



# **GCSE MARKING SCHEME**

**SUMMER 2012**

**HISTORY - STUDY IN DEPTH**

**CHANGES IN SOUTH AFRICA, 1948-1994**

**4276/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 1(e) and either 2(d) or 3(d). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
<b>Level 4</b>	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

## PAPER 4276/01 - CHANGES IN SOUTH AFRICA, 1948-1994

## MARKING SCHEME

## SECTION A

## Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about the role of women in the campaign against apartheid?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*It shows that women took part in the campaign against apartheid;*

*All the women in the photograph are white South Africans;*

*They all belong to the Black Sash Organisations and they are wearing a black sash;*

*The placards show that they are against laws which destroy families and separate children from families.*

## Question 1 (b)

Target:	Understanding of source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why the Defiance Campaign was important in the fight against apartheid.** [4]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; uses content of source only.** [1/2]

*Eg: it was important because men marched without their passes and ignored curfews; they broke the law; the UN condemned apartheid.*

**LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark.** [3/4]

*Eg: the campaign was important because it brought the anti-apartheid protests to the attention of the UN who passed a resolution condemning apartheid; it was an open attempt to ignore the pass laws; it showed the South African government that black South Africans were not prepared to accept the apartheid policy and would defy it; it was the first major challenge made by the ANC movement under its new leaders Walter Sisulu and Nelson Mandela; it caused membership of the ANC to soar from 7000 to 100,000 members; the ANC now became the voice of black resistance.*

**Question 1 (c)**

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
<b>5</b>		<b>1</b>	<b>4</b>

Question: **How far does Source C support the view that economic sanctions would help to bring an end to apartheid? [5]**

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; weak reference to content of source only. [1/2]**

*Eg: it supports it because it says that economic sanctions will weaken the power of the apartheid regime; it says apartheid is no longer workable because economic costs are too high.*

**LEVEL 2 Discusses content of source with an attempt at a judgement on the extent of support for the view. [3/4]**

*Eg: the source is firmly of the opinion that economic sanctions will help to weaken the power of the apartheid system; it says sanctions will hinder the economic and political development of South Africa; the cost of imposing apartheid will be too high and will force a change of policy; it is the view of the British Commonwealth Association; South Africa used to be a member of the Commonwealth.*

**LEVEL 3 Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]**

*Eg: the source clearly supports the view that economic sanctions will help to bring down the apartheid system; it implies that South Africa cannot survive economically or politically if it continues with such a policy; economic sanctions will convince the white South African government that things must change; however, it is the view of the British Commonwealth Association which backs the imposing of sanctions; South Africa was a member of the Commonwealth but was forced to leave; the source presents a biased view but by the late 1980s the economic sanctions were beginning to have a serious impact upon South Africa.*

**Question 1 (d)**

Target:	Critical analysis and evaluation of source material; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>

Question: **How useful is Source D to an historian studying the death of Steve Biko?** [6]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; paraphrases content of source.** [1-2]

*Eg: it is useful because it says that Steve Biko died while held in police custody eight days after starting a hunger strike; he was transferred to police cells in Pretoria where he died on the night of his arrival.*

**LEVEL 2 Considers usefulness of the source in terms of its content only.**  
**OR**  
**Deals with some aspects of content; refers to authorship.** [3]

*Eg: Source D is useful because it spells out the circumstances surrounding Steve Biko's death; it says that he had been on hunger strike for eight days, refusing food and water; he was sent to be examined in a prison hospital in Port Elizabeth before being taken back to police cells in Pretoria; he died on the night he returned to Pretoria.*

**Deals with content of source well and begins to consider origin or purpose of source.** [4]

*Eg: as above but also notes that the source is part of a statement made by Jimmy Kruger, the Minister of Justice.*

**LEVEL 3 Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source.** [5]

**Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source.** [6]

*Eg: Source D is useful because it gives the official government explanation of the circumstances surrounding the death of Steve Biko; it was a statement issued by Jimmy Kruger, Minister of Justice, which was reported in the Cape Times newspaper on 14 September 1977; it is a very biased source which implies that Biko died in police custody following a hunger strike of eight days, during which he had refused food and water; there is no indication of any other possible cause of death such as police brutality and blows to his head; the minister avoids any hint that the police may have been rough; it is printed in a white newspaper which would support the police of apartheid.*

**Question 1 (e)**

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>

Question: **Why do Sources E and F have different views about what happened in Sharpeville on 21 March 1960?** [8]

Use 0 for incorrect or irrelevant answers

**LEVEL 1** **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1/2]

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: Source E says that the demonstrators attacked the police with weapons such as firearms; Source F says that the protestors were unarmed and peaceful.*

**LEVEL 2** **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3/4]

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: the answer develops the point made in Level 1; Source E says it was a planned demonstration of about 20,000 black South Africans; they attacked the police and shot first; the police were forced to shoot back in self-defence; the statement made by the UN that the protestors were unarmed and peaceful was untrue; Source F, in contrast, says that the protestors were unarmed and peaceful; when they arrived outside the police station the police opened fire on them, shooting many of them in the back; answers may make a vague reference to the attributions - Source E was said by the South African Ambassador, Source F was written by a historian, Dale Banham.*

**LEVEL 3** **Explains the difference in the views with clear reference to both content and authorship.** [5-6]

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: Source E claims that the protestors arrived in Sharpeville intent on violence, they were named with a range of weapons, including guns; the police were shot at and in self-defence they opened fire; the claims made by the UN that the rioters were unarmed and peaceful is regarded as being untrue; this is part of an official statement made by the South African Ambassador in London shortly after the massacre; it is the official version of events; the one South African government wanted the world to believe; it is biased; Source F gives a clear impression that the protestors were unarmed and intended to carry out a peaceful demonstration; the police panicked and fired into the crowd, killing 69 and wounding 180; the police claim they came under attack but the killed protestors were shot in the back which suggests they were running away; Source F is the view of a historian who would have researched his work; he was writing in a GCSE history textbook so is likely to be unbiased.*

**LEVEL 4**      **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

**Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated.** [8]

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: Sources E and F provide sharply contrasting views of the events of 21 March 1960; Source E claims that the reasons for the violence and deaths lies squarely with the protestors, while Source F says that it was the police who were directly responsible for the deaths and violence; Source E is very biased in its view point and for an obvious reason - the South African government wanted to shift any blame for the massacre onto the protestors; it therefore stressed that the police only acted in self-defence after being fired upon; the South African Ambassador deliberately blamed the rioters; Source F, in contrast, provides a more balanced view; it was written in 2009 by the historian Dale Banham and is taken from a GCSE history textbook; Banham is writing with the benefit of hindsight; he has had time to research what actually happened and to reflect upon events; his account that the crowd was unarmed and that the police opened fire is now thought to be the truth; Banham's account is less biased; therefore the circumstances under which both sources were written accounts for why they differ in their accounts of what happened at Sharpeville.*

## SECTION B

### Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does this photograph show you about life for many black South Africans in 1948?** [2]

Use 0 for incorrect or irrelevant answers

**Award one mark** for one relevant selection from source  
**Award two marks** for two relevant selections from source

The following can be credited:

*They lived in very poor countries;  
 The picture shows a squatter settlement;  
 The people had few possessions;  
 The make-shift houses are constructed of odd bits of wood and canvas.*

### Question 2(b)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>3</b>	<b>2</b>	

Question: **Describe any three apartheid laws introduced between 1949-56.** [5]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer with a weak or implied point made.** [1-2]

*Eg: provides a generalised description of an apartheid law(s); comments lack any specific details or development.*

**LEVEL 2 A more detailed description with up to two accurate points made.** [3-4]

*Eg: names 1 or 2 acts [listed in Level 3 below] and provides some details pertaining to those laws; may be good on one particular law but weaker on another; the depth of detail and explanation will determine 3 or 4 marks.*

**LEVEL 3 A fully developed description with three or more accurate points made.** [5]

*Eg: specific detail and explanation of three apartheid laws; eg. Prohibition of Mixed Marriages Act 1949 which made marriages between people of different races illegal; Separate Amenities Act 1953 (Petty Apartheid) which divided public services and spaces according to race which meant separate parks, beaches, post offices, trains, buses, toilets, cinemas and seating areas at sporting events; other laws included: Group Areas Act 1950; Immorality Act 1950; Population Registration Act 1950; Suppression of Communism Act 1950; Bantu Authorities Act 1951; Abolition of the Passes Act 1952; Native Laws Amendment Act 1952; Bantu Education Act 1953; Native Urban Areas Act 1954.*



**Question 2(c) (i)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why the apartheid system was established.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1/2]

*Eg: because the white South Africans wanted to introduce laws to increase their control over the black population; they wanted to live separate lives.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3/4]

*Eg: it was the election pledge of the National Party led by Dr Malan which won the 1948 general election; Malan believed in separating blacks and whites into distinct areas; Malan blamed rising crime and rising white unemployment upon the black population and argued that things would only get better if the black population was forced into separate areas; the National Party promised to create a white South Africa under Afrikaner rule with black South Africans removed to the reserves; Malan played upon the slogan 'Swart gevaar' (black threat/black peril) to win white votes.*

**Question 2(c) (ii)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why the police were given increased powers during the 1950s.** [4]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1/2]

*Eg: to make sure people obeyed the apartheid laws; to deal with any opposition from black South Africans.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3/4]

*Eg: they were given increased powers to deal with growing opposition to the apartheid laws from black groups; the emergence of the ANC and other black opposition groups; increase in disturbances resulting from the Defiance Campaign (1952) and the Freedom Charter (1955); Suppression of Communism Act (1950) allowed police to issue banning orders on anyone who opposed the regime; no trial; proof or charge was needed to place someone under a banning order.*

**Question 2(d)**

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **Did all South Africans benefit from the system of apartheid created after 1948?** [10]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; simple response which offers little support; [1/2]**

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: no black South Africans did not do well; they were forced to live separate lives from the whites; the whites had a better life style.*

**LEVEL 2 To distinguish between 3 and 5 marks apply the following framework: [3/5]**

**For 3-4 marks:** A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

**For 5 marks:** A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: the apartheid laws divided South African society between blacks and whites; white South Africans had a better lifestyle; they were at the top of the ladder and were allowed to live anywhere and do what they want; black South Africans were at the bottom of the ladder and were not allowed to live where they wanted; their lives were controlled by the apartheid laws; they had limited freedom and did not benefit.*

**LEVEL 3 To distinguish between 6 and 8 marks apply the following framework: [6/8]**

**For 6-7 marks:** A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

**For 8 marks:** A two-sided answer with good contextual support but lacking some detail or balance.

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: the apartheid system created a society that was separate; the apartheid laws divided the races and forced them to live in separate areas - Group Areas Act; the Bantu Education Act controlled and divided educational provision; the laws created a society that was not equal; the apartheid laws controlled all aspects of the lives of the black population and kept the white population at the top of the ladder; the Pass Laws controlled the movement of black South Africans; they were forced to live in designated areas outside the cities; they received an inferior education; they were not allowed the same rights as white South Africans; the races were not treated equally.*

**LEVEL 4**      **To distinguish between 9 and 10 marks apply the following framework** **[9/10]**

**For 9 marks:** A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

**For 10 marks:** A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: in theory the apartheid laws were designed to create a separate but equal society; in practice it created a two-tier system; the white minority lived a privileged lifestyle; they lived in the best areas, their children attended the best schools, they had their own hospitals and special seats on public transport, designated areas on beaches; the lives of black South Africans were very different and were governed by the regulations of the apartheid laws; they had restricted movement, had to carry a pass book (Abolition of Passes Act), had to live in designated areas (Group Areas Act), received inferior education (Bantu Education Act); experienced restricted in public services and public spaces (Separate Amenities Act); control over where they could work (Native Laws Amendment Act); the system was separate and unequal; facilitating the unequal treatment of blacks and whites; white South Africans benefitted, blacks did not.*

**Question 3(a)**

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does this picture show you about Nelson Mandela?** [2]

Use 0 for incorrect or irrelevant answers

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:

*That he was important because the photograph shows an award ceremony;  
 He received the Nobel Peace Prize in December 1993;  
 He is standing next to F.W. de Klerk who also received the peace prize;  
 The two worked together.*

**Question 3(b)**

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>3</b>	<b>2</b>	

Question: **Describe the changes to the apartheid system made by President P.W.Botha.** [5]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer with a weak or implied point made.** [1/2]

*Eg: Botha changed the apartheid system making things easier for black South Africans; they allowed them more freedom and choice.*

**LEVEL 2 A more detailed description with up to two accurate points made.** [3/4]

*Eg: the changes introduced by Botha were designed to relax some of the apartheid laws and make life easier/better for black South Africans; they no longer had to carry Pass books and they could marry someone of a different colour skin; the changes ended many of the separate facilities in public areas.*

**LEVEL 3 A fully developed description with three or more accurate points made.** [5]

*Eg: Botha's reforms were designed to remove many aspects of 'petty apartheid'; they lifted many of the restrictions on black South Africans; discriminatory signs were removed from public places; desegregation was permitted; employers allowed to employ skilled black workers; Mixed Marriages Act repealed (1985); Pass Laws abolished (1986); parliament with three chambers created in 1994 (white, Asian, coloured).*

**Question 3(c) (i)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why violence was common in the townships during the 1980s.** [4]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1/2]

*Eg: because black South Africans were angry; they wanted an end to the apartheid system; they wanted jobs and a better lifestyle; they thought Botha was not doing enough.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3/4]

*Eg: growing discontent in townships over the bad economic situation especially among young black youths; the economy was depressed, sanctions were biting, foreign investment was withdrawn and unemployment was rising; many black South Africans could not find work; it was a reaction to Botha's 'Total Strategy' policy; many anti-apartheid supporters thought Botha's changes had not gone far enough.*

**Question 3(c) (ii)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why CODESA was set up in 1991.** [4]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1/2]

*Eg: to try and solve the political problems in South Africa; to bring all the rival sides together; to create a new South Africa.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3/4]

*Eg: it was set up to try and stop a deepening political divide; the extreme right disliked de Klerk's dismantling of apartheid; growing disagreements between the ANC and Inkatha movements; Mandela was criticised by his more radical followers; Buthelezi was seen as a collaborator with apartheid; increased violence caused all the rival groups to meet together in Sept 1991 and to sign a National Peace Accord; in Dec 1991 19 political parties came together in a convention for a Democratic South Africa (CODESA) to discuss a new constitution.*

**Question 3(d)**

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **Was the release of Nelson Mandela from prison the most important factor in ending the system of apartheid? [10]**

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; simple response which offers little support; [1/2]**

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: yes, Mandela was very important, he played a key role in establishing a new South Africa; he campaigned against the apartheid system.*

**LEVEL 2 To distinguish between 3 and 5 marks apply the following framework:**

**[3/5]**

**For 3-4 marks:** A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

**For 5 marks:** A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: yes Mandela was important because he was seen as the main leader of black resistance; he had influence over the ANC; he helped create a new constitution; but other figures were also important such as de Klerk; South Africa was experiencing problems and change had to come about, de Klerk had little choice but to end apartheid.*

**LEVEL 3 To distinguish between 6 and 8 marks apply the following framework:**

**[6/8]**

**For 6-7 marks:** A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

**For 8 marks:** A two-sided answer with good contextual support but lacking some detail or balance.

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: the release of Mandela was important because he was the leading figure in the anti-apartheid movement; he was seen as the spokesperson for black resistance; he commanded respect and his views were taken seriously; however, other factors also helped to end the apartheid system; the reforms of F.W.de Klerk which abolished the apartheid laws; the growing violence within South Africa; the pressure from outside South Africa; a realisation by many South Africans that change was necessary.*

**LEVEL 4**      **To distinguish between 9 and 10 marks apply the following framework:** **[9/10]**

**For 9 marks:** A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

**For 10 marks:** A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: the ending of apartheid was the result of a combination of factors, one of which was the release of Mandela from prison in February 1990; Mandela was the father-figure of the anti-apartheid movement and his release was highly significant; Mandela was able to rally the ANC and he played a key role in helping de Klerk push for a new constitution; Mandela's views were respected and he acted as a calming influence on the rival factions; however, Mandela would not have been released had it not been for the actions of de Klerk who formally ended apartheid; de Klerk had the courage to push ahead with reform despite opposition; he played an important part in helping to form CODESA and in the drafting of a new constitution; de Klerk organised a white referendum on the peace process (68% support) and allowed a general election to take place on 27 April 1994; a longer term view would mention that Botha started the ball rolling with his Total Strategy policy designed to wipe away 'petty apartheid'; external factors may also be considered - pressure from the international community via economic sanctions; withdrawal of foreign investment; boycotts; in reality apartheid ended for a variety of reasons and the release of Mandela was important as his leadership facilitated the peace process.*