

**Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education**

HISTORY A (SCHOOLS HISTORY PROJECT)

1935/15

PAPER 1 (DEVELOPMENT STUDY WITH SOUTH AFRICA, 1948–c.1995)

MARK SCHEME

Specimen Paper 2003

See Paper 11 mark scheme for Section A (a) and (b).

**Section B. Depth Study
South Africa, 1948-c.1995**

1(a) Study Source A. Is this poster useful evidence about the Freedom Charter of 1955? Use the Source and your knowledge to explain your answer.

Target: AO1 (5 marks) and AO2 (comprehending a Source, 1 mark)

Level 1: Answers based on information in the Source [1]

These answers use the information in the Source and do not demonstrate any contextual knowledge.

e.g. 'The poster is useful because it tells me that the Freedom Charter was about the people sharing the country's wealth.'

Level 2: Uses contextual knowledge to develop points in the Source [2-4]

e.g. 'This Source is useful about the Freedom Charter because it tells you about their demand that the banks and mines should be nationalised so everyone could share in the country's wealth.'

OR

Uses contextual knowledge to identify other points about the Freedom Charter [2-4]

e.g. 'This Source is not very useful because it does not tell you about important things in the Freedom Charter like votes for everyone and housing for everyone.'

Level 3: Uses contextual knowledge to explain the Freedom Charter [5-6]

e.g. 'This Source is not very useful because it does not tell you much. It does not say that the Charter was drawn up by people protesting against apartheid. They wanted democracy in South Africa. The Charter demanded votes for everyone and equality before the law no matter what your colour. They wanted everyone to be treated equally and so wanted good education for all children and equal pay for the same work.'

1(b) Study Source B. Why was this cartoon published in 1985? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 3 marks)

Level 1: Answers that describe surface features [1]

These answers do not demonstrate any contextual knowledge but do use the details in the Source.

e.g. 'This cartoon was published to show that people were being shot dead. This cartoon was published because it was the 25th anniversary.'

Level 2: Uses contextual knowledge to explain what happened at Sharpeville [2-3]

These answers use contextual knowledge of what happened at Sharpeville to explain that the cartoon was published to tell people this is what happened.

e.g. 'This cartoon was published to show people that what happened at Sharpeville was a massacre. People had been demonstrating against the Pass Laws when the police fired on them killing nearly 70 people.'

Level 3: Uses knowledge of Sharpeville to explain why this particular cartoon was drawn. [4-5]

e.g. 'This cartoon was published to remind everyone of the massacre at Sharpeville 25 years earlier. The cartoonist has shown a birthday cake showing it is the birthday of Sharpeville. But this is being sarcastic because Sharpeville is nothing to celebrate because the police shot innocent people on that day including children. The cartoonist shows this by the people on the cake being shot by a great big gun.'

Level 4: Uses contextual knowledge to explain why this particular image of the events was published in 1985 [5-6]

e.g. 'This cartoon was published in 1985 because the struggle against apartheid was still going on. In 1985 the government locked up many of the protesters. The cartoon is saying that it is now 25 years since Sharpeville and things have not got any better. It is reminding people of the massacre at Sharpeville and is saying the struggle has to go on in memory of the people who were killed there.'

1(c) Study Sources B and C. How far do these Sources explain why the South African government declared a state of emergency in 1985? Use the Sources and your knowledge to explain your answer.

Target: AO1 (6 marks) and AO2 (comprehending Sources, 2 marks)

Level 1: Answers based on the information in the Sources [1-2]

These will be used but no contextual knowledge will be demonstrated.

e.g. 'Yes, it was called because there were demonstrations. Source C tells us this.'

Level 2: Uses contextual knowledge to identify other reasons [3-4]

e.g. 'No, these Sources do not tell us why a state of emergency was called. It was called because of the 'necklace' killings that were going on.'

Level 3: Uses contextual knowledge to develop points in the Sources [5-6]

These answers are limited to points in the Sources, e.g. demonstrations, but these points are explained through contextual knowledge.

Level 4: Uses contextual knowledge to explain other reasons why state of emergency declared [7-8]

e.g. 'The state of emergency was called for reasons that are not in the Sources. In the mid-1950s violence was getting bad. There were lots of demonstrations and the country was becoming out of control. Even the Blacks were fighting each other with Zulus fighting other Blacks. People suspected of co-operating with the authorities were put on trial and were killed by a burning tyre being put round their necks. Something had to be done because things were getting worse and worse. The Sources do not really show this although they do show that there were demonstrations at this time, but they do not show how bad they were.'

2 Soon after apartheid was firmly established in South Africa in the early 1950s, Nelson Mandela emerged as one of its most important opponents.

2(a) What were the main features of the apartheid system set up in South Africa between 1948 and 1956?

Target: AO1

One mark for each valid point identified

Valid points include: different races living in different areas, the Bantustans, passes, black people denied the vote, separate facilities e.g. public transport, separate education, mixed marriages banned.

e.g. 'The main features of the apartheid system were that Blacks were not allowed to live in 'white' areas and they were not allowed to marry white South Africans.' = 2 points identified = 2 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'One feature was the homelands that were set up for black South Africans where they could develop separately. They were forced to live in these. They had no jobs or amenities.' = 1 point developed = 2 marks.

2(b) Explain how the National Party enforced its policy of apartheid.

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The National Party enforced it by making everyone obey it.'

Level 2: Identifies specific methods [2-4]

These answers will demonstrate specific contextual knowledge by identifying methods. These will be identified - there will be no causal explanation.

They might include: banning mixed marriages, Group Areas Act, Separate Amenities Act, passes, forcible removals, Bantustans.

Level 3: Explains one specific method [3-5]

These answers provide a causal explanation for one method.

e.g. 'They did this by setting up Bantustans. These were homelands for Blacks. People were moved out of the cities and forced to move to these homelands. This was to keep them separate from Whites. They were set up on the worst land and were not given enough funds. They became overcrowded and poor. There was often no work for the men to do. This is how they enforced apartheid.'

Level 4: Explains more than one specific method [6-7]

These answers provide causal explanations for at least two methods.

Award 6 marks for one method explained and another identified.
Award 7 marks for two methods explained.

- 2(c) 'The following were all equally important reasons why Nelson Mandela was such a powerful opponent of apartheid: (i) Mandela was responsible for persuading the ANC to fight apartheid with violence; (ii) Mandela's long imprisonment; (iii) Mandela's release from prison in 1990.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think that he was able to do this because everyone trusted him and he made a good leader.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor is important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'I think that his long imprisonment was the most important reason because this made people respect him.'

Level 3: Explains the importance of one factor [3-4]

These answers will explain why one factor is important.

e.g. 'Mandela's release from prison was the most important factor. While he was still in prison no progress could be made. He was such a powerful and important figure that de Klerk could only get a proper agreement that would work by talking with Mandela. So he had to release him if he didn't want the country to be overtaken by violence. Once he was released it was possible to reach an agreement because Mandela could take the ANC with him.'

Level 4: Explains the importance of more than one factor [5-6]

These answers will explain why more than one factor is important.

2 factors explained = 5 marks, 3 factors explained = 6 marks.

Level 5: Explains why one factor more important than other factors [6-7]

These answers will explain reasons why one factor is more important than at least one of the other factors.

Level 6: Explains how factors are inter-connected

[7-8]

These answers explain how at least two of the factors are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'Mandela was such an important figure because he had stayed in prison for so long and had never given in. The authorities realised that while he was in prison he stayed as a symbol of opposition to apartheid. He was known all around the world. But if he had stayed in prison until he died he might not have brought apartheid to an end. So it is also important that he was released and was able to negotiate with the South African government as an equal. After he was released he led the ANC and persuaded them to be ready to put the past behind them and work for the future. He could not have been a leader like this if he was still in prison. So both his time in prison and his release were important in making him an important figure.'

Two reasons at this level = 7 marks, three reasons = 8 marks.

3 In 1989, F W de Klerk replaced P W Botha as President of South Africa.

3(a) What changes did de Klerk make in 1989 and 1990?

Target: AO1

One mark for each valid point identified

Valid points include: he released Mandela and other prisoners, ban on the ANC and the PAC lifted, apartheid legislation repealed, starts negotiations with the ANC.

e.g. 'de Klerk released Mandela and made the ANC legal.' = 2 points identified = 2 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'de Klerk wanted to release Mandela but he refused to be released until the other prisoners were released and the ANC had its ban lifted. This de Klerk did.' = 2 points linked = 4 marks.

3(b) Why did some groups in South Africa oppose the new constitution that was agreed in 1993?

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'They opposed it because they did not like it and they thought it would be bad for South Africa.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation.

Reasons might include: desire to maintain white supremacy, fear of losing the election, fear it would lead to anarchy.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'The Leader of Ankatha opposed the constitution for a time. This is because he had done well out of apartheid and he was now losing his power. He could see that the ANC and Nelson Mandela had much more support and power than he had because he just led the Zulus.'

Level 4: Explains more than one specific reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

3(c) 'The following were all equally important reasons why de Klerk decided to introduce reforms in South Africa: (i) the economic position of South Africa; (ii) international opposition to apartheid and minority rule; (iii) the activities of the ANC.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think the activities of the ANC was the most important reason. They forced the government to give in and get rid of apartheid.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor is important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'The economic position of South Africa was the most important reason because it was losing lots of trade and needed to stop this quickly.'

Level 3: Explains the importance of one factor [3-4]

These answers will explain why one factor is important.

e.g. 'By the middle of the 1980s the international sanctions on South Africa were having a real impact. Big companies were pulling out of South Africa and things were getting worse all the time. Taxes were put up to pay for the huge army and the wages of white South Africans were going down. South Africa was finding it harder to sell goods abroad and it was heading for economic disaster.'

Level 4: Explains the importance of more than one factor [5-6]

These answers will explain why more than one reason is important.

2 factors explained = 5 marks, 3 factors explained = 6 marks.

Level 5: Explains why one factor more important than other factors [6-7]

These answers will explain reasons why one factor is more important than at least one of the other factors.

Level 6 Explains how factors are inter-connected.

[7-8]

These answers explain how at least two of the factors are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'I think that all three factors were important because they all had an effect on each other. The opposition to apartheid in South Africa led by the ANC was causing more and more trouble. In fact in 1985 the government had to call a state of emergency because things were so bad. There was civil disobedience and a break down of law and order. This frightened big companies who had invested money in South Africa. So they pulled out and this made the economic situation of South Africa even worse. Economic sanctions were also encouraged by the protests against apartheid in other countries. Often, people refused to use banks which continued to work in South Africa. So all the factors acted together to force South Africa to introduce reforms.'

Two reasons at this level = 7 marks, three reasons = 8 marks.