



GCE

History A

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

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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
SC	Simple comment
	Unclear
V	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p>How complete was the system of Apartheid by 1955?</p> <p>In arguing Apartheid was complete,</p> <ul style="list-style-type: none"> • Answers might consider the rapid introduction of apartheid legislation after the Nationalist victory in 1948. • Answers might consider Population Registration as the fundamental basis for Apartheid. • Answers might consider political developments which excluded black and coloured groups from participating in the political system. • Answers might consider the extent of geographical segregation, through the Group Areas Act, influx control, the pass system and the creation of reserves. • Answers might consider the extent of social separation through the system of Petty Apartheid, the Separate Amenities Act and the Bantu Education Act. • Answers might consider the growing gap in quality of life developing between white and black South Africans. • Answers might consider the suppression of opposition to Apartheid in this period. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the completeness. • At higher levels, answers might establish criteria against which to judge completeness. • 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.

Question	Answer/Indicative content	Mark	Guidance
	<p>In arguing that the system of Apartheid was not yet complete by 1955,</p> <ul style="list-style-type: none"> • Answers might consider the on-going land ownership by black South Africans in 'white' areas. • Answers might consider that a minority of the population (<40%) lived in areas designated 'Homelands' by the early 1950s. • Answers might consider the on-going reliance of South African businesses on black labour, and the impact of this on the extent of racial segregation in practice. • Answers might consider that resistance and civil disobedience amongst much of the black and coloured community limited the effectiveness of apartheid measures such as pass laws. • Answers might consider that social segregation did not extend into all areas by 1955, for example black South Africans could still attend some major universities. • Answers might also consider the limitations of the Apartheid system in 1955 by making reference to the changes made subsequently by Verwoerd (as PM) and Vorster. 		

Question	Answer/Indicative content	Mark	Guidance
2*	<p>How effectively did South African governments solve the country's social and economic problems between 1994 and 1999?</p> <p>In arguing governments were effective in solving social and economic problems,</p> <ul style="list-style-type: none"> • Answers might consider the role of the Truth and Reconciliation Committee from 1996 onwards. • Answers might consider the ambition of the Reconstruction and Development Plan and the achievement of some economic growth. • Answers might consider the falling crime rate for serious crimes such as murder. • Answers might consider the lack of violence when Mandela announced he would be stepping down. • Answers might consider the role of the new constitution and Bill of Rights in bringing an end to social segregation and racial discrimination. • Answers might consider the improved educational opportunities for black South Africans. • Answers might consider the role that sport played in bringing about national unity. <p>In arguing that governments were not effective at solving social and economic problems,</p> <ul style="list-style-type: none"> • Answers might consider the limited economic growth during this period, and the on-going problem of high unemployment, particularly among black South Africans. • Answers might consider the failure to attract the targeted amount of international investment. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to 'how effectively'. • At higher levels, answers might establish criteria against which to judge this. • 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.

Question	Answer/Indicative content	Mark	Guidance
3	<ul style="list-style-type: none"> • Answers might consider the continued inequality of wealth between white, black and coloured South Africans and the problem of poverty in the former homelands. • Answers might consider the on-going high crime rate and the increase in certain crimes such as rape. • Answers might consider the ineffective response to the HIV/Aids epidemic. • Answers might consider the on-going social divisions and discrimination within South African society. <p>‘Black resistance took on two different but effective forms in the 1970s: industrial action and the Black Consciousness movement. The white government found both difficult to handle.’</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate raised here centres around the nature and effectiveness of internal black resistance to Apartheid in the 1970s.</p> <p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might note that the interpretation views black resistance (limited here to trade unionism and Black Consciousness, which could legitimately be seen to include the student movement) in the 1970s as effective, and posing a genuine challenge to the white government.</p>	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.

Question	Answer/Indicative content	Mark	Guidance
	<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 challenges presented by Black Consciousness as an ideological, rather than formally organised movement, thus making it harder to control and rule illegal. • The 'broad church' of Black Consciousness which served as an umbrella for many different individuals and organisations. • The effectiveness of strike action in this period. • Botha's reforms of 1978 as being evidence that black resistance had an impact and challenged the government. <p>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The limited scope of Trade Union activity. • The banning, detention and murder of Steve Biko. • The repressive response to the Soweto riots and their immediate impact in weakening resistance movements. • The longer term difficulties in organising political resistance that resulted from the government's crack-down post-Soweto. • The role of black unrest, such as Soweto, in increasing white support of the Nationalist Party. 		<ul style="list-style-type: none"> • 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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • The internal impact of Botha's 'Total Strategy' from 1978 onwards in weakening resistance. • The lack of positive change that resulted from black activism of the 1970s. • Other forms of resistance such as women's groups and anti-pass law demonstrations which are not mentioned in the interpretation. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations that primarily see black resistance in the 1970s as ineffective or limited in effectiveness. • Interpretations that characterise the nature of resistance in the 1970s differently, for example not seeing it as dominated solely by trade unionism and black consciousness. • Interpretations which make greater distinctions between the nature and effectiveness of different types of resistance in the 1970s. • Interpretations which do not see the white government as being significantly challenged by black resistance in this period. 		

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>AO3: 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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