



GCSE MARKING SCHEME

SUMMER 2014

**HISTORY – STUDY IN DEPTH
UNIT 1: CHANGES IN SOUTH AFRICA 1948–1994
4276/01**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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:

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

PAPER 4276/01 – CHANGES IN SOUTH AFRICA C. 1948–1994

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about conditions in black townships in the 1950's?** [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 squalid living conditions/ makeshift buildings.

People living in poverty.

Poorly clothed.

Basic facilities for cooking.

Question 1 (b)

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

Question: **Use Source B and your own knowledge to explain why the education of black South African children was different to that of white children in the 1950's.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Copies or paraphrases content; weak use of content only. [1–2]

e.g. Black children were taught differently to whites and had to accept that whites were superior. Education was basic and kept them from gaining decent jobs.

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

e.g. Education of black children was controlled by Verwoerd's Native Affairs Department, which held the view that black children should receive a different curriculum based on their tribal language and they should be taught about white supremacy. Black schools were poorly funded and education was basic. This would prepare black people for menial jobs and so keep them in their place.

Question 1 (c)

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

Question: **How far does Source C support the view that apartheid was introduced to maintain white supremacy in South Africa?** [5]

Use 0 for incorrect or irrelevant answers.

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

e.g. The Source supports the view because it comes from Dr. Malan, the Prime Minister of the National Government, who says that the aim of apartheid is to protect the white character of white cities and to preserve the white race.

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

e.g. Responses will touch on the view that all races will develop along their own lines but will argue that the source largely supports the point that apartheid was introduced to maintain white supremacy on the principle of baaskap. Candidates may offer contextual knowledge with reference to the introduction of laws that put apartheid in place, effectively denying the rights of citizenship to black South Africans. There may be reference to Malan's comments following success in the 1948 election when Afrikaner nationalism was a strong force coupled with an increase in support for the National Party and its' policies as a result of fear at the rate of African urbanisation and the labour shortage in the countryside.

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]

e.g. As Level 2 but with a more sustained judgement as to how the source largely supports the view that apartheid was introduced to maintain white supremacy in South Africa. There may be reference to the view that integration would amount to 'national suicide' for the white race and to the illusion native peoples would be allowed to develop in townships. Malan's view was in line with the Sauer Report which argued that preserving white supremacy was the only way to deal with the issue of racial segregation.

Question 1 (d)

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

Question: **How useful is Source D to an historian studying the apartheid system in South Africa?** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. It is useful because it shows that blacks and whites were separated in public parks. The white baby's pram is on the white sector and the black servant has to stay on the black area.

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

e.g. It is useful because it shows the division of public spaces e.g. parks according to race as part of the policy of petty apartheid. It shows a black servant taking care of a white child who is not allowed to work in the section allocated to whites. The source comes from a newspaper cartoon produced by Abe Berry.

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

e.g. There should be reference to the cartoonist Abe Berry poking fun at petty apartheid and to his critical stance.

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]

e.g. Will build on Level 2 responses by focusing more sharply on how the source highlights the division of public spaces and places according to race as a result of the Separate Amenities Act. The cartoon is set in a public park and clearly shows the division – the baby's pram is on the white sector and the domestic worker stands on the black sector. There should be reference to Abe Berry as holding strong anti-apartheid views and to how he lampoons the apartheid system. There may be reference to how the cartoon is based on truth and to the use of irony.

Question 1 (e)

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

Question: **Why do Sources E and F have different views about the reasons for creating the self-governing Bantustans? [8]**

Use 0 for incorrect or irrelevant answers.

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

e.g. Source E says that creating Bantustans will provide security and well-being for black people which will result in self-government whereas Source F says that creating the homelands would create a white majority in South Africa.

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

e.g. There will be some attempt to focus on the contrasting views either in terms of content or authorship. Source E says that the creation of the Bantustans would benefit black people. The new homelands would be based on the 'original' homes of the black people and with the trappings of independence, would eventually lead to self-government. Source F says that the reason for creating the homelands was to divide black South Africans in the homelands and make whites the largest single racial group in South Africa. Responses should note that Source E comes from the National Government for Bantu Affairs in the early 1960's, whereas Source F is written by a historian much later than the events he is describing.

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

e.g. Source E shows that M C Botha's comments are in line with National Party policy. The creation of the Bantustans was part of the move to take away the rights of black people while creating an all-white South Africa. The government is defending the decision to create the Bantustans by suggesting that the black people would benefit from separate development and would be led eventually to self-government. In contrast, Source F says that the reason for creating the homelands was to exclude blacks from South Africa by dividing them in the 'independent' homelands which would lead to white South Africans becoming the largest single racial group. There may be reference to the point that in return for their limited rights in the Bantustans, blacks would lose their rights elsewhere in South Africa. The writer has had time to research the issue and arrive at a more objective viewpoint.

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]

e.g. As Level 3 but with more emphasis on the reasons for the contrasting viewpoints. Source E says that the Bantustans would offer limitless opportunities for the Bantu and that separate development would lead eventually to self-government. M C Botha, as a member of the National Government, saw the need to change the image of apartheid and the creation of the Bantustans would underpin the apartheid system. The creation of the Bantustans was central to the government's strategy of denying black South Africans their citizenship and voting rights and was key to establishing an all-white country. Botha's view is in line with official government policy. In contrast, Source F says that the intention of Verwoerd was to create an all-white South Africa by establishing the homelands in order to divide and rule. White South Africans would become the largest single racial group thereby achieving a majority. There should be reference to Source F as a secondary source where the writer has researched the issue and arrived at a more detached, objective perspective. There may be reference to the textbook targeting 14–16 year olds and so would not be controversial.

There should be focus on the time and the circumstances under which both sources were produced.

QUESTION 2

Question 2 (a)

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

Question: **Describe the role of women in the campaign against apartheid.** [4]

Use 0 for incorrect or irrelevant answers.

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

e.g. There will be reference to individuals and to activities such as protest marches and demonstrations.

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

e.g. Will refer to specific examples of protest such as the beer-hall protest and to the actions of groups like the Black Sash, organisations like the FSAW and to the contribution of individuals, e.g. Albertina Sisulu, Winnie Mandela, Helen Joseph and Ruth First.

Question 2(b)

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

Question: **Explain why the Sharpeville massacre happened in 1960.** [5]

Use 0 for incorrect or irrelevant answers.

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

e.g. There will be some reference to a planned peaceful demonstration against the apartheid systems and to how the police panicked and fired into the crowds and killed and wounded many of the demonstrators.

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

e.g. There may be some description but the focus will be on the reasons for the massacre with reference to the PAC's call for a mass civil disobedience demonstration where marchers would refuse to carry their passes and demand to be arrested. Crowds gathered outside the police station and, after a scuffle, the police opened fire on the crowd. Sixty-nine people were killed and about 180 wounded. Many had been shot in the back.

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

e.g. As Level 2 but with more focus on the reasons for and controversy surrounding events in Sharpeville.

Question 2(c)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Why was international pressure important in the campaign against apartheid?** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. Will refer to the use of sanctions or the emergence of organisations such as the AAM.

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]

e.g. There should be reference to the imposition of trade and sporting sanctions and to the withdrawal of investment in South Africa as a means of showing opposition to apartheid. There should be reference to the establishment of pressure groups like the AAM and to the role of the UN in opposing apartheid.

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

e.g. Candidates will build on Level 2 responses by considering the importance of pressure groups like the AAM and the IDAF in highlighting the situation in South Africa and to the role of the UN in condemning apartheid. There should be reference to the success of sporting sanctions and how the actions of protestors gained media attention and to the limited success of economic sanctions and trade embargoes which divided world opinion on the issue of free trade.

QUESTION 3

Question 3

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

Question: **Was the growth of violence in the townships in the 1980's the main reason why apartheid came to an end in South Africa?** [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]

e.g. Some reference to increased violence in the 1980's which forced the government to re-think its policies.

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.

e.g. There will be reference to moves towards more violent protest, the emergence of the UDF and to repression, which led to the government making changes. There may be reference to other reasons for the ending of apartheid such as the reforms of Botha and de Klerk and the role of Nelson Mandela.

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.

e.g. Responses will focus in more detail on the growth of black consciousness and moves towards militancy in the townships with specific references to unrest. There may be reference to Tambo's call to render South Africa ungovernable, black on black violence and to the declaration of a state of emergency together with increased government repression.

There should be mention of both internal and external pressures on the government to end apartheid with reference to the reforms of Botha and de Klerk, the roles of released political prisoners and to the financial crisis.

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.

e.g. Will build on Level 3 responses while analysing the moves to more militant action and the intensification of resistance as the townships erupted into violence and the nation descended into chaos. There should be reference to the establishment of the UDF and to Tambo's call, black on black violence, clashes between ANC and Inkhata leading to the state of emergency. There may be reference to boycott campaigns and to events at the Vaal Triangle and Crossroads. There should be reference to internal and external factors which combined to force the governments' hand. There should be mention of Botha's New Realism and the collaborative efforts of de Klerk and Mandela in moving South Africa towards free democratic elections.

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.