



GCSE MARKING SCHEME

SUMMER 2022

GCSE

HISTORY

**UNIT 2: STUDY IN DEPTH - 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 2022 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 2022
UNIT 2: STUDY IN DEPTH - 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 role of church leaders in the campaign against apartheid.** [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:

- Source A shows Desmond Tutu speaking in Britain in 1989;
- he is addressing a large number of people as he is speaking at a sports stadium;
- Desmond Tutu encouraged other nations to impose sanctions on South Africa;
- as Secretary of the South African Council of Churches Desmond Tutu was a prominent opponent of apartheid;
- Tutu spoke out against violence by black and white South Africans;
- Church leaders such as Trevor Huddleston fought against the forced movement of black South Africans to townships and inspired future church leaders such as Tutu;
- Allan Boesak was arrested for arranging a march to call for Nelson Mandela's freedom.

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: STUDY IN DEPTH - 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 role of church leaders in the campaign against apartheid.** [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 Desmond Tutu speaking in Britain in 1989;
- he is addressing a large number of people as he is speaking at a sports stadium;
- Desmond Tutu encouraged other nations to impose sanctions on South Africa;
- as Secretary of the South African Council of Churches Desmond Tutu was a prominent opponent of apartheid;
- Tutu spoke out against violence by black and white South Africans;
- Church leaders such as Trevor Huddleston fought against the forced movement of black South Africans to townships and inspired future church leaders such as Tutu;
- Allan Boesak was arrested for arranging a march to call for Nelson Mandela's freedom.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe segregation in South African society.** **[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:

- *Dr Daniel Malan's National Party believed that South Africa would benefit by keeping black and white South Africans apart;*
- *laws were established that enforced the segregation of white, coloured and native South Africans;*
- *segregation was evident in cinemas and theatres, hospitals, toilets, parks etc;*
- *Population Registration Act, 1950 grouped South Africans according to race;*
- *Group Areas Act, 1950 segregated people to live in certain areas according to their race;*
- *Reservation of Separate Amenities Act 1953 marked areas designated for whites and black or coloured people;*
- *the amenities and conditions for whites were better than other groups within South Africa;*
- *Bantu Education Act, 1953 created an education system that imposed an inferior standard on black South Africans.*

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 shows Mandela and de Klerk sharing the Nobel Peace Prize together in 1993;
- the photograph was taken to show people all over the world that black and white South Africans had achieved peace and reconciled their differences by 1993;
- because they are given a peace prize to share it implies that both Mandela and de Klerk both acted equally in bringing an end to apartheid;
- Mandela as leader of the ANC and de Klerk as President of South Africa were responsible for agreeing in 1993 to hold a General Election in 1994;
- both Mandela and de Klerk appear happy and proud accepting the award for their achievements;
- published worldwide it suggests that it was welcomed by nations who had previously criticised South Africa and probably viewed as a great success and step forward for the new democratic South Africa;
- the source implies that the international community who had imposed sanctions on South Africa were prepared to acknowledge the demise of apartheid and the prospect of a more equal future for all South Africans;
- Nelson Mandela as leader of the ANC was very influential in gaining support from both black and white South Africans to accept and support the steps towards ending apartheid;
- F W de Klerk was extremely important as President of South Africa. It was his guidance and policy making that led directly to elections that would enable the country to end apartheid and create a more equal nation;
- De Klerk had said in 1991 that he would remove apartheid laws from South Africa and successfully won the approval of white South Africans during a referendum in 1992.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the creation of self-governing homelands and Bantustans?** **[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 Dr Hendrik Verwoerd viewed black South Africans as inferior and should be segregated in society;*
- *as this is from a speech to white South Africans it isn't surprising that he is expressing the view that would be the common attitude of white South Africans at the time;*
- *the content of Source C is useful to an historian as it clearly states how the government must separate black South Africans from the whites because it will ensure the happiness of all. This is useful in showing how Verwoerd and his followers justified their actions in imposing strict segregation laws and apartheid;*

- *as Source C comes from a government minister it is useful to show that the nation's leadership held a clear view of the need to separate black South Africans and create policies that would ensure that they would always remain separate to the white minority;*
- *Verwoerd's claim that this will not be a policy of oppression is clearly inaccurate and was probably emphasized to gain as wide support as possible for the policy of separation. He says that the white South Africans wanted to help the Bantu and that the government policy was to bring happiness to all;*
- *1959 saw the passing of the Promotion of Bantu Self-Government Act that created the self-governing homelands or Bantustans;*
- *Source D is useful as it explains how black South Africans were fully aware that the government's Bantustan policies were unequal and unfair;*
- *Luthuli says that the native chiefs did not rule their homelands and Bantustans because they were under the control of the white government;*
- *Albert Luthuli as leader of the ANC is addressing his supporters and his view is likely to be strongly biased and over-critical of apartheid, however this is unlikely to be the case as the apartheid system was fully established and controlled the lives of black South Africans;*
- *both sources are useful to an historian. Source C gives an explanation to justify why it was important for the government of South Africa to establish Bantustans. Source D tells the historian the reality faced by black South Africans in the Bantustans;*
- *neither source is more useful than the other but a judgement should be reached regarding the utility to an historian studying the creation of self-governing homelands and Bantustans with reference to Source C dealing with the view of the white government and Source D presenting the view of the black South Africans who were forced to accept the regime.*

Question 5

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

Question: **To what extent were the actions of black South Africans responsible for changes to the apartheid system during the presidencies of Botha and de Klerk? [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:

- *Black South Africans were responsible for applying pressure on the South African government as they became increasingly violent in their protest against apartheid;*
- *The ANC was important in inspiring black South Africans to use violence to make it impossible to govern South Africa. Oliver Tambo was a central figure in leading this militant campaign;*
- *rioting in townships was frequent and events at Crossroads in 1985 resulted in hundreds of deaths;*
- *black on black violence was increasing during the 1980s as ANC and Inkatha fought each other and this led to the government instigating a state of emergency in 1986 and trying to seek a solution to the chaos;*
- *the 1980s saw the emergence of the UDF as a force against apartheid;*

- *President Botha's 'new realism' policies began to lay the foundations for change in South Africa. Segregation was slowly repealed in some areas as efforts were made to reform;*
- *during the presidency of Botha reforms were introduced that included some public areas becoming mixed such as beaches in Cape Province and hotels and restaurants;*
- *Botha's new constitution in 1983 saw limited political change for black South Africans;*
- *when F. W. de Klerk came to power in 1989 he immediately stated that he intended to promote change within South Africa;*
- *De Klerk began to dissolve many of the apartheid laws such as the Reservation for Separate Amenities Act;*
- *De Klerk released political prisoners including Nelson Mandela and Walter Sisulu;*
- *banning orders on political parties were lifted and this allowed the ANC and PAC to operate freely without threat of arrests;*
- *De Klerk would ensure that apartheid would be brought to an end in South Africa;*
- *a judgement should address the relevant importance of the actions of black South Africans in promoting change during the presidencies of Botha and de Klerk.*

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