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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

**GCSE**

**HISTORY**

**UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN  
/ WORLD FOCUS**

**2D. CHANGES IN SOUTH AFRICA, 1948–1994  
3100UH0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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.

## UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

### 2D. CHANGES IN SOUTH AFRICA, 1948–1994

#### SUMMER 2023 MARK SCHEME

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

This section indicates the assessment objective(s) targeted in the question.

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>6</b>	<b>4</b>		<b>2</b>	

Question: e.g. **Use Source A and your own knowledge to describe the events leading towards the end of the apartheid system.** [6]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3-4</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1-2</b>	<b>Source is analysed through reference to its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

##### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows Nelson Mandela campaigning to be President in 1994;*
- *Nelson Mandela is standing for the ANC;*
- *The posters says that Mandela is the people's choice and that the ANC will bring a better life for all;*
- *The 1994 general election was the first democratic election to include the ANC, which won the popular vote. Nelson Mandela became President of South Africa and the decision was made to abolish the apartheid system;*
- *Other important factors leading to the ending of apartheid included the CODESA conference and subsequent constitutional agreement of November 1993;*
- *The impact of the 'Truth and Reconciliation' committees' hearings eased the transition towards an apartheid free South Africa;*
- *The international community supported the changes in South Africa that led to ending apartheid.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## MARK SCHEME

### UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

#### 2D. CHANGES IN SOUTH AFRICA, 1948–1994

#### Question 1

Mark allocation:	AO1	AO2	AO3	AO4
6	4		2	

Question: Use Source A and your own knowledge to describe the events leading towards the end of the apartheid system. [6]

#### Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

#### Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- Source A shows Nelson Mandela campaigning to be President in 1994;
- Nelson Mandela is standing for the ANC;
- The posters says that Mandela is the people's choice and that the ANC will bring a better life for all;
- The 1994 general election was the first democratic election to include the ANC, which won the popular vote. Nelson Mandela became President of South Africa and the decision was made to abolish the apartheid system;
- Other important factors leading to the ending of apartheid included the CODESA conference and subsequent constitutional agreement of November 1993;
- The impact of the 'Truth and Reconciliation' committees' hearings eased the transition towards an apartheid free South Africa;
- The international community supported the changes in South Africa that led to ending apartheid.

## Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the increase in police powers associated with the apartheid system during the 1950s and 1960s.** [8]

### Band descriptors and mark allocations

	AO1 8 marks	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>6-8</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-5</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *police powers increased considerably under the apartheid system and resulted eventually in South Africa being a police state;*
- *the passing of the Suppression of Communism Act in 1950 resulted in banning orders that effectively prevented any opposition to the government and allowed the police to detain anybody suspected of being a threat to the government;*
- *the police were active in pursuing the ANC leadership, members of which could be arrested and detained for any length of time without proof or being charged;*
- *the creation of the Freedom Charter led to the police gaining more powers to arrest and detain without explanation;*
- *the General Law Amendment Act of 1963 gave police the power to arrest and imprison anybody for up to 90 days and later increased to 180 days in 1965;*
- *the police used torture, and deaths in custody resulted in nobody being brought to justice;*
- *the police strictly enforced censorship laws and detained anybody suspected of distributing information considered a threat to the nation's security.*

### Question 3

Mark allocation:	AO1	AO2	AO3	AO4
8	4		4	

Question: **What was the purpose of Source B?** [8]

#### Band descriptors and mark allocations

	AO1 4 marks		AO3 4 marks	
<b>BAND 3</b>	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
<b>BAND 2</b>	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
<b>BAND 1</b>	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

#### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Source shows a group of anti-apartheid protesters outside a branch of Barclays Bank in London;*
- *the photograph was taken to show the British people that there was a protest against apartheid;*
- *its purpose was to highlight that Barclays Bank was supporting apartheid in South Africa. It also suggests that anyone who uses Barclays Bank is directly supporting apartheid;*
- *the publication of the photograph would possibly encourage those who saw it to boycott Barclays Bank;*
- *the purpose of the source also suggests that anyone of any age can support the anti-apartheid movement through peaceful protesting;*
- *the anti-apartheid movement was very active during the 1970s and targeted companies that invested in South Africa, as well as targeting cultural and sporting events;*
- *boycotting businesses, banks and sports were a focus of the anti-apartheid movement in the UK as well as other countries.*

**Question 4**

<i>Mark allocation:</i>	A01	A02	A03	A04
<b>12</b>	<b>6</b>		<b>6</b>	

Question: **Which of the sources is more useful to an historian studying the influence of Steve Biko in the campaign against apartheid?** [12]

**Band descriptors and mark allocations**

	AO1 6 marks		AO3 6 marks	
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	5-6	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	3-4	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1-2	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source C is useful as it tells us the thoughts of Steve Biko about what black South Africans must do to defeat apartheid;*
- *it is from a speech made by Steve Biko addressing students of different races in South Africa;*
- *the content of Source C is useful to an historian as it tells us how important the idea of Black Consciousness was to Biko. It also tells us that he could only see a better future for black South Africans if they joined forces and acted together to force change;*
- *Biko's words are very useful to an historian studying his influence because they certainly suggest that young black South Africans must take action against apartheid. His ideas of black consciousness would have an effect on black South Africans and were a factor responsible for the Soweto uprising;*
- *Source D in contrast was created after the death of Biko. It is very useful for an historian studying his influence as it tells us that the world has taken greater notice of the situation of apartheid in South Africa following his death;*

- *the Source also tells us that Steve Biko had influenced millions of South Africans and that he was the focus of the anti-apartheid movement in the mid-1970s;*
- *created by a friend of Biko's and anti-apartheid supporter shortly after his murder the source may show signs of bias, but this book would lead to Biko maintaining an influence on the campaign against apartheid as it showed to all how unjust the system was;*
- *both sources are useful to an historian studying the influence of Steve Biko on the campaign against apartheid. Source C gives an account of how Biko influenced black South Africans to adopt the idea of Black Consciousness and support acting together against the apartheid system. Source D is useful to an historian as it tells us that Biko arguably had a greater influence on the campaign against apartheid following his death as it persuaded other countries to act;*
- *neither source is more useful than the other, but a judgement should be reached regarding the utility to an historian studying the influence Steve Biko had during the campaign against apartheid.*

### Question 5

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **To what extent was the Pan Africanist Congress (PAC) the most important opposition group in the fight against apartheid in South Africa?** [16+3]

#### Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
<b>BAND 4</b>	<b>Demonstrates very detailed knowledge and understanding of the key feature in the question.</b>	<b>4</b>	<b>Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.</b>	<b>10-12</b>
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the key feature in the question.</b>	<b>3</b>	<b>Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.</b>	<b>7-9</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the key feature in the question.</b>	<b>2</b>	<b>Basic analysis while considering some other factors and their impact.</b>	<b>4-6</b>
<b>BAND 1</b>	<b>Demonstrates basic knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>Offers a generalised response with little analysis of impact.</b>	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

#### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The Pan Africanist Congress formed from members of the ANC who supported a more radical approach in the struggle against apartheid. Disappointed by the ANC's lack of success and willingness to work with other opposition groups the PAC led by Robert Sobukwe was focused on being a solely African resistance movement. Black people should work alone to gain their rights and the PAC fundamentally disagreed with the Freedom Charter as a way of securing change in South Africa;*
- *The PAC in supporting mass civil disobedience as part of the campaign against the Pass Laws were important in the events that led to the Sharpeville massacre. The demonstration at Sharpeville was organised by the PAC and the resulting massacre of 69 demonstrators would have far-reaching effects on the support for the campaign against apartheid in South Africa and across the world;*
- *arguably the formation of the PAC and their more aggressive protest led to the development of the ANC into a more militant organisation;*
- *The ANC was another leading organisation in the fight against apartheid;*

- *The African National Congress was founded in 1912 to unite all black South Africans in an effort to gain equal rights focused on protecting black people's rights by peaceful actions. The Youth League of the ANC was more militant and planned the new Programme of Action;*
- *The ANC planned the Defiance Campaign, 1952. Nelson Mandela led an effort to defy apartheid laws. Thousands were arrested for challenging the apartheid laws. ANC membership became the main voice of black resistance to apartheid;*
- *leaders supported non-violent action such as boycotts, strikes and civil disobedience;*
- *The ANC helped gain support for the Freedom Charter, 1955 and laid out clearly their demands. The Treason Trial that resulted following the mass arrests in response to the Freedom Charter meant that many ANC leaders were unable to lead the political struggle effectively;*
- *the banning of the ANC led to Nelson Mandela leading the opposition through Umkhonto we Sizwe (MK). The MK targeted South Africa's government offices and electricity supplies; electricity pylons would be blown up. Becoming increasingly violent, deaths were later caused by MK guerrillas;*
- *MK's leaders were eventually captured at Rivonia. At his trial Nelson Mandela's opening speech gained widespread coverage detailing the inequalities in South Africa before being sentenced and imprisoned at Robben Island; Mandela's imprisonment would become a focal point of the fight against apartheid until his release in 1990;*
- *the combination of banned ANC and PAC in organising support for protest in townships together with the influence of the Black Consciousness movement led to the Soweto riots in 1976. This event was a turning point in the fight against apartheid as the white South African government felt under increasing pressure from within South Africa and abroad to consider reforming the apartheid system;*
- *a judgement should address the relevant importance of the PAC in leading the opposition against apartheid in South Africa.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>