



GCSE MARKING SCHEME

SUMMER 2025

GCSE

HISTORY

**UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN
/ WORLD FOCUS**

**2D. CHANGES IN SOUTH AFRICA, 1948–1994
3100UH0-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2D. CHANGES IN SOUTH AFRICA, 1948–1994

SUMMER 2025 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1	AO2	AO3	AO4
6	4		2	

Question: e.g. **Use Source A and your own knowledge to describe the apartheid system in South Africa by 1966.** [6]

Band descriptors and mark allocations

This is the question and its mark tariff.

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3–4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1–2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

- *Source A shows Verwoerd benefitting from South Africa's riches, whilst denying them to black South Africans, even though the apple tree is on their side of the fence.*
- *He is throwing an apple core at black South Africans, whilst keeping all the apples to himself; this shows how unfair the apartheid system is.*
- *He introduced a form of independence for the Bantu areas; the Bantustans were seven areas set aside for black South Africans to live in and farm.*
- *In reality, they were controlled economically and politically by the white South African government.*
- *Black Africans made up 70% of the population, but only had 13% of the land.*
- *Dr Daniel Malan's National Party came to power in 1948 and set in place apartheid to keep power for white Afrikaners – the election made it possible to extend and ruthlessly enforce this.*
- *Candidates may make reference to Acts – Mixed Marriages Act 1949, Group Areas Act 1950, Abolition of Passes Act 1952, Bantu Education Act 1953.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2D. CHANGES IN SOUTH AFRICA, 1948-1994

Question 1

Mark allocation	AO1	AO2	AO3	AO4
6	4		2	

Question: **Use Source A and your own knowledge to describe the apartheid system in South Africa by 1966.** **[6]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3–4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1–2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows Verwoerd benefitting from South Africa's riches, whilst denying them to black South Africans, even though the apple tree is on their side of the fence.*
- *He is throwing an apple core at black South Africans, whilst keeping all the apples to himself; this shows how unfair the apartheid system is.*
- *He introduced a form of independence for the Bantu areas; the Bantustans were seven areas set aside for black South Africans to live in and farm.*
- *In reality, they were controlled economically and politically by the white South African government.*
- *Black Africans made up 70% of the population, but only had 13% of the land.*
- *Dr Daniel Malan's National Party came to power in 1948 and set in place apartheid to keep power for white Afrikaners – the election made it possible to extend and ruthlessly enforce this.*
- *Candidates may make reference to Acts – Mixed Marriages Act 1949, Group Areas Act 1950, Abolition of Passes Act 1952, Bantu Education Act 1953.*

Question 2

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the ending of the apartheid system in South Africa in the 1990s.** [8]

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6–8
BAND 2	Demonstrates knowledge to partially describe the issue.	3–5
BAND 1	Demonstrates limited knowledge to describe the issue.	1–2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *There were several factors which led to the ending of the apartheid system in South Africa in the 1990s.*
- *CODESA – in December 1991, 19 political parties came together to discuss a new constitution; they agreed to bring about an undivided South Africa with one nation sharing the common citizenship, free of discrimination or domination under a liberal democratic constitution.*
- *However, 1992 saw several riots – De Klerk promised an investigation into violence; but the murder of Chris Hani led Mandela to lose faith in de Klerk; he did however appeal for calm.*
- *The 1994 election was key in ending apartheid – the ANC won 62.6% of the vote, the National Party 20.4% and Inkatha 10.5%; Mandela became President on 10 May 1994, with Mbeki and de Klerk as deputy presidents.*
- *International relations improved – sanctions were lifted October 1993, sports and cultural links resumed; trade missions started, as did talks with EU and the Commonwealth.*

Question 3

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
8	4		4	

Question: **What was the purpose of Source B?** [8]

Band descriptors and mark allocations

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3–4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3–4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- Source B is a poster published by the Projects Committee showing people supporting the Freedom charter as a means to oppose apartheid.
- Its main purpose is to get more people to support the Freedom charter.
- It reflects the type of powerful message used in South Africa, showing the need to fight side by side in order to gain liberty.
- For the first time in South African history, all people residing in South Africa could access basic human rights, regardless of their background, race, ethnicity, gender, sexual orientation, level of disability and citizenship; these rights were enshrined in the Bill of Rights, and dates back to the creation of the Freedom Charter in 1955.
- On 26 June, 1955, the Freedom Charter was signed in Kliptown, calling for freedom, equality and dignity for all people; people united despite oppression to decide on their own idea of a just society.
- The story of the Freedom Charter is bound up in the actions of the Congress of the People, a radical group of mid-twentieth century political activists who united to fight for freedom and equality in a new South Africa; members of this radical group made history when they initiated a comprehensive list of basic rights to be included in their own vision of an alternative society; they did this at great personal risk; their actions aroused the suspicion of security police, and many were arrested and imprisoned.
- The Freedom Charter emphasised the need for equality before the law, personal rights, political franchise, equal education, amongst thousands of other freedoms, providing agency to millions of South Africans robbed of their rights by apartheid.
- This poster was aimed at getting more people to support this.
- It would have been seen across the country in newspapers and on the streets, playing on the emotions of especially black South Africans.
- The purpose was therefore to influence black South Africans in the struggle to end apartheid.

Question 4

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12	6		6	

Question: Which of the sources is more useful to an historian studying the changes to the apartheid system under Botha and de Klerk? [12]

Band descriptors and mark allocations

	AO1 6 marks		AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5–6	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5–6
BAND 2	Demonstrates some understanding of the key feature in the question.	3–4	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3–4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1–2	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1–2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Both sources are of varying usefulness to an historian studying the changes to the apartheid system under Botha and de Klerk.*
- *Source C is a speech by P. W. Botha, the President, stating that foreign countries won't affect what is happening in South Africa; it is useful as it explains that Botha had no real intention of bowing to international pressure to change the apartheid system.*
- *A speech by Botha himself – his most famous speech – would be very useful; it was delivered to the National Party conference, and would be expected to be biased towards white South Africans.*
- *It was expected that the Rubicon speech would announce major reforms – the world's media had gathered to listen; the speech proved unpopular and saw major banks pulling out of South Africa and the Anti-Apartheid Act in the USA.*
- *Source D is also useful; it shows that de Klerk has indeed changed course and he is willing to change the apartheid system and improve international relations.*
- *In 1988, South Africa was in a deadlock; sanctions were causing major difficulties; in 1989 Botha had a stroke; de Klerk accepted that apartheid could not survive; concessions were needed and power sharing between black and white people.*
- *It was written in a speech by de Klerk himself, and presented to parliament; this would make the source extremely reliable and useful as it shows his full intentions; the whole world would be able to hear and see this speech.*
- *Neither source is necessarily more useful than the other, but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the changes to the apartheid system under Botha and de Klerk.*

Question 5

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **To what extent did education policies have the greatest impact on the lives of black South Africans?** **[16+3]**

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10–12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7–9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4–6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1–3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Answers will provide a reasoned analysis of the issue covering a range of factors to help explain what had the greatest impact on the lives of black South Africans.*
- *Education was an extremely important factor; black South Africans had to be taught differently; they were taught to know their place; they had separate schools and limited resources – not taught English or Afrikaans; this led to high unemployment amongst black South Africans; they were barred from striking; there were high levels of discrimination in wages and opportunities.*
- *There were several other factors too.*
- *Segregation; black South Africans were not allowed in the same areas as white South Africans – beaches, parks etc.*
- *The Group Areas Act 1950 saw the forced movement of the elderly, redundant labourers, 'black spots' in white areas, and skilled workers; approximately 3.5 million people were forced to move; Sophiatown was bulldozed and rebuilt as Triumph for white people;*
- *Police powers; several acts allowed the police to arrest; the No Trial Act 1963 gave power to arrest and detain for 90 days (180 in 1965); Bureau of State Security was a powerful force.*
- *Banning orders and detentions: after the Defiance Campaign, hundreds were arrested – 8000 by October 1952; bannings prevented writing, broadcasts, attending meetings or leaving the home.*
- *Censorship; the South African Broadcasting Company was very pro-white; the Sabotage Act forced newspapers to deposit large amounts of money which was forfeited if banned by the government.*
- *Candidates may conclude that either education had the greatest impact on the lives of black South Africans, or that other factors were more significant, but a valid conclusion should be reached.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning