



Oxford Cambridge and RSA

GCSE (9–1)

History A (Explaining the Modern World)

J410/05: South Africa 1960-1994: The People and the State

General Certificate of Secondary Education

2021 Mark Scheme (DRAFT)

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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
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
SEEN	Noted but no credit given
NAQ	Not answered question
	

2. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

South Africa 1960–1994: The People and the State

1. Describe one way the government tried to defeat opposition to Apartheid in the 1980s. (2)

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of ways that the government tried to defeat opposition to Apartheid should also be credited. 2 egs or one eg explained= 2 marks.

Levels	Indicative content	Marks
N/A Points marking	<p><i>One way that the government tried to defeat opposition was by introducing a State of Emergency. [1] For example, leaders of the UDF such as Rev Allan Boesak were arrested. [2]</i></p> <p>OR</p> <p><i>One way that the government tried to defeat opposition was by increasing censorship. [1] For example, newspapers, radio and television were not allowed to report on any unrest in the townships.[2]</i></p>	2

2. Explain the importance of the Durban workers' strike of 1973.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically explain two or more reasons why the Durban Workers strike was important e.g.</p> <p><i>The strike was important because it was large and successful. In the 1960s there were very few strikes with not many people taking part. However, in Durban in 1973 more than 2000 workers refused to go to work in this one strike alone, at the Coronation Brick and Tile works. The strikers were successful in their aims to improve wages as the method of short, sharp, mass walk outs was very difficult for employers to deal with, especially as they did not elect leaders who could be singled out and dealt with.</i></p> <p><i>Another reason it was important is because its success inspired further successful strikes that year and huge growth in the trade union movement. By the end of March more than 61,000 workers had come out on strike and most were successful, using the same tactics. 1973 was a turning point in the history of organised black trade unions Inspired by the strikes, more and more African trade unions began to spring up and organise their workers and 1973–85 saw a surge of unionism. ^[1]_[5EP]</i></p> <p>THRESHOLD ANSWERS</p>	9–10

	<p><i>The strike was important because it was successful in its aims to improve wages. The method of short, sharp, mass walk outs was very difficult for employers to deal with, especially as they did not elect leaders who could be dealt with easily.</i></p> <p><i>Another reason it was important is because its success inspired other strikes and growth in the trade union movement. By the end of March many more had come out on strike and were successful using the same tactics, and lots more African trade unions began to spring up and organise their workers.</i></p>	
<p>Level 4</p> <ul style="list-style-type: none"> • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically explain one reason why the Durban Workers strike was important and explain it fully e.g.</p> <p><i>The strike was important because it was large and successful. In the 1960s there were very few strikes with not many people taking part. However, in Durban in 1973 more than 2000 workers refused to go to work in this one strike alone, at the Coronation Brick and Tile works. The strikers were successful in their aims to improve wages as the method of short, sharp, mass walk outs was very difficult for employers to deal with, especially as they did not elect leaders who could be singled out and dealt with.</i></p>	7–8
<p>Level 3</p> <ul style="list-style-type: none"> • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically identify and describe reasons for the importance of the Durban Workers strike without explaining it/them e.g.</p> <p><i>The strike was important because it was large and successful.</i></p> <p><i>It was important because it inspired further successful strikes that year.</i></p> <p><i>It encouraged huge growth in the trade union movement because it was a success.</i></p>	5–6
<p>Level 2</p> <ul style="list-style-type: none"> • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of events that is linked to the Durban Workers strike e.g.</p> <p><i>2000 workers from the Coronation Brick and Tile works went on strike. The next day they got a pay rise. Other workers went on strike too. .</i></p>	3–4
<p>Level 1</p>	<p>Level 1 answers will typically contain general points e.g.</p>	1–2

<ul style="list-style-type: none">• Response demonstrates basic knowledge that is relevant to the topic of the question.• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	<p><i>Some workers went on strike for more money.</i></p> <p>OR</p> <p><i>The newspapers reported the strikes.</i></p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

3. Explain the importance of Nelson Mandela in the struggle to defeat Apartheid.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically identify two reasons for Mandela's importance and explain them fully, e.g.</p> <p><i>Mandela was important because he was a leading member of the ANC, an organisation which was formed to defeat Apartheid. He started out in its Youth League, which persuaded the ANC to take a more militant stance. He was then elected to the ANC executive, where he helped plan a programme of peaceful resistance (defiance campaign) which included civil disobedience, ignoring curfews and travelling in 'whites only' railway coaches etc. This action got noticed by national and international press and led to more support for the anti- Apartheid movement.</i></p> <p><i>He was also important because of his role in negotiating the end of apartheid with F W De Klerk. Mandela was released from prison in February 1990 and became leader of the ANC later that year. He then conducted ongoing discussions with De Klerk and Chief Buthelezi, which helped avoid a violent uprising. These discussions led to the first democratic election in April 1994. The ANC won that election with 62% of the vote with Mandela becoming the first Black president of South Africa, bringing apartheid to an official end.</i></p> <p>THRESHOLD ANSWERS- (must include his impact)</p> <p><i>Mandela was important because he was a leading member of the ANC who helped plan a programme of peaceful resistance that got noticed by national and international press and led to more support for the anti- Apartheid movement.</i></p> <p><i>He was also important because of his role in negotiating the end of apartheid with De Klerk. He helped avoid a violent uprising. It led to the first democratic election in April 1994 with Mandela becoming the first Black president</i></p>	9–10
Level 4	<p>Level 4 answers will typically identify one reason and explain it fully, e.g.</p> <p><i>He was important because of his role in negotiating the end of apartheid with F W De Klerk. Mandela was</i></p>	7–8

<ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p><i>released from prison in February 1990 and became leader of the ANC later that year. He then conducted ongoing discussions with De Klerk and Chief Buthelezi which helped avoid a violent uprising. These discussions led to the first democratic election in April 1994. The ANC won that election with 62% of the vote with Mandela becoming the first Black president of South Africa, bringing apartheid to an official end.</i></p> <p>Threshold answer (must include his impact) <i>He was also important because of his role in negotiating the end of apartheid with De Klerk and helped avoid a violent uprising. It led to the first democratic election in April 1994 with Mandela becoming the first Black president</i></p>	
<p>Level 3</p> <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically identify and describe one reason e.g.</p> <p><i>Mandela was one of the leaders of the ANC and helped to organise protests like boycotts, using ‘white only’ facilities and ignoring curfews.</i></p> <p><i>Or</i> <i>Mandela was arrested for terrorist activities with the MK. He made an impressive speech at his trial to criticise the Apartheid regime and justify the ANC’s need to use of violence.</i></p> <p><i>Or</i> <i>Mandela was one of the commanders of the MK which was the military wing of the ANC. They committed acts of sabotage targeting government power plants, telephone lines and transportation links.</i></p> <p><i>Or</i> <i>Mandela’s speech at the Rivonia trial lasted for four hours and justified the ANC’s move away from non-violence. It gained massive publicity and effectively put the South African state on trial.</i></p> <p><i>Or</i> <i>He was the figurehead and rallying point for a major campaign by the ANC to secure his release. He became the face of the ANC and centre of a global media campaign in the 1980s.</i></p>	<p>5–6</p>
<p>Level 2</p> <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of events that is linked to Mandela, e.g.</p> <p><i>Mandela was imprisoned on Robben Island for 27 years for being a member of the ANC. He became the first president black of South Africa</i></p>	<p>3–4</p>
<p>Level 1</p>	<p>Level 1 answers will typically contain general points e.g.</p> <p>Mandela was president</p>	<p>1–2</p>

<ul style="list-style-type: none">• Response demonstrates basic knowledge that is relevant to the topic of the question.• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	OR <i>Mandela was in prison</i>	
Level 0 No response or no response worthy of credit.		0

4. Study Sources A and B. How similar are these sources?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
Additional Guidance	<p>Analysis of a single source, no matter how thorough, cannot achieve more than the top mark in Level 2.</p> <p>For Level 3, a reasonable coverage of both sources and a balance between the treatment of sources is expected.</p> <p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
Level 3 <ul style="list-style-type: none"> Response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources. 	<p>Answers will typically explain the contrasting <u>purpose</u> of the two sources OR will explain the similar purposes but differing focus/message/method of the two sources.</p> <p><i>The sources are similar because they both recognise that there needs to be changes to Apartheid. Archbishop Tutu wants to “establish a new democratic South Africa” and Margaret Thatcher writes about “the sort of reforms we all want to see”. However the purpose of the sources is very different. Archbishop Tutu is speaking at a press conference to get the message across to a national and international audience that ‘tough sanctions’ are the way to end apartheid. He is looking for support and publicity. Margaret Thatcher however is looking to justify her government’s actions and excuse and explain its decision not to apply sanctions as ‘We are firmly opposed to them.’ This is a very different motivation and suggests that she feels the need to justify to a somewhat hostile audience what her government is doing.</i></p>	7–10
Level 2 <ul style="list-style-type: none"> Response analyses both the sources by using relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources. 	<p>Answers will typically compare the <u>message</u> or the <u>attitudes</u> of the two sources.</p> <p><i>The message of the sources are similar in the sense that they both want to put pressure on the South African government to change. However the focus is different with A focusing on supporting economic sanctions, whereas source B is “firmly opposed to them”.</i></p>	3–6
Level 1	Level 1 answers will typically assert similarity or difference in general terms with limited or no support from sources e.g.	1–2

<ul style="list-style-type: none"> Response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source(s). 	<p><i>The sources are different because one is in favour of sanctions and one is against.</i></p> <p>OR</p> <p><i>One source is from a news conference and one source is from a letter.</i></p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

5.* 'After Sharpeville, violence was the only effective way to oppose Apartheid from within South Africa.' How far do you agree?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5 The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<p>Level 5 answers will typically construct a balanced and well-supported argument explaining how far e.g.</p> <p><i>It can be argued that violent resistance to Apartheid was the only option available in the 1960s, particularly after the banning of the ANC and PAC following the Sharpeville Massacre in 1961. Organisations like Umkhonto we Sizwe (MK), led by Nelson Mandela, argued that the violence of the South African government had to be met by an armed struggle by Black Africans. This would involve attacks directed at economic targets, such as electricity pylons, rather than against the white community. The government response was to eventually arrest and imprison Mandela and the other leaders of MK, which made peaceful opposition to Apartheid even more challenging.</i></p> <p><i>However it can also be argued that there was a non-violent alternative which could be effective against Apartheid. The rise of the Black Consciousness Movement, in the early 1970s, led by activists such as Steve Biko, showed this. The BCM argued that Africans needed to have more pride in their history, culture and themselves and should focus on ways to improve their community themselves. As a result health clinics and education programs were set up to support Black Africans and newspapers were produced to spread the message. This type of action empowered Africans and gave them confidence to press for change even when it was difficult. It also contributed to the confidence which led to uprisings such as in Soweto in 1976. .</i></p> <p><i>Overall, the strength of the response of the government to any opposition against Apartheid meant that the use of violence was probably the only option. The fact that Mandela had spent many years supporting non-violence, but was then prepared to lead MK, suggests that it was a decision that was not taken lightly. Even when the UDF tried to use a non-violent response it was drawn into violence.</i></p> <p>NOTE: 18 marks = 2 explained examples on each side, plus a clinching argument</p>	15–18

	<p>16-17 marks = 2 explained examples on each side 15 marks = 2 explained examples on one side, and 1 on the other</p>	
<p>Level 4</p> <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. There is a well-developed line of reasoning which is clear, relevant and logically structured. 	<p>Level 4 answers will typically set out a one-sided argument supported by at least two explained examples e.g.</p> <p><i>It can be argued that violent resistance to Apartheid was the only option available in the 1960s, particularly after the banning of the ANC and PAC following the Sharpeville Massacre in 1961. Organisations like Umkhonto we Sizwe (MK), led by Nelson Mandela, argued that the violence of the South African government had to be met by an armed struggle by Black Africans. This would involve attacks directed at economic targets, such as electricity pylons, rather than against the white community. The government response was to eventually arrest and imprison Mandela and the other leaders of MK, which made peaceful opposition to Apartheid even more challenging.</i></p> <p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly explained with one example eg</p> <p><i>It can be argued that violent resistance to Apartheid was the only option available in the 1960s, particularly after the banning of the ANC and PAC following the Sharpeville Massacre in 1961. Organisations like Umkhonto we Sizwe (MK), led by Nelson Mandela, argued that the violence of the South African government had to be met by an armed struggle by Black Africans and included attacks on infrastructure.</i></p> <p><i>However it can be argued that violent resistance to Apartheid was not the only option: with the emergence of the UDF in the 1980s an alternative to violence was available to opponents of Apartheid. This coalition of Trade Unions, student groups, women's groups and the churches, were able to draw on vast numbers of supporters to take part in actions against the South African government including boycotting the 1984 election which helped bring change.</i></p>	11–14
<p>Level 3</p> <ul style="list-style-type: none"> The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. This is supported by accurate knowledge and 	<p>Level 3 answers will typically construct a one-sided argument with explained support from one example, e.g.</p> <p><i>It can be argued that violent resistance to Apartheid was the only option available in the 1960s, particularly after the banning of the ANC and PAC following the Sharpeville Massacre in 1961. Organisations like Umkhonto we Sizwe (MK), led by Nelson Mandela, argued that the violence of the South African government had to be met by an armed struggle by Black Africans and included attacks on infrastructure.</i></p>	7–10

<p>understanding that is relevant to the question.</p> <ul style="list-style-type: none"> • <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 		
<p>Level 2</p> <ul style="list-style-type: none"> • The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. • This is supported by some knowledge and understanding that is relevant to the question. • <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>Level 2 answers will typically identify and describe events related to the role of violence in opposing apartheid or identify other reasons, e.g</p> <p><i>The ANC had very little choice but to use violence as their leaders were banned or exiled. The government was prepared to use violence against any opposition to Apartheid.</i></p> <p>OR</p> <p><i>The Black Consciousness Movement chose not to use violence as they thought that it would not work. Instead they chose to focus on improving their own communities.</i></p> <p>OR</p> <p><i>The UDF was a coalition of women, students and churches and were able to campaign peacefully against the 1984 elections. A year later the UDF were caught up in violence in the townships.</i></p>	<p>4–6</p>
<p>Level 1</p> <ul style="list-style-type: none"> • The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very 	<p>Level 1 answers will typically make general assertions or demonstrate simple knowledge of the role of violence in opposing Apartheid e.g.</p> <p><i>Opponents of Apartheid had to use violence as they had no alternative.</i></p> <p><i>Some people preferred not to use violence against Apartheid and focused on their own community instead.</i></p>	<p>1–3</p>

<p>basic understanding of these is apparent in the answer.</p> <ul style="list-style-type: none">• There is basic knowledge that is relevant to the topic of the question.• <i>The information is communicated in a basic/unstructured way.</i>		
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

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