



GCSE MARKING SCHEME

SUMMER 2018

**GCSE (NEW)
HISTORY – UNIT 2: HISTORY WITH A EUROPEAN /
WORLD FOCUS**

2D. CHANGES IN SOUTH AFRICA, 1948-1994

3100UH0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

MARK SCHEME SUMMER 2018

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

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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:

Mark allocation:	AO1	AO2	AO3	AO4
6	4		2	

Question: e.g. **Use Source A and your own knowledge to describe the activities of the Anti-Apartheid Movement.** [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.

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.

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 police arresting anti-apartheid protesters who have wanted to disrupt the South African rugby team's tour of the British isles;*
- *the anti-apartheid movement in Britain had the slogan 'Stop the seventy tour' and demonstrations took place at many matches and some were abandoned;*
- *protests and demonstrations led to the cancelling of the 1970 cricket tour by South Africa;*
- *anti-apartheid protest also called for trade boycotts of South Africa as demonstrations were held outside British companies offices and government departments;*
- *students boycotted Barclays Bank because of its strong links with South Africa;*
- *demonstrations held outside the South African Embassy in London.*

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.

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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 activities of the Anti-Apartheid Movement. [6]**

	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 police arresting anti-apartheid protesters who have wanted to disrupt the South African rugby team's tour of the British Isles;*
- *the anti-apartheid movement in Britain had the slogan 'Stop the seventy tour' and demonstrations took place at many matches and some were abandoned;*
- *protests and demonstrations led to the cancelling of the 1970 cricket tour by South Africa;*
- *anti-apartheid protest also called for trade boycotts of South Africa as demonstrations were held outside British company offices and government departments;*
- *students boycotted Barclays Bank because of its strong links with South Africa;*
- *demonstrations were held outside the South African Embassy in London.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the role of Nelson Mandela in the campaign against apartheid.** [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:

- *Nelson Mandela was a key member and founder of the ANC Youth League and soon elected to the ANC Executive. He led the Defiance Campaign in 1952 and initially supported non-violent methods of protest;*
- *the ANC's lack of success and the Sharpeville massacre convinced Mandela that he would support an armed struggle. He set up MK and conducted acts of sabotage against the government. He went into hiding and travelled all over South Africa and other African nations trying to gain support for the struggle against apartheid. His arrest and imprisonment as a member of MK resulted in his imprisonment at Robben Island;*
- *Nelson Mandela's imprisonment for 26 years at Robben Island was important in gaining international support against apartheid. The United Nations Security Council in 1980 pressed for the release of Mandela and other political prisoners. He became a symbol of the injustices of apartheid in South Africa and 'Free Mandela' was adopted as an anti-apartheid slogan;*
- *his release from prison was agreed only if all political parties such as the ANC were unbanned and in February 1990 this happened. Mandela immediately re-entered the political arena and continued his struggle against apartheid.*

Question 3

Mark allocation:	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:

- *the Source represents the crushing of black South Africans by the government's educational policy of 1953. It suggests that the black people suffered under the new education policy;*
- *the Source refers to the Bantu Education Act of 1953 and likely depicts Dr Hendrick Verwoerd, Minister for Native Affairs who introduced the Act sitting pleased on top of the books that contain the new education black people now receive;*
- *the Bantu Education Act brought education under government control and the government now decided what black South Africans would be taught in schools. The curriculum was different and provided a deliberately inferior standard of education compared to whites;*
- *the education policy restricted funding of black schools and class sizes, buildings, resources and teaching standards suffered. Black children were not expected to progress further than primary education standard;*
- *as the cartoon is drawn by an anti-apartheid campaigner he is clearly critical of the education policy and shows how damaging the policy is to black South Africans. He implies that Dr Verwoerd is chiefly to blame. As it is published in a newspaper the purpose is to highlight the injustice of the new education Act and hopefully gain support in opposition to it.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the end of the apartheid system in South Africa?** [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	BAND 3	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	BAND 2	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	BAND 1	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:

- *Source C is useful as it tells us how the Truth and Reconciliation Commission operated. The widow describes her feelings about the death of her husband in 1964 while under police custody. It is clear that the police were probably responsible for his death at the time. The TRC was an important step in ending the apartheid system as it gave both black and white South Africans an opportunity to confess past wrongdoings;*
- *as this is evidence from the TRC hearings it is very reliable and gives an historian accurate information of the kind of evidence presented;*

- *Source D is useful as it shows us that the apartheid system has ended as Nelson Mandela is inaugurated as President. His words are chosen carefully with an emphasis on both black and white being treated equally and with the same rights; this re-affirms that apartheid is now part of South Africa's past and will not appear in any form in the future. Mandela does not blame anybody for apartheid but makes it clear that South Africa's future success can only be achieved if blacks, whites and all ethnic groups work together in the 'rainbow nation';*
- *the evidence is useful to an historian as it comes from Nelson Mandela who was a key individual in the opposition to apartheid. His release from prison in 1990 was a very important step in moving towards an end to apartheid and his election as president in 1994 proves how influential he had been as leader of the ANC;*
- *Nelson Mandela may be overstating the reality of South Africa's racial situation in 1994 to create a positive impression and gain the support of all South Africans, as most South African whites did not support the ANC in the elections;*
- *both sources are useful to an historian. Source C is focused on the steps to bring both black and white South Africans to look towards the future having first accepted the wrongs in the past. Source D tells the historian the outcome of the ending of the apartheid system with the results of South Africa's first free election with universal suffrage;*
- *neither source is necessarily more useful than the other but a judgement should be reached regarding the utility to an historian studying the end of apartheid with reference to Source C dealing with the process of ending apartheid and Source D focused on the consequences.*

Question 5

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

Question: **To what extent was the use of violence the most effective form of opposition to apartheid in South Africa?** [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:

- *protests and demonstrations that included varying degrees of violence should be discussed. The discussions should include reference to events at Sharpeville 1960;*
- *the militant actions of the ANC and PAC, including the terrorism linked to MK; the effects of the Rivonia trial and Nelson Mandela's imprisonment on Robben Island;*
- *the Soweto riot 1976 made headline news around the world and was on a far larger scale than previous violent clashes with the white government forces. Lasting effects of the riot included many black South Africans joining MK and supporting further acts of violence;*
- *other factors that should be considered were non-violent methods of protest. The discussion should consider peaceful actions as a means to gain support for opposing apartheid;*
- *the Defiance Campaign 1952 planned as a peaceful demonstration eventually led to rioting; its importance highlighting the relative success of organised mass protests in opposition to the government;*

- the Freedom Charter 1955 was a key event gaining popular support across South Africa in opposing apartheid. The Treason Trial 1956 gained further support and publicity for the demands of the Freedom Charter although many activists and anti-apartheid leaders were absent for a number of years;
- women's role in demonstrations against the Pass Laws, 1955, that saw both black women and white women showing their opposition to apartheid. Beer-hall protests that mainly affected women led to violent clashes with police in Durban, 1959;
- other methods of protest such as bus boycotts and rural protests against the effects of apartheid laws gained widespread support;
- reference to the international condemnation of violence used by the government against black South Africans can be considered;
- a judgement should address the relevant importance of violence as the most effective method of opposition to apartheid.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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