



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - STUDY IN-DEPTH
CHANGES IN SOUTH AFRICA, 1948-1994
4272/05**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(c) and 3(b). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

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UNIT 2: STUDY IN-DEPTH

CHANGES IN SOUTH AFRICA, 1948-1994

MARKING SCHEME 2015

QUESTION 1

Question 1 (a)

Target:	Understanding of source material; recall of own knowledge		
Mark allocation:	AO1	AO2	AO3
3	1		2

Question: **Use Source A and your own knowledge to describe the Defiance Campaign of 1952.** [3]

LEVEL 1 Generalised answer, paraphrasing or brief description of source only. [1]

Eg: Source A shows a large crowd of people in Johannesburg demanding votes and equal pay.

LEVEL 2 Brief description of the source with some own knowledge or detailed description of the source. [2]

Detailed description of the source and own knowledge. [3]

Eg: Source A shows a huge gathering of demonstrators in Johannesburg as part of a national day of protest and civil disobedience against the apartheid laws organized by the ANC and led by Mandela. There may be reference to 8 thousand arrests as black people ignored "white only" restrictions with the intention of clogging up the prisons and courts.

Question 1 (b)

<i>Target:</i>	<i>Recall and deployment of knowledge explanation of causation of an historical event</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
6	2	4	

Question: **Explain why it was difficult to make economic sanctions work against South Africa. [6]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: it was difficult for sanctions to work because not all countries in the world cut off trade and boycotted South African goods.

LEVEL 2 More detailed and accurate explanation; gives more than one reason [3-4]

Eg: sanctions failed because of the reluctance of some countries to sever lucrative trading links while others had invested heavily in South Africa. There may be reference to how some developing African countries were forced by circumstance to ignore calls to impose sanctions.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: candidates will build on Level 2 responses and argue that sanctions were not uniformly and effectively imposed. There may be reference to how the UN, EEC and Commonwealth embraced the use of sanctions but how free trade countries like Britain and the USA opposed them. Candidates may consider the view that sanctions would hit the poorer black population harder and how the country could limit the impact of sanctions because of its vast wealth and resources.

Question 1 (c)

Target:	Analysis and evaluation of source material; quality of written communication		
Mark allocation:	AO1	AO2	AO3
8			8

Question: **Why do Sources B and C have different views about events in Soweto in 1976?** **[8]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources, or brief reference to authors.** **[1-2]**

Eg: Source B says that the plan was a peaceful demonstration whereas Source C says that the students were aggressive and intended to destroy property and endanger lives.

LEVEL 2 **Starts to offer limited explanation of difference in terms of either the content or the authorship of the sources.** **[3-4]**

Eg: there will be some attempt to focus on the contrasting views either in terms of content or authorship. Source B says that the students planned a peaceful demonstration against the white governments` ruling that some lessons should be taught in Afrikaans and that, after making their point, they would return to their classrooms. Source C says that the students were excited and aggressive and intent on damaging property and endangering lives. The account suggests that trouble makers were present who stirred the students up. Responses should note that Source B comes from an organiser of the march whereas Source C comes from evidence given to the South African Minister of Justice.

LEVEL 3 **Examines more fully the difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen.** **[5-6]**

Eg: There is a clear difference in the attitudes of the authors regarding the events. Source B says that the students were demonstrating peacefully against the education policies of the S. African government and were incensed by the ruling that half their lessons should be taught in Afrikaans. After the march, the students would return to their classrooms having made their point. There may be reference to numbers of 15,000 and how the police fired tear-gas into the crowd who responded by throwing stones after which the police shot at the crowds killing two and injuring several others. In contrast, Source C claims that the demonstration was intent on violence and that the crowd were excited and aggressive. There may be reference to the view of the police that the students had mocked them and thrown stones. Source B comes from Dan Montisisi, a black South African student who was an organiser of the demonstration and so would stress their peaceful intentions. Source C is the evidence of Police Chief Kleinsgeld given to the Minister of Justice who would obviously blame the students for starting the troubles in order to justify the actions of the police.

LEVEL 4 **Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge.**

[7-8]

Eg: as Level 3 but with more emphasis on the reasons for the contrasting viewpoints of the events of June 16th at Soweto. Source B claims that the march had peaceful intentions but how, after a tear-gas attack by the police, the students responded by throwing stones which led to the police using live ammunition to control the crowds. The account is from Dan Montisisi, an organiser of the march who is clear that the march had peaceful intentions. Source C is from evidence given to the Commission of Enquiry set up after the rioting was over. Police Chief Kleingeld claimed that the march was aggressive and the police acted in self-defence. His reference to outside trouble makers such as communists and ANC supporters adds to the argument that the crowds were volatile and that the security forces aimed to restore order at any cost. The account is clearly biased in support of the actions of the police with the intention of shifting the blame for the troubles. There should be focus on the time and the circumstances under which both sources were produced.

QUESTION 2

Question 2 (a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the General Election of April 1994.** **[4]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. **[1-2]**

Eg: black South Africans voted for the first time which led to a victory for the ANC and to Mandela becoming president.

LEVEL 2 More detailed and accurate understanding shown. **[3-4]**

Eg: 16 million black South Africans voted in the first multiracial election in the country's history. The ANC secured an outright victory (62.5%) and Mandela was inaugurated as president with Mbeki and de Klerk as deputies.

Question 2 (b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why there was violence in the townships in the 1980s.** **[6]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. **[1-2]**

Eg: because black South Africans were angry and protested for jobs and a better lifestyle.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. **[3-4]**

Eg: black South Africans took to the streets protesting against the apartheid system and demanding change angry at Botha's reforms which they regarded as too little, too late. There may be reference to the growth of black resistance and to black on black violence.

LEVEL 3 Full explanation which is focused and explains a range of reasons. **[5-6]**

Eg: there was growing discontent in the townships over the depressed economic situation especially among black youths, sanctions were biting and foreign investment was being withdrawn. Black South Africans were frustrated with the constitutional reforms and to Botha's 'Total Strategy' policy. There should be reference to black on black violence, the growth of resistance groups, the influence of schools and union activity and to the call to make South Africa ungovernable.

Question 2(c)

Target:	Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why was de Klerk important in the ending of apartheid in South Africa?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; lack of focus, or description only.** [1-2]

Eg: he was important because he got rid of the apartheid laws and gave black South Africans equality.

LEVEL 2 **Answer which begins to address the concept of significance; will mostly tend to describe.** [3-4]

Eg: he was important because he scrapped the apartheid laws, lifted the ban on the ANC, freed Mandela and others and led the country to its first democratic elections.

LEVEL 3 **Accurate answer which focuses on the concept of significance with some contextual support.** [5-6]

Eg: he was important because he began a chain of events that would lead to the repeal of the apartheid laws, the unbanning of the ANC, PAC and SACP, the rescinding of banning orders and emergency detentions leading to the end of the state of emergency. There should be reference to his freeing of political prisoners and to his willingness to open negotiations with other political groups leading to the country's first democratic elections.

LEVEL 4 **Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of significance.** [7-8]

Eg: will build on L3 responses and offer a reasoned evaluation of de Klerk's pivotal role in ending apartheid, steering South African to its first democratic elections and to the creation of a multiracial society. There may be reference to CODESA, the significance of the whites only referendum, how he moved faster and farther than any previous Afrikaaner politician and to his gaining of international respect culminating in the award of the Nobel Peace Prize in 1994.

QUESTION 3

Question 3 (a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Outline briefly the main aims of the National Party in the General Election of 1948.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, listing weak or implied points.** [1-2]

Eg: it wanted to introduce laws to separate black and white South Africans and to increase white control over the black majority.

LEVEL 2 **Deploys a more accurate and focused list of factors.** [3-4]

Eg: the election pledge of Malan's National Party was based on the Sauer report which claimed that white interests would be best served by apartheid while preserving the identity of white South Africans. The black population would be forced into separate areas which would reduce crime and unemployment. The NP played on the "black threat" in order to win the white vote.

Question 3 (b)

Target:	Recall and deployment of knowledge; analysis of concept of success; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Were the Pass Laws the most effective way of enforcing apartheid in South Africa?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: people had to live in their own racial areas and had to carry a reference book containing personal details.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]
To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: there will be agreement that the Pass Laws were effective in separating the races. There may be reference to the Group Areas Act which stated that people could only live in their own racial areas and reference books containing personal information and conduct were brought in to enforce the law. There should be mention of other forms and methods of separating the races such as in education and in public places.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: responses will focus in more detail on the Pass Laws which, without a valid entry, allowed officials to arrest and imprison the bearer. The reference books became the most despised symbol of apartheid and sparked off many instances of defiance. Other forms of separating the races should be considered such as laws to define race and prevent mixed births, laws to separate the races in public places and to separate where they lived, laws to provide separate and inferior education, laws to deny political representation, laws to divide the country into black and white areas and laws to crush opposition.

LEVEL 4 Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. **[10-12]**
To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the quality of contextual support.

Eg: Answers will provide a reasoned evaluation covering a broad range of factors, identifying the importance of the Pass Laws and will build on Level 3 responses while analysing the effectiveness of the Pass Laws. There will be a sharper focus on other forms of separating the races together with a judgement about their relative effectiveness.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.