SUMMER 2017

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

This marking scheme was used by WJEC for the 2017 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:

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

QUESTION 1

Question 1 (a)

Target: Understanding of source material; recall of own knowledge

Mark allocation: AO1 AO2 AO3

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>3</td>
<td>1</td>
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</table>

Question: Use Source A and your own knowledge to describe how life was different for black South Africans. [3]

Use 0 for incorrect or irrelevant answers.

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

*Eg: shows different non-European and European entrances to a station in Pretoria.*

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: shows that there were designated entrances to public places like stations based on race as part of the apartheid laws. There may be reference to (The Reservation of) Separate Amenities Act of 1953.*
Question 1 (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 the Bantu Education Act of 1953 was unfair to black South African children. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: it was unfair because they had a poor standard of education compared to white children.

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

Eg: it was unfair because when all schools were brought under state control it condemned black children to a sub-standard education based on ethnicity with poor funding, large classes, a limited curriculum and poorly qualified teachers.

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

Eg: it was unfair because of poor facilities and a differentiated curriculum that offered a basic primary education where black children would ‘know their place’ to prepare them for less skilled, menial work in the homelands as part of a divisive, inequitable system that was a barrier to advancement.
Question: Why do Sources B and C have different views about why the apartheid system was established 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 apartheid would safeguard the white race while encouraging the development of the non-white race; all would have justice whereas Source C says that the races would be treated differently and unfairly. Or the views are different because B is from the time whereas C was produced later.

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 have different views about why the apartheid system was established in South Africa. Source B says that apartheid would benefit all races whereas Source C says that laws were created where black South Africans would be treated differently and unfairly. Source B is from Malan who is putting forward the view of the Nationalist Party whereas Source C is from a modern historian who is reflecting on events. Answers may comment on the date of each source as a reason for 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 difference in the views about why the apartheid system was established in South Africa. Source B suggests that all races would benefit from the implementation of apartheid which would safeguard the white race and that the black population would develop according to their own capabilities and skills which infers lower status. Source C says that apartheid would create separateness and in turn, pass laws to control all aspects of life with reduced rights determined by race which was unjust. The author of Source B is Malan speaking at the time and he follows the Nationalist Party line with the clear aim of creating a society dominated by whites. Source C is a secondary source produced in 2000 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.

Eg: The two sources provide clearly contrasting views about why the apartheid system was established in South Africa. Answers should offer reasons for the differences shown in the two sources. Source B is from Malan who is speaking before the election of 1948 and is attempting to justify apartheid. As one of the architects of apartheid he is clearly biased. A major reason should be 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 circumstances under which both sources were produced.
QUESTION 2

Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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<tr>
<td>Mark allocation:</td>
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<td>4</td>
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Question: Describe the role of women in the campaign against apartheid. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: there will be reference to individuals and to activities such as protest marches and demonstrations.

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

Eg: 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.
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of causation of an historical event</th>
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</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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Question: Explain why the Freedom Charter of 1955 was produced. [6]

Use 0 for incorrect or irrelevant answers.

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

_Eg_: it was produced to demand improved rights for black South Africans and other victims of the apartheid regime.

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

_Eg_: it was produced to draw up a list of basic demands based on the democratic will of the people such as equality before the law, in education and in the workplace as part of the push for basic human rights for all.

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

_Eg_: it was produced as a manifesto for change and formed the basis of the campaign against apartheid up until its end in 1994. It was intended to bring together and co-ordinate the efforts of other organizations that the ANC needed to work with such as Trade Unions, coloured people, the Indian Congress and some white sympathisers.
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 were events in Sharpeville in 1960 in the struggle against apartheid? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: will refer to the planned march and the reaction of the police leading to panic and deaths.

LEVEL 2 Answer which begins to offer some explanation; will mostly tend to describe. [3-4]

Eg: will touch on importance in showing the unfairness of the apartheid system and the brutality of the police. There should be reference to the planned peaceful march and how the police reacted resulting in 69 fleeing marchers being shot and killed.

LEVEL 3 Accurate answer which analyses the importance of the event with some contextual support. [5-6]

Eg: will refer to the planned peaceful march as part of a mass civil disobedience demonstration and to the controversy surrounding the event and the brutality of the security forces. There should be reference to how it brought about media attention and international condemnation and gave support to the anti-apartheid movement abroad.

LEVEL 4 Detailed analysis of the key issue within the historical context; provides a reasoned evaluation of the importance of the event. [7-8]

Eg: will build on Level 3 responses but with a sharper focus on the importance of the event with reference to the abandonment of non-violence by the ANC and the PAC and the setting up of MK and Poqo, the response of the international community and condemnation by the British Commonwealth and the UN together with the call for sanctions and the withdrawal of investments from South Africa.
Question 3(a)

Use 0 for incorrect or irrelevant answers.

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

*Eg: there was violence in the townships and the government declared a State of Emergency as the country descended into chaos. There may be reference to black on black violence.*

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

*Eg: Botha declared a State of Emergency as unrest grew in the townships and the country headed towards civil war. There may be reference to clashes between the ANC and Inkatha and to specific areas of unrest.*
Question 3(b)

Target: Recall and deployment of knowledge; analysis of concept of success; quality of written communication

Mark allocation: AO1 AO2 AO3 SPG

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<tr>
<td>15</td>
<td>4</td>
<td>8</td>
<td>3</td>
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</tbody>
</table>

Question: Was de Klerk’s role the main reason why apartheid ended 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: he was important because he got rid of the apartheid laws, guided the country to its first democratic election and gave black South Africans equality.

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: he was important because he scrapped the apartheid laws, lifted the ban on opposition parties and led the country to its first multi-racial elections. There should be some appreciation of the internal problems and international pressures which forced his hand.

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. 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 their subsequent efforts in ending apartheid and to de Klerk’s willingness to open negotiations with other political groups leading to the country’s first democratic elections. There should be reference to other factors such as the failure of Botha’s reforms and the climate of violence along with the worsening economic situation together with mounting international economic and political pressure.
LEVEL 4  Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.  

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 and build on L3 responses and offer a reasoned evaluation of de Klerk’s pivotal role in ending apartheid and steering South Africa to its first democratic elections and to the creation of a multiracial society. There may be reference to his willingness to work with anti-apartheid leaders and their roles, CODESA, the significance of the whites only referendum, how he moved faster and farther than any previous Afrikaner politician and to his gaining of international respect culminating in the award of the Nobel Peace Prize in 1994. There should be analysis of other factors which combined to push de Klerk to make reforms such as the violence that was edging the country towards civil war, the ending of the Cold War which changed the political situation, loss of support for the National Party and the prevailing internal economic climate coupled with international economic and political opposition.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>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.</td>
</tr>
<tr>
<td>1 mark</td>
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<tr>
<td>Intermediate performance</td>
<td>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.</td>
</tr>
<tr>
<td>2 marks</td>
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<tr>
<td>High performance</td>
<td>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.</td>
</tr>
<tr>
<td>3 marks</td>
<td></td>
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