



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**HISTORY - STUDY IN DEPTH  
CHANGES IN SOUTH AFRICA, 1948-1994  
4276/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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(e) and either 2(d) or 3(d). 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 4276/01 CHANGES IN SOUTH AFRICA, 1948-1994

## MARKING SCHEME

## QUESTION 1

## Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about South African government policy between 1974-1981?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*shows a dramatic increase in soldiers - figures had increased by nearly 500% during the period.*

*shows that military spending had increased significantly - up by 400% during the period.*

*the need to strengthen the security forces as a result of increased resistance and unrest.*

## Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why there was so much violence in South Africa in the 1980s.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Paraphrases content; weak use of content only.** [1-2]

*Eg: there was violence in the black townships because of the hostility between the government and anti-apartheid campaigners who aimed to make the townships ungovernable. There may be reference to black-on-black attacks.*

**LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark.** [3-4]

*Eg: violence was partly the result of frustration at the extent of constitutional reform which led to the establishment of the UDF who, together with the National Forum and the ANC, called for their followers to make the country ungovernable. There may be reference to differences between black groups and Inkatha, attacks on pro-government officials, neck-lacing and the use of vigilantes and increased tensions in the townships resulting in the declaration of a state of emergency.*

**Question 1 (c)**

<i>Target:</i>	<i>Analysis and evaluation of source material; reaching supported judgements</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>5</b>		<b>1</b>	<b>4</b>

Question: **How far does Source C support the view that F W de Klerk was very important in ending apartheid in South Africa?** [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; weak reference to content of source only.** [1]

*Eg: it supports the view because it says that de Klerk played a more important role than Mandela in ending apartheid and his part in organising the country's first democratic elections.*

**LEVEL 2** **Develops content of source with an attempt at a judgement on the extent of support for the view.** [2-3]

*Eg: answers will use the source to consider the role of de Klerk in dismantling apartheid by releasing Mandela and other political prisoners; lifting the ban on the ANC, PAC, SACP and showing an apparent willingness to work with all parties to create a new democratic constitution. There should be reference to the source as being written by a member of the National Party.*

**LEVEL 3** **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [4-5]

*Eg: the source clearly supports the view that de Klerk was very important in ending apartheid. There will be a more sustained judgement on the role of de Klerk. There may be reference to the source as a newspaper article written ten years after the ending of apartheid and that it is written by a member of the National Party. Answers should note the issue of bias here, as the nature of the author shows that he would be very likely to emphasise the role of de Klerk for political reasons.*

**Question 1 (d)**

Target:	Critical analysis and evaluation of source material; deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>

Question: **How useful is Source D to an historian studying the role of the United Democratic Front?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases content of source.** [1-2]

*Eg: Source D is useful because it shows that the South African government detained members of the UDF, that political meetings were banned and that there were shootings in the townships.*

**LEVEL 2** **Considers usefulness of the source in terms of its content only.**  
**OR**  
**Deals with some aspects of content; copies/paraphrases attribution.** [3]

*Eg: Source D is useful because it shows that the UDF opposed Botha's reforms and refers to governmental acts of repression, detentions and bannings*

**Deals with content of source well and begins to consider origin or purpose of the source.** [4]

*Eg: there should be reference to Botha's 'so-called' reforms and the UDF's opposition to the new constitution and to acts of repression. There may be mention of banning orders and detentions. It was produced by the UDF and so is obviously critical of the South African government.*

**LEVEL 3:** **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

**Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [6]

*Eg: Source D is very useful because it focusses clearly on the role of the UDF as a multi-racial group which aimed to unite all black resistance groups looking to a future based on the Freedom Charter. Candidates may refer to the call to boycott elections and to the propaganda value of posters and leaflets. There should be reference to the obvious bias of the poster which is heavily critical of the actions of the South African government with reference to the strong message that the UDF will not be silenced and how it shows people from different groups coming together in unity and strength. There should be an appreciation of the impact of propaganda posters especially in the South African context.*

**Question 1 (e)**

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>

Question: **Why do Sources E and F have different views about free democratic elections in South Africa?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

*Eg: Source E says that there is one man, one vote in South Africa, whereas Source F argues that South Africa will be a democratic country representative of all people.*

**LEVEL 2** **Starts to explain the different views in terms of either their content or their origin; limited development is seen.** [3-4]

*Eg: there will be some attempt to focus on the contrasting views either in terms of content or authorship. Source E gives the Afrikaner view that majority rule could not, and never will, happen. It adds that separate development is God's will. In contrast, Source F says that democracy will happen and that majority rule will triumph over apartheid and white rule. Source E is written by a government minister of the National Party and so would support apartheid whereas Alan Boesak was an activist and campaigner against apartheid.*

**LEVEL 3** **Explains the difference in the views with clear reference to both content and attributions.** [5-6]

*Eg: Source E shows the view of the National Party which introduced and enforced apartheid as a means of controlling the black population. The writer believes in white supremacy and the need to keep the races apart which was sanctioned by God and evidenced in the Bible. In contrast, Source F is the view of Allan Boesak who was very active in the anti-apartheid movement and argued that majority rule was inevitable and that a new democratic South Africa would destroy the evils of apartheid and the actions of the white government.*

**LEVEL 4** **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions of each source; some routine elements still seen.** [7]

**Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions of each source; answer is sophisticated and integrated.** [8]

*Eg: the two sources give clearly contrasting views of free democratic elections. Answers will provide more emphasis on the reasons for the contrasting viewpoints on free democratic elections. The minister in Source E is clearly justifying the policy of apartheid, whereas Allan Boesak was a strong critic of apartheid and an activist who campaigned vigorously for the ending of apartheid, believing it to be against the rights of man and the will of God. There should be a sharp focus on the time and the circumstances under which both viewpoints were produced.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>4</b>		

Question: **Describe the increase in police powers in the 1950s.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: the police were given powers to break up meetings and arrest and imprison without trial.*

**LEVEL 2**      **A more detailed and accurate description.** [3-4]

*Eg: there will be reference to arrests, imprisonments and banning orders. Candidates may offer detail about surveillance and censorship with an attempt to focus more sharply on increased powers in the 1950s with mention of the Defiance Campaign and the Suppression of Communism Act.*

### Question 2(b)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>2</b>	<b>3</b>	

Question: **Explain why the Pass Laws were unpopular.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: answers may describe the Pass Laws in terms of the compulsion to carry a pass which was hated.*

**LEVEL 2**      **More detailed and accurate explanation which discusses at least two factors.** [3-4]

*Eg: there may be description of the Group Areas Act and the Abolition of Passes Act and how blacks hated restrictions on movement and assembly and the humiliation felt by having to carry a reference book.*

**LEVEL 3**      **Full explanation: focussed and explaining a range of factors.** [5]

*Eg: as Level 2 but with more focus on the inequity of blacks having to carry a pass while other races did not and how their movement was restricted by the declaration of areas 'for whites only'. There may be reference to how the police used their powers to make arrests and raid homes.*

**Question 2(c)**

<i>Target:</i>	<i>Selection of knowledge; analysis of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **How important were the changes made by Verwoerd to the apartheid system between 1958-1966?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

*Eg: life remained difficult for black South Africans. They were denied rights and many were forced to move away.*

**LEVEL 2** **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

*Eg: the changes made by Verwoerd were important because of the creation of Bantustans. These 'independent areas' were, in effect, controlled by the white government which further consolidated the apartheid system.*

**LEVEL 3** **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

*Eg: answers show the importance of the changes made by Verwoerd by discussing the political and economic control of the Bantustans by the white government and to the issue of cheap labour, the denial of political rights and reduced educational opportunities. There may be reference to enforced movement and the creation of townships, all of which served to underpin the apartheid system and maintain white rule.*



### QUESTION 3

#### Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Was opposition from the ANC the most effective form of opposition to the apartheid system?** [13]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; simple explanation which offers little support; poor quality of written communication.** [1-2]

*Eg: The ANC was effective because it campaigned against apartheid and had influential leaders like Mandela who played key roles in opposing apartheid and establishing a new South Africa.*

**LEVEL 2** **To distinguish between 3 and 5 marks apply the following framework:** [3-5]

**For 3-4 marks:** A basic one sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

**For 5 marks:** A reasoned one sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

**At Level 2, quality of written communication will be sound, with some faults.**

*Eg: answers may agree that the ANC was effective as a leading voice in calling for change in South Africa. There may be reference to the roles of key individuals like Mandela, Sisulu and Tambo, together with mention of peaceful and violent forms of protest, e.g. Defiance Campaign and Sharpeville. There should be an appreciation that there were other forms of opposition from the church, women, some white groups and from the international community.*

**LEVEL 3** **To distinguish between 6 and 8 marks apply the following framework:** [6-8]

**For 6-7 marks:** A developed one sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

**For 8 marks:** A two sided answer with good contextual support but lacking some detail or balance.

**At Level 3, quality of written communication will be good, with few faults.**

*Eg: answers will focus on the effectiveness of the ANC in opposing apartheid. There should be reference to the organisation as the voice of black consciousness and to its programme of action, vis bus boycotts and rural protest and to the Defiance Campaign, Freedom Charter and Treason Trials. There should be an appreciation of the roles of influential members of the ANC and candidates may refer to the shift towards more violent protest by MK. Other forms of protest will be considered, such as the role of the church and the contribution of figures like Huddleston and Tutu and to the role of women - Black Sash, Suzman, Joseph and Mandela. There may be reference to opposition from the UN, Commonwealth and the use of sanctions but this should not be the main focus of the argument.*

**LEVEL 4** To distinguish between 9 and 10 marks apply the following framework:

[9-10]

**For 9 marks:** A reasoned and supported two sided answer with balance, using mostly accurate and relevant historical detail.

**For 10 marks:** A reasoned and supported two sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

**At Level 4, quality of written communication will be very good, with very few faults.**

*Eg: answers will build on Level 3 responses while analysing the effectiveness of opposition from the ANC. There will be a sharper focus on the roles of other forms of internal opposition while considering the impact of the UN's condemnation of South Africa, opposition from the OAU and the Commonwealth, the use of sanctions with varying effectiveness and to the importance of the AAM in raising global awareness and affecting public opinion. There should be a judgement about the effectiveness of the various forms of opposition to apartheid – it could be argued, for example, that the most powerful opposition came from outside South Africa.*

**Examiners are also 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.