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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**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 2019 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 2019

### UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

#### 2D. CHANGES IN SOUTH AFRICA, 1948-1994

#### 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 forced movement of black South Africans to the townships.** [6]

##### Band descriptors and mark allocations

This is the question and its mark tariff.

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

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

- *Source A shows families of black South Africans emptying their homes of belongings onto trucks. Everybody in the street are leaving together. There are white South Africans present to enforce the removal of people from their homes. The houses appear to be in a good condition;*
- *Black South Africans were forcibly removed from Sophiatown in 1955 and relocated in the township of Soweto;*
- *the removal to townships occurred as a result of the Group Areas Act, 1950 that separated towns and cities into white, coloured and black areas;*
- *people living in the 'wrong' area as defined by the Group Areas Act had to leave their homes and move to a new area, many black people were;*
- *Sophiatown was an area close to the centre of Johannesburg where many black people owned their own property or rented from black owners;*
- *Black South Africans did not want to leave their communities and had to be forced to the new townships;*
- *other areas such as District Six at Cape Town experienced the same treatment and were forced to live on the outskirts of the city away from whites.*

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.

## MARK SCHEME

### UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

#### 2D. CHANGES IN SOUTH AFRICA, 1948-1994

#### Question 1

Mark allocation:	AO1	AO2	AO3	AO4
<b>6</b>	<b>4</b>		<b>2</b>	

Question: **Use Source A and your own knowledge to describe the forced movement of black South Africans to the townships.** **[6]**

	AO1 4 marks		AO3 2 marks	
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
<b>BAND 1</b>	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 families of black South Africans emptying their homes of belongings onto trucks. Everybody in the street are leaving together. There are white South Africans present to enforce the removal of people from their homes. The houses appear to be in a good condition;*
- *Black South Africans were forcibly removed from Sophiatown in 1955 and relocated in the township of Soweto;*
- *the removal to townships occurred as a result of the Group Areas Act, 1950 that separated towns and cities into white, coloured and black areas;*
- *people living in the 'wrong' area as defined by the Group Areas Act had to leave their homes and move to a new area, many black people were forced to move;*
- *Sophiatown was an area close to the centre of Johannesburg where many black people owned their own property or rented from black owners;*
- *Black South Africans did not want to leave their communities and had to be forced to the new townships;*
- *other areas such as District Six at Cape Town experienced the same treatment and many black South Africans were forced to live on the outskirts of the city away from whites.*

**Question 2**

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

Question: **Describe the work of the ANC.** **[8]**

**Band descriptors and mark allocations**

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

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 African National Congress was founded in 1912 to unite all black South Africans in an effort to gain equal rights;*
- *The ANC focused on protecting black people's rights by peaceful actions; mainly led by the educated black middle class;*
- *The Youth League of the ANC was more militant and planned the new Programme of Action;*
- *The ANC planned the Defiance Campaign, 1952. Nelson Mandela led an effort to defy apartheid laws. Thousands were arrested for challenging the apartheid laws. ANC membership became the main voice of black resistance to apartheid;*
- *leaders supported non-violent action such as boycotts, strikes and civil disobedience;*
- *The ANC helped gain support for the Freedom Charter 1955 and laid out clearly their demands;*
- *The Treason Trial that resulted following the mass arrests in response to the Freedom Charter meant that many ANC leaders were unable to lead the political struggle effectively;*
- *ANC became more militant in the 1960s as a result of the Sharpeville massacre;*
- *as the ANC was banned in 1961 its members and supporters operated in secret.*

### Question 3

Mark allocation:	A01	A02	A03	A04
<b>8</b>	<b>4</b>		<b>4</b>	

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

#### Band descriptors and mark allocations

	AO1 4 marks		AO3 4 marks	
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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 purpose of Source B is to publicise the injustices suffered by supporters of the newly formed UDF in South Africa;*
- *the source suggests that Botha's reforms rather than improving lives actually made the lives of Blacks, Coloureds and Indians worse;*
- *the source tells us that leaders were arrested, meetings banned and people killed as a result of Botha's Reforms;*
- *the source was produced in 1985 suggesting that the white government reacted aggressively against the UDF's boycotting of elections and earlier protests;*
- *the source was produced to alert the government that the UDF was still a strong organisation that would not be 'silenced'. It also tells its supporters to persevere in the face of government attempts to stop the protests;*
- *Botha's reforms and new constitution angered the black population, as the vast majority of black South Africans felt no improvement;*
- *the United Democratic Front was formed to protest against Botha's reforms and included Blacks, Coloured and Indians.*

## Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying international opposition to apartheid in South Africa?** [12]

## Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	5-6	<b>BAND 3</b>	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
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	3-4	<b>BAND 2</b>	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
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1-2	<b>BAND 1</b>	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 economic sanctions imposed by foreign countries are having an effect on the South African white government. It tells us that sanctions are working in undermining the political support for apartheid;*
- *it is likely to be very reliable as it is a report produced by the British Commonwealth Association, an official body that would have the resources to produce accurate findings and presented to the British government;*
- *Source D is useful as it shows a contrasting international view on the decision to impose sanctions on South Africa. President Reagan states that the white government in South Africa must be supported because of the threat of communism that an alternative government would present. He also mentions the important economic benefits from trading with South Africa due to its mineral production;*



- *the evidence is useful to an historian as it comes from President Ronald Reagan who, as leader of the United States, would be the most important country in any effort to exert economic pressure on South Africa. It is very useful to show that the international community wasn't all in favour of imposing economic sanctions on South Africa. The source shows us that apartheid in South Africa wasn't as important as Cold War threats to the President Reagan and the United States;*
- *both sources are useful to an historian. Source C is useful as it tells the historian that international opposition to apartheid was having an effect on the white government by the end of the 1980s as economic sanctions began to take effect. Source D is useful as it tells the historian that the United States were concerned that economic sanctions that resulted in weakening the government in South Africa could cause problems. It is also useful as it tells the historian that other nations benefitted from trade with South Africa;*
- *neither source is more useful than the other but a judgement should be reached regarding the utility to an historian studying international opposition to apartheid with reference to Source C citing the effectiveness of economic sanctions in pressuring the government to end apartheid by the end of the 1980s and Source D focused on the reasons why economic sanctions weren't fully supported in particular by the United States at the beginning of the 1980s.*

## Question 5

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **To what extent did women have the greatest impact on the campaign against apartheid? [16+3]**

## Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature 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:

- *the role of women was of central importance to the struggle against apartheid. Women activists included Lilian Ngoyi who as President of the ANC Women's League was responsible for leading the women's protest march against pass books in 1956; she was also an important figure in gaining international support and was an inspiration for other women to support protests against apartheid;*
- *the role of Helen Suzman as a white politician who consistently opposed and criticised the South African governments' apartheid policies was important. She spent over 30 years in parliament as a member of various progressive political parties that eventually played a role in exerting political pressure to bring an end to apartheid;*
- *the role of Winnie Mandela was important because she was viewed as the representative of her husband of 38 years during his imprisonment. She was a figurehead to many South Africans and foreign supporters of the anti-apartheid movement. She received prestigious awards for her human rights work in South Africa;*
- *women in general were active in their opposition to apartheid. In support of protest marches and civil disobedience. Valid references to women's contribution to the campaign against apartheid may include; anti-pass law demonstrations, the Black Sash movement, beer-hall protests and bus boycotts;*

- *however while the role of women was influential, the role of various other political leaders and activists could be seen as more influential. The role of Nelson Mandela, Walter Sisulu and Oliver Tambo was vital to the anti-apartheid movement as leaders of the ANC and its offshoots; Robert Sobukwe was important as leader of the PAC in gaining a new lease of life and different direction to the campaign against apartheid; Steve Biko's role as an anti-apartheid activist, a supporter of the Black Consciousness Movement and subsequent death influenced many in South Africa and internationally to condemn apartheid;*
- *the role of church leaders was prominent in gaining support against apartheid. Trevor Huddleston gained notoriety in South Africa as an Anglican minister who was prepared to criticise and oppose apartheid; Desmond Tutu would become the first Black Anglican Bishop in South Africa and used his position to effectively gain support in the movement against apartheid, he was influential in gaining support internationally as well as in South Africa, he was awarded the Nobel Peace Prize for his work;*
- *women certainly had an impact on the campaign against apartheid with key individuals leading effective protests, however candidates must consider the role of other key individuals and their relative impact in the campaign against apartheid before offering a valid conclusion.*

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.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>