



Oxford Cambridge and RSA

GCE

History A

**Y224/01: Non-British period study: Apartheid and
reconciliation: South African politics 1948-1999**

A Level

Mark Scheme for June 2023

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. 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

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following had the greater impact on the lives of Black South Africans in the period from 1948 to 1954?</p> <p>(i) Geographical segregation (ii) Changes to education</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with geographical segregation, answers might consider its impact in relation to both 'grand' and 'petty' apartheid. • Poverty-stricken Black South African townships, geographically segregated communities living on the edge of towns, were overcrowded and unhealthy. • The Group Areas Act (1950) led to the eviction from their homes of millions of Black Africans. • The Bantu Authorities Act (1951) further enforced geographical segregation and was restrictive in terms of such matters as autonomous tribal leadership and economic opportunities. • Geographical segregation by tribe (in townships as well as Bantustans), controlled by pass laws, had a political impact in undermining the potential for Black South Africans to form a united front against apartheid. • In dealing with changes in education, answers might consider developments as a control mechanism designed to uphold apartheid and white supremacy. 	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 question. • 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. • 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.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> The deficiencies of existing educational provision for Black South Africans were, in part, addressed by the Bantu Education Act (1953). The Department of Bantu Education extended political control of educational provision for Black South Africans. The curricula of state-run schools were more overtly vocational than that of the mission schools. Consequently, children were prepared for futures as poorly paid menial workers, educationally ill-equipped to aspire to anything more. The Bantu Education Act led to various forms of protest including the setting up of alternative unofficial provision and a swiftly aborted boycott promoted by the ANC. 		
1	(b)*	<p>'The greatest social and economic problem for South Africans from 1989 to 1999 was HIV/AIDS.' How far do you agree?</p> <p>In arguing that it was the greatest social and economic problem, answers might consider:</p> <ul style="list-style-type: none"> The rate of infection (an estimated 10% of the population HIV positive at start of 1999). The particularly high incidence of death of those aged 15-49 and the economic implications of this regarding SA's workforce. The impact on women, especially in relation to mothers and children. The cost and availability of anti-retroviral drugs. Difficulties regarding public awareness and AIDS-related education (e.g. prevention campaigns) in the face of tradition, popular myth, and denialism. The spread of AIDS across all classes and 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</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. At higher levels candidates will focus on evaluating the factors for and against the hypothesis that the HIV/AIDS was the greatest problem but at Level 4 may simply list problems At Level 5 there will be judgement as to the most important reason

Question		Answer	Mark	Guidance
		<p>racial groups.</p> <ul style="list-style-type: none"> Impact upon health services and other forms of social provision / public services (availability of treatment for other conditions, impact on health professionals, teachers etc.). AIDS as a cause of stigmatization and impoverishment. <p>In arguing that it was not the greatest social and economic problem, answers might consider:</p> <ul style="list-style-type: none"> Demographic pressure, unemployment, poverty. The legacy of Apartheid – social divisions, inequalities, racial tensions. Crime – e.g. rise in theft and incidence of rape. Political violence. Lack of foreign investment and slow economic growth. Gender inequality. Difficulties in reconciling competing economic interests (e.g. Trade Unions and private business). Issues related to public amenities (e.g. water supply, electricity). Challenges to meeting targets in relation to housing, free educational provision etc. 		<ul style="list-style-type: none"> At higher levels candidates might establish criteria against which to judge the reasons To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.
2	(a)	<p>Which of the following was more effective in resisting apartheid in the period from 1955 to 1978?</p> <p>(i) student groups (ii) women's groups</p> <p>Explain your answer with reference to both (i) and (ii)</p> <p>In dealing with student groups, answers might consider a range of organisations, particularly SASO.</p>	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

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • SASO created an organised space for black students on segregated campuses. • Students developed the philosophy of 'Black consciousness' which offered a new approach to liberation. • The trial of 9 in 1975 provided an opportunity to propagate the student agenda and Biko used the trial to put forward 'Black is beautiful' and encourage disinvestment in South Africa. • Students formed a number of organisations to support 'Black consciousness'. • Students played a major role in the 1976 Soweto Uprising, which may be seen as the beginning of the end of apartheid as the government was no longer able to ignore resistance. • Government reaction to student organisations was a clear sign they could not be ignored. • Students boycotted Bantu education and the imposition of Afrikaans in 1976. <p>In dealing with women's groups, answers might consider their focus on the family structure.</p> <ul style="list-style-type: none"> • The National Movement and protests in 1956 over the Pass Laws. • The presence of women in urban areas and appearance in white only urban areas. • The work of women at the grass roots of resistance. • Following Sharpeville and the banning of the ANC it was difficult for women's groups. • The impact of the African Self-Help Association, established in 1964. • The crushing of the BWF. • The role of women in the Trades Union movement. 		<ul style="list-style-type: none"> • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> The success of women in the roll-back of bus fares and the saving of Crossroads 		
2	(b)*	<p>Assess the reasons for the failure of opposition and resistance to the Nationalist Government in the period from 1948 to 1954.</p> <p>In arguing that the strength of the National Government was the main reason, answers might consider:</p> <ul style="list-style-type: none"> White South Africans monopolised political power and most believed in White supremacy and supported apartheid: the cornerstones of the National Government. White electors of the national Government monopolised economic power which enhanced their capacity at a national, local, and personal level to stamp out opposition. European imperial interests elsewhere, notably those of the British Empire, helped stifle international criticism. South Africa and its Nationalist Government, regarded as an ally against communism and as a valued economic partner, received the backing of the USA in the period. The Suppression of Communism Act (1950) bolstered the capacity of the government to repress opposition. Further legislation in the period enabled the government to stem opposition and resistance including the Public Safety Act (1953), the Criminal Law Amendment Act (1953). <p>In arguing that the weakness of the opposition was the main reason, answers might consider:</p>	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 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 evaluating factors for and against the hypothesis but at Level 4 may simply describe reasons for the failure of opposition and resistance. At Level 5 there will be judgement as to how successful At higher levels candidates might establish criteria against which to judge success To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Black South Africans were not enfranchised. • Anti-apartheid campaigners were not a homogenous group and causes of division included attitudes regarding communism and integration. • Pass laws and related legislation maintaining the segregation of Black South Africans by tribe as well as colour undermined attempts to form a united front against apartheid. • The ANC was committed to non-violent direct action which proved in this period to be largely ineffectual. • The ANC was less effective in winning support in rural contexts than urban ones. • More radical groups were poorly co-ordinated (the PAC was not formed until 1947). • The ANC's Defiance campaign, abandoned in 1953, was poorly supported. • The ANC's attempt to launch a mass boycott of the new government-run schools was abandoned due to fear of government reprisals (e.g. in closing affected schools). 		

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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