from 1948 to 1954 were more significant than the years from 1954 to 1978 in the development of the Apartheid system in South Africa.’ How far do you agree?</p> <p>In arguing that 1948-54 was more significant answers might consider:</p>	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p>

		<ul style="list-style-type: none"> • The supremacy of the National Party was established and the powers of the state to deal with opposition significantly enhanced. • The establishment of ‘Petty Apartheid’ through a range of measures. • The importance of the Population Registration Act in establishing the legal foundations of Apartheid. • The beginnings of geographical segregation as a result of the Group Areas Act (1950), Influx Control, Pass System and creation of Reserves. • The structure of the Apartheid economy in terms of cheap labour with some, restricted mobility, was established. • Although there was some opposition, particularly from inside South Africa, the actions of the State were less contested in this period than the later era. <p>In arguing that 1954 to 1978 was more significant, answers might consider:</p> <ul style="list-style-type: none"> • The creation of Bantustans, or black ‘homelands’ as a result of the Bantu Self-Government Act of 1959, some of which were expanded by the 1970s to include townships. • The political disenfranchisement of black and coloured South Africans, particularly the move towards ‘self-government’ and ‘independence’ in the homelands. • The attempt to restructure black South African society according to ‘tribes’ ruled by ‘Chiefs’. • Government resettlement programmes. • Socio-economic changes that further enhanced inequality between white, black and coloured South Africans. • Increasingly difficult and violent relations between the Apartheid state and opponents of Apartheid led 		<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 changes. • At Level 5 and above there will be judgement as to the relative extent of significance. • At higher levels candidates might establish criteria against which to judge. • 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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			to a strengthening of the government response to opponents.		
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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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