GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 2 - STUDY IN-DEPTH
CHANGES IN SOUTH AFRICA, 1948-1994

4272/05
INTRODUCTION

This marking scheme was used by WJEC for the 2018 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. 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>
</table>
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 events at Sharpeville in 1960.** [3]

Use 0 for incorrect or irrelevant answers.

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

*Eg: The police attacked protesters; many black people were protesting; the police used violence; men and women were running from the police.*

**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 source shows many black protesters fleeing the police who used guns to shoot at the crowds that gathered at the Sharpeville police station; the massacre at Sharpeville ended in the loss of almost 70 lives and almost 200 injured; it started as an anti-pass law demonstration.*
Question 1 (b)

Target: Recall and deployment of knowledge; explanation of causation of an historical event

Mark allocation: AO1 6 AO2 2 AO3 4

Question: Explain why some members broke away from the ANC and joined the PAC. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: The ANC was ineffective and PAC offered a more focused resistance to apartheid; Robert Sobukwe started PAC.

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

Eg: Some members of the ANC thought their strategies were too cautious; they disliked the multi-racial membership of the ANC; some felt the ANC was influenced by communist ideas; black people in the townships felt little was being achieved and that PAC would better represent them, Robert Sobukwe left the ANC to form the PAC.

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

Eg: The ANC’s focus on implementing the Freedom Charter and working with other races and groups angered some black activists; young blacks in the townships were particularly disappointed with the lack of ANC success; the Pan-African Congress was formed by former ANC activist Robert Sobukwe on African only membership; Anton Lembede a leader of the ANC Youth League had supported the idea of a completely African resistance movement that emerged through PAC; PAC offered a more direct approach to resisting apartheid.
Question 1 (c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Analysis and evaluation of source material; quality of written communication</th>
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<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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**Question:** Why do Sources B and C have different views about the impact of economic sanctions on South Africa?  

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source B tells us that the impact of economic sanctions would be bad for black South Africans. Source C tells us the economic sanctions forced the government to think about ending apartheid.*

**LEVEL 2** Starts to offer limited explanation of difference in terms of either the content or the authorship of the sources.  

*Eg: The sources say different things about the impact of economic sanctions on South Africa. Source B tells us that a survey showed that black people did not support sanctions because it was harming their lives. Source C tells us that the people in the USA and Europe didn’t buy South African goods and this made the government think about apartheid. Answers may comment on the date of each source as a reason for difference of view. Source B is from a free newspaper in Soweto while Source C is from a textbook about South Africa at the time.*

**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.  

*Eg: There is a considerable difference in attitude shown by the two sources. The author of Source B suggests that economic sanctions were making black people’s lives worse as jobs became harder to find and living standards declined. Foreign companies’ business improved black people’s lives. The author is likely to be biased as the newspaper is for a black readership in Soweto. It is written in 1989 when the effects of sanctions were being felt in South Africa. Source C clearly states that economic sanctions either by refusing to buy or banning the purchase of South African goods eventually had the effect of forcing the government to reconsider its support for apartheid. The author will be writing with the benefit of hindsight and a high degree of accuracy should be expected as it is from a school textbook.*
Eg: The two sources provide clearly contrasting views about the impact of economic sanctions. Source B is from a newspaper that was read by the black people of Soweto and would present its readership with information that it would relate to. The Sowetan is therefore focused on discussing the impact of sanctions on its readership; the black population of Soweto. It is published in 1989 when the effects of sanctions were being felt in South Africa and the worries regarding job opportunities and a decline in living standards were a reality for black people living in townships all over South Africa. Source C provides an objective viewpoint as the textbook was written in 2007. With the benefit of hindsight he will have the opportunity to conduct research into the issue and present accurate and detailed information. The author tells us that two of the most powerful markets in the world are involved in implementing economic sanctions, and that all types of goods were targeted. As a professional historian and writing in a textbook he is very unlikely to express a biased opinion but rather focus on the facts.
Question 2(a)

Target: Recall and deployment of knowledge; understanding of historical features

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<th>Mark allocation:</th>
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<th>AO2</th>
<th>AO3</th>
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<td>2</td>
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Question: Describe how South Africa’s international relations improved when apartheid ended. [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Countries who had opposed apartheid in South Africa now began to trade again; sporting sanctions were lifted.*

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

*Eg: In 1994 South Africa rejoined the United Nations; was re-admitted to the Commonwealth; economic sanctions were lifted; South Africa was able to compete internationally in sports and were chosen to host the 1995 Rugby World Cup.*
Question 2(b)

Target: Recall and deployment of knowledge; explanation of causation of an historical event

Mark allocation:

<table>
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<tr>
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<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<td>2</td>
<td>4</td>
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Question: Explain why P. W. Botha’s reforms increased opposition to the apartheid government. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Most black people still opposed the government because apartheid was still in existence; white voters were unhappy because black people were given more rights; the reforms didn’t go far enough.

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

Eg: Black people felt that Botha’s reforms did not go far enough and started to become more active in their opposition to apartheid by using strikes and protests to gain support; white extremists thought Botha had gone too far and wanted all the old apartheid laws to be reinstated; Eugene Terreblanche led the white opposition to the government that expressed their disappointment about the slackening of apartheid laws.

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

Eg: Black opposition to Botha’s reforms materialised as they took advantage of the reformed trade union laws resulting in strikes and boycotts directed at business and government; the steps towards easing apartheid strengthened the black people’s will to abolish it completely; the moves towards reform of education and extension of the permit system created further frustrations as the reforms were clearly not far reaching enough; white extremists were also unhappy with the programme of reform; extreme right-wing whites led by Eugene Terreblanche favoured more apartheid laws not less; the National Party lost support and a Conservative Party was created.
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 8 AO2 2 AO3 6

Question: Why was the release of political prisoners important in ending the apartheid system? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: many prisoners who were ANC members were released; Nelson Mandela was released from prison.

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

Eg: the release of political prisoners such as Nelson Mandela was important because they were able to work towards ending apartheid; the decision of F W de Klerk showed the world that South Africa was prepared to change its attitude towards apartheid.

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

Eg: the release of political prisoners was important because it allowed Nelson Mandela to become leader of the ANC and eventually become president of South Africa in 1994; the release of Mandela and Sisulu along with many other political prisoners showed that de Klerk’s government was ready to make changes in South Africa; South Africa gained the support of the international community because of the release of political prisoners and in particular Nelson Mandela; the released political prisoners were influential in putting pressure on the government to abolish apartheid.

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

Eg: the release of political prisoners was a very important contribution; F W de Klerk’s decision to release hundreds of prisoners who were members of political groups such as ANC and PAC was a clear sign that the Nationalist Government was prepared to change its attitude towards apartheid; the release of Walter Sisulu in 1989 and other political prisoners occurred before Nelson Mandela was released in February 1990; Mandela’s release coincided with his insistence that the ANC, PAC and SACP should regain their legal status; the release of Nelson Mandela was very important internationally as the call for his release had been a focus of international protest; Mandela’s release signalled a new positive attitude towards South Africa from other nations; the release of political prisoners had a huge influence on the future political development of South Africa as Mandela would eventually triumph in the 1994 election; it signalled that the Nationalist Party were prepared to consider power sharing in South Africa; the Nationalist Party had underestimated the influence the released prisoners and unbanning of the ANC would have on their power.
Question 3(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>4</td>
<td>4</td>
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Question: Outline briefly the main apartheid laws created between 1949 and 1956. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: prohibition of mixed marriages; white only areas; banned communists; controlled movement of blacks; segregated public areas; separate education; voting rights changes.

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

Eg: The prohibition of Mixed Marriages Act (1949); The Group Areas Act (1950); The Suppression of Communism Act (1950); The Native Laws Amendment Act (1952); The Abolition of Passes Act (1952); The Separate Amenities Act (1953); The Bantu Education Act (1953); The Separate Representation of Voters Act (1956).
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: To what extent was the forced movement to townships the most important factor in affecting the lives of black South Africans? [12+3]

Use 0 for incorrect or irrelevant answers.

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

*Eg: the movement to townships was bad for black people; life in the townships was poor compared to white South Africans.*

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 forced movement of black people to townships like Soweto was very unpopular and life in the townships was hard and poverty was a large problem; other issues that impacted the lives of black people included poor education and employment opportunities; the apartheid laws separated black from white society.*

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. The forced movement of black people as a result of the Group Areas Act, 1950 had a negative impact on their lives as the living and working conditions were poor; problems of poverty and law and order were features of townships such as Soweto; other issues that impacted on the lives of black people under apartheid were poor education following the Bantu Education Act (1953); the separation in public areas with Separate Amenities Act, (1953) divided the superior whites from inferior blacks; the pass system was introduced to control the black population; mixed-race marriages had a damaging impact on some married couples.*
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. The forced movement of black people to the townships like Soweto following the Group Areas Act (1953) certainly had a huge impact on the lives of black people under apartheid; the living and working conditions within the townships were horrendous as poverty, overpopulation and poor infrastructure led to slum like conditions and problems of law and order; deep resentment of the townships often boiled over into serious violence as in Soweto and other large townships; other factors that had a great impact on black people’s lives under apartheid included the separation of black and whites in public areas and on public transport following the Separate Amenities Act, 1953; arguably the Bantu Education Act, 1953, had the greatest long term impact on the black population as the standard of learning was deliberately poor; there was huge resentment following the pass laws as the black people saw their fundamental rights being denied; police brutality, torture and murder and other acts of violence had an impact in creating a fearful society and clearly had a massive impact on the individuals and their families who experienced the violence.

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>
<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>
<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>
</tbody>
</table>