

MARK SCHEME
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

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

Question: e.g. **Use Source A and your own knowledge to describe how apartheid affected the lives of black people.** [6]

This is the question and its mark tariff.

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:

The source shows an attractive beach with umbrella stands for white South Africans to shade under; Source A shows that Black South Africans were not allowed to go on this beach and mix with white South Africans; the source highlights a good example of the policy of division and segregation that operated in South Africa in the 1970s; this also affected areas of life such as employment, education, housing, marriage and health.

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

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

Question: **Use Source A and your own knowledge to describe how apartheid affected the lives of black people. [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:

The source shows an attractive beach with umbrella stands for white South Africans to shade under; Source A shows that black South Africans were not allowed to go on this beach and mix with white South Africans; the source highlights a good example of the policy of division and segregation that operated in South Africa in the 1970s; this also affected areas of life such as employment, education, housing, marriage and health.

Question 2

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

Question: **Describe what happened in Soweto in 1976.** **[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 describes 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:

The riots at Soweto broke out following a background of rising tension following educational reforms forcing the teaching of Afrikaans; on the morning of June 16, 1976, thousands of students from the African township of Soweto, outside Johannesburg, gathered at their schools to participate in a student-organized protest demonstration; others sang freedom songs as they marched towards a football ground where a peaceful rally had been planned; the crowd swelled to more than 10,000 students; at first, the security forces tried unsuccessfully to disperse the students with tear gas and warning shots; then policemen fired directly into the crowd of demonstrators. the number of people who died is usually given as 176 with estimates up to 700; the number of wounded was estimated to be over a thousand people; the shootings in Soweto sparked a massive uprising that soon spread to more than 100 urban and rural areas throughout South Africa.

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 is an example of an anti-apartheid poster issued in Britain in the 1980s; its purpose was to encourage people to boycott any foodstuffs produced in South Africa and for sale in Britain; a variety of goods are shown to let people know of their origins; such goods include tinned fish, both canned and fresh fruit and alcohol; the poster was produced by the Anti-Apartheid Movement, which was set up to oppose the regime in South Africa; the organisation established many campaigns aimed at involving ordinary people in the struggle against apartheid; one of the most effective was the attempt to boycott foodstuffs from the 1960s; the campaign was very effective and was a factor in persuading the South African government to consider changes to its policy.

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 apartheid system in the 1960s and 1970s?**
[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:

Both sources are of varied usefulness to an historian studying the apartheid system in the 1960s and 1970s; the sources are useful as they show an historian different aspects of the apartheid system; the cartoon in Source C is useful because it also shows the injustices and inequalities of the apartheid system; the white community enjoy the 'riches of South Africa' with plenty of food and they live well; Dr Verwoerd, the architect of apartheid, is shown throwing what he does not want over the fence to his neighbours, the black community; the cartoon portrays the blacks as being poor; they are dressed in working clothes and live in poor housing; they look on at the greed of the whites; this is a cartoon which appeared in a British newspaper, 'The Daily Mirror' in 1961; being a British source it is likely to be biased because Britain was very critical of the policy of apartheid; this was the time when the British government was rallying the Commonwealth against South Africa; it is useful to the historian because it shows how the west viewed Verwoerd's policies; Source D shows the effects of apartheid on the black population; the squatter camp at Khayelitsha on the outskirts of Cape Town is typical of the camps that sprang up outside all of South Africa's major cities; the black population was moved out of white only districts and they were forced to set up make-shift housing on the outskirts so that they could still be near a place of work; neither source is 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 apartheid system in the 1960s and 1970s.

Question 5

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

Question: **Were economic problems the main reason why apartheid came to an end in South Africa in the 1990s?**
[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 broad range of factors; to a certain extent it can be argued that in many ways economic problems were the main reason why apartheid came to an end in South Africa in the 1990s; economic factors were an important catalyst for change; by the late 1980s South Africa's economy was in deep trouble; the international community withdrew investments and in 1986 a new range of sanctions were introduced and black unemployment in the townships doubled [25% without jobs by 1987]; growing despair led to a surge in membership of black resistance groups such as the UDF and there was an increase in violent protests; other factors, however, will also be considered such as the realisation of white leaders that change was necessary if they were to survive; Botha began the process of relaxing some apartheid laws [New Realism]; the key player was de Klerk whose speech in 1990 resulted in the unbanning of the ANC and the PAC; another main issue was the release of Mandela and other political prisoners, and the introduction of a new course; overseas opposition to apartheid over a long period of time also played its part in the eventual collapse of apartheid; international isolation in the form of sporting boycotts, for example, contributed to the eventual collapse of apartheid; it was thus a combination of factors that brought about an end to apartheid; candidates may conclude that economic problems were only partly responsible for the collapse of apartheid in the 1990s.

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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