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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

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

## INTRODUCTION

This marking scheme was used by WJEC for the 2016 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.

## 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 questions 1(c) and question 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
<b>Level 3</b>	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
<b>Level 4</b>	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

## PAPER 4272/05

## UNIT 2: STUDY IN-DEPTH

## CHANGES IN SOUTH AFRICA, 1948-1994

## MARKING SCHEME

## 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 opposition to the new constitution in 1984.** [3]

Use 0 for incorrect or irrelevant answers.

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

*Eg: the UDF told people not to vote in the election.*

**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: the UDF was set up to unite all resistance groups to oppose the new constitution, declared the new constitution as undemocratic and organised a successful boycott of the 1984 elections.*

**Question 1 (b)**

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

Question: **Explain why the release of Nelson Mandela in 1990 was important in ending apartheid in 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 important because he campaigned against the apartheid system and, on release, worked with de Klerk and played a key role in establishing a new South Africa.*

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

*Eg: it was important because he was a leading figure in the anti-apartheid movement and when in prison he remained a symbol of resistance; he had influence over the ANC and on release, he played a vital role in helping de Klerk push for a new democratic constitution for South Africa.*

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

*Eg: it was important because he was the father figure of the anti-apartheid movement and in prison spoke of healing the wound of apartheid; his release was hugely significant as he was able to rally the ANC and he acted as a calming influence on rival factions; his release was down to de Klerk and together they pushed for reform and drafted the new constitution; his personal qualities of integrity and humility were important.*

**Question 1 (c)**

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

Question: **Why do Sources B and C have different views about the threat of a communist take over in South Africa? [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 ANC was communist and aimed to take over South Africa with backing from the Soviet Union whereas Source C says that the fear of communism was exaggerated and there was no threat of a take over.*

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

*Eg: The sources say different things about the threat of a communist take over. Source B says that communism represented an evil threat to Christian civilisation and that the ANC were poised to take over the country with the backing of the Soviet Union. Source C says that there was never really a threat of a soviet backed communist take over and that the issue had been exaggerated. Answers may comment on the date of each source as a reason for the difference of view.*

**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 considerable difference in attitude shown by the two sources. Source B says that the ANC was communist and, with the support of the Soviet Union, posed a real threat to South Africa whereas Source C plays down the threat arguing that it was exaggerated. The author of Source B is Botha speaking at the time he became Prime Minister. He follows the Nationalist party line of smearing the ANC as a communist puppet at a time of growing unrest when he could respond to fears of communism by playing on the threat and tightening the security forces and gathering intelligence on activists. Source C is a secondary source produced in 2002 with the benefit of hindsight and after the end of the apartheid era and the viewpoint lacks bias unlike Source B and is likely to be more valid.*

**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: The two sources provide clearly contrasting views about the threat of a communist take over. Answers should offer reasons for the differences shown in the two sources. Source B is Botha's attempt to convince the country and the West that a communist inspired onslaught was all part of the USSR's drive for world domination who was helping the ANC and South Africa's black neighbours. His strategy would be to strengthen the security forces and seek support from capitalist countries of the West. Botha is clearly playing up the situation for political gain. There should be reference to the differences between contemporary views and those of later interpreters. Source C is a more informed and detached viewpoint with an objective perspective. It was produced after the fall of communism and the dismantling of the apartheid regime. There should be sharp focus at this level 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 Pass Laws.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: all black Africans had to carry a pass book containing personal details and if stopped by police without one they could be fined and sent back to the reserves.*

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

*Eg: the Abolition of Passes Act of 1952 stated that all urban black Africans had to carry a reference book which contained personal data which had to be produced on demand by the police. Failing to do so, or not having an up to date pass book, would lead to a black African being arrested, fined and returned to their reserves.*

**Question 2 (b)**

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

Question: **Explain why the police were given increased powers in the 1950s.** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: to ensure that everyone obeyed the apartheid laws and to deal with any opposition from black Africans.*

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

*Eg: to deal with growing opposition to the apartheid regime from resistance groups like the ANC and PAC and acts of defiance; police given powers to arrest on charges of treason and to issue banning orders.*

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

*Eg: they were given increased powers to deal with growing opposition to the apartheid laws from black groups; the emergence of the ANC and other black opposition groups; increase in disturbances as a result of the Defiance Campaign (1952) and the Freedom Charter (1955); Suppression of Communism Act (1950) allowed police to issue banning orders on anyone who opposed the regime; no trial; proof or charge was needed to place someone under a banning order.*

**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: **How important was the creation of the Bantustans in maintaining 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: Bantustans were areas set aside for black people to live in; they were meant to keep white and black people apart in South Africa.*

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

*Eg: Bantustans were set up to keep black and white people separate; they were set up to give white people power over the black population; conditions were often poor, and black people were denied any significant rights or protections in South Africa proper; Verwoerd got lots of support for this policy from the white voters.*

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

*Eg: Bantustans were part of a series of measures that reshaped South African society so that whites would be in the majority. The creation of the Bantustans led to this because blacks were to be made involuntary citizens of these homelands, losing their original South African citizenship and voting rights, which enabled whites to remain in control of South Africa. The creation of Bantustans kept white voters in their privileged positions and by separating them from the blacks they were able to ignore the hardships of the black community*

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

*Eg: Bantustans had the trappings of independence. Each homeland was to have its own government with the semblance of democracy but in reality they had no political or economic power and any law made could be vetoed by the South African government. By highlighting ethnic identities the government created division and prevented the growth of opposition thereby maintaining apartheid. By establishing the Bantustans, white South Africans would become the largest single racial group and hold a majority.*

### 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 role of Church leaders in the campaign against apartheid.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: the Church was able to speak up for black Africans and argued that apartheid was un-Christian and evil. It led marches to demand increased rights for black Africans.*

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

*Eg: the Church denounced apartheid and campaigned for its end; protested for improved rights; demanded the release of political prisoners and called for world leaders to impose sanctions on South Africa. There may be reference to the contribution of individuals such as Tutu, Huddleston, Boesak and Chikane.*

**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: **Was international pressure the most effective form of opposition to apartheid?** [12+3]

Use 0 for incorrect or irrelevant answers.

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

*Eg: the use of sanctions and the emergence of the AAM were effective forms of opposition.*

**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: the imposition of trade and sporting sanctions, the emergence of the AAM together with condemnation from the UN were effective forms of opposition to apartheid. There may be mention of internal factors such as the ANC and to individuals.*

**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: Answers will begin to offer a judgement with good reasoning. There should be reference to the emergence of the AAM; the imposition of sporting sanctions, trade embargoes and the withdrawal of investment in South Africa and condemnation from the UN. There may be mention of the effectiveness of the ANC and their programme of resistance e.g. the Defiance Campaign; opposition from other groups such as women, the Church and white groups.*

**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 clearly evaluate the issue in the question. There should be reference to the importance of pressure groups such as the AAM and the IDAF in highlighting the situation in South Africa; the successes of trade and sporting sanctions; opposition from the UN, OAU and the Commonwealth in raising global awareness affecting public opinion. There should be reference to internal factors such as the role and effectiveness of the ANC and other resistance groups; the influence of leaders like Mandela, Sisulu and Tambo and to opposition from women, the Church and white groups.*

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

<b>Level</b>	<b>Performance descriptions</b>
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.