GCSE MARKING SCHEME

SUMMER 2024

GCSE

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

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

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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MARK SCHEME SUMMER 2024

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2D. CHANGES IN SOUTH AFRICA, 1948–1994

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

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: e.g. Use Source A and your knowledge to describe the role of individuals such as Winnie Mandela in the campaign against apartheid. **[6]**

This is the question and its mark tariff.

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.

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 a photograph of Winnie Mandela at a rally in 1990.*
- *The Source shows her demonstrating peacefully against apartheid in Soweto, Johannesburg. She is addressing a large crowd who would support her in ending apartheid.*
- *She was influential during the 1980s and early 90s as a spokesperson against the white government. Her reputation was damaged when it became clear that she was guilty of supporting the use of violence.*
- *Other women played a prominent role in the campaign against apartheid. The Black Sash organisation highlighted the inequality that apartheid laws created in South Africa. The black sashes worn symbolised the mourning of the nation's constitution.*
- *Lilian Ngoyi was an important figure as president of the ANC Women's League and later Federation of South African Women. She was famous for presenting a petition to Prime Minister Strijdom in 1956.*
- *Other prominent white women in support against apartheid included Helen Joseph who arranged a march to Pretoria that attracted 20,000 women to protest against the pass laws.*
- *Candidates may also describe the roles of Nelson Mandela, Walter Sisulu, Oliver Tambo, and/or Steve Biko*.

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.

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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.

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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 knowledge to describe the role of individuals such as Winnie Mandela in the campaign against apartheid. [6]**

	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 a photograph of Winnie Mandela at a rally in 1990.*
- *The Source shows her demonstrating peacefully against apartheid in Soweto, Johannesburg. She is addressing a large crowd who would support her in ending apartheid.*
- *She was influential during the 1980s and early 90s as a spokesperson against the white government. Her reputation was damaged when it became clear that she was guilty of supporting the use of violence.*
- *Other women played a prominent role in the campaign against apartheid. The Black Sash organisation highlighted the inequality that apartheid laws created in South Africa. The black sashes worn symbolised the mourning of the nation's constitution.*
- *Lilian Ngoyi was an important figure as president of the ANC Women's League and later Federation of South African Women. She was famous for presenting a petition to Prime Minister Strijdom in 1956.*
- *Other prominent white women in support against apartheid included Helen Joseph who arranged a march to Pretoria that attracted 20,000 women to protest against the pass laws.*
- *Candidates may also describe the roles of Nelson Mandela, Walter Sisulu, Oliver Tambo, and/or Steve Biko.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**8**			

Question: **Describe the changes to the apartheid system under President PW Botha.** **[8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**6–8**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3–5**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**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:

- *PW Botha was aware that apartheid wasn't working and reform was necessary to apartheid. In particular his New Realism policy recognized the importance of using the black South African workers to support industry.*
- *The call for skilled black workers meant that a change had to happen to the apartheid laws that prevented black schoolchildren from gaining a good standard of education. In 1978 some black students were admitted to the Afrikaner University at Stellenbosch.*
- *1979 black trade unions were made legal with the hope that the white government would be able to control them. The policy did not appear to work as a strike by the National Union of Mineworkers in 1984 proved.*
- *While Botha's New Realism policy made a clear attempt to loosen the apartheid laws it in no way relinquished power from the white minority to the black majority. Botha had no intention of ending apartheid.*
- *Some public places were open to everyone such as cinemas, beaches in Cape Province became mixed and later black people were able to go to the same hotels and restaurants as other races.*

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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**	
BAND 3	**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**
BAND 2	**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**
BAND 1	**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 photograph of protesters in the Soweto Uprising in 1976. It shows people carrying a banner stating that they are ready to die in their struggle against apartheid.*
- *As a press photograph, its purpose was to show the world how that South Africans are willing to give their lives to end apartheid. The decision to show the crowd protesting was deliberately taken to show the international audience how terrible the white government was treating black South Africans under apartheid.*
- *The government's decision to teach some school subjects in Afrikaans led to the demonstration by between 15,000-20,000 students in Soweto. This was the final straw for many of the million plus inhabitants in the township who lived in slum conditions with severe overpopulation.*
- *A 12-year-old boy, Hector Pieterson, was fatally shot during the protest. The South African police were responsible for shooting school children. This image, and others like it, would have gained sympathy for the plight of black South Africans who lived in the townships and how the white government used excessive force to oppress the native population.*
- *The shooting of Hector Pietersen sparked further serious violence in Soweto and other townships throughout South Africa in 1976. In excess of 600 black South Africans were killed, many of them school children.*
- *As the image was shown in newspapers across the globe it persuaded many people internationally who previously held no strong views on the system of apartheid in South Africa to begin to question its future.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**6**		**6**	

Question: **Which of the sources is more useful to an historian studying the end of apartheid in South Africa? [12]**

Band descriptors and mark allocations

	AO1 6 marks		**AO3 6 marks**	
BAND 3	**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**
BAND 2	**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**
BAND 1	**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 that Nelson Mandela does not believe that F. W. de Klerk can be fully trusted in the process of bringing apartheid to an end. He tells us that too many South Africans are still racist and will find it hard to expect change.*
- *Source C is useful because it comes from Mandela himself following his release from prison in February 1990. F. W. De Klerk had promised change, and legalised the ANC, PAC and the Communist Party in his opening address to Parliament on 2 February 1990, and by June 1990 a state of emergency had been lifted and the ANC had agreed to a ceasefire. However, he wouldn't yet be sure of the sincerity of the National Party to ending apartheid. There had been a lot of violence in South Africa, and this would likely continue.*
- *As Mandela is making a speech to the US Congress it would be likely that he would be trying to persuade the international community that pressure still needs to put on the National Party. He is correctly highlighting the difficulties in South Africa, and this seems to be a sincere speech. Mandela was known for his honesty, making this a reliable source.*
- *Source D is useful as it tells us that F. W. de Klerk has followed through on his promises, and that a first election under universal suffrage was about to take place. It states that the international community would not accept apartheid any longer.*

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- *The authorship of Source D is useful as it comes from de Klerk's own address to the Nation before the election in April 1994. President de Klerk is also known for his integrity, and a lot of hard work went into bringing an end to apartheid. There was a backlash from within the National Party, and violence continued between the ANC and Inkatha. CODESA was a vital part of the process. However, several killings continued including Chris Hani on 10 April 1993. Mandela was vital in appealing for calm, despite his obvious anger towards the white right-wing activists.*
- *Source D is useful as de Klerk would have known all the problems faced by South Africa since Mandela's speech in 1990. It led to a defining moment in South Africa's history.*
- *Both sources are useful to an historian. Source C tells us that many problems faced the ending of apartheid in South Africa. Source D tells the historian that despite many problems, South Africa was now ready to start anew.*
- *Neither source is more useful than the other, but a judgement should be reached regarding the utility to a historian studying the end to apartheid.*

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Question 5

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

Question: **To what extent did the Anti-Apartheid Movement dominate international opposition to apartheid? [16+3]**

Band descriptors and mark allocations

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

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 Anti-Apartheid Movement (AAM) became a prominent force in the fight against the apartheid regime in Britain towards the end of the 1950s and spread throughout Europe during the next quarter of a century.*
- *The AAM was very effective in changing public opinion against successive white South African governments who persisted to enforce the apartheid system in South Africa.*
- *Protests organised by the AAM targeted local, national and international bodies in a wide range of activities from public boycotts of South African goods to influencing the United Nations to take action in support of resolutions against South Africa's government.*
- *Sporting and economic sanctions were prominent methods of international pressure put on South Africa to try and influence the white South African government to change its apartheid policy.*
- *Sporting boycotts against South Africa began to come into force during the 1960s as touring teams boycotted travelling to South Africa and South African teams such as the 1969 Springboks endured continuous protests and demonstrations. The Gleneagles Agreement 1977 agreed that all British Commonwealth countries would cut all sporting links with South Africa.*
- *The United Nations made efforts to influence the South African government and issued more than 150 resolutions against the country between 1946 and 1980. Condemnation*

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of apartheid was made on numerous occasions and UN members were asked to support the use of economic sanctions against South Africa.

- *Many British and American companies ignored the call for sanctions and continued to invest heavily in the country therefore leading to mixed results for the UN led call for sanctions.*
- *The Organisation of African Unity (OAU) tried to impose economic sanctions on South Africa by other African countries led by black people. The Lusaka Manifesto in 1969 showed that the OAU was determined to try and influence the South African government to end apartheid. However, without the support of all nations led by the UN it did not achieve the desired effect on changing white South African's attitudes.*
- *Candidates should present a judgment that clearly acknowledges the relative effectiveness of a range of factors, including the role of the Anti-Apartheid Movement in promoting international opposition to apartheid.*

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.

Band	Marks	Performance descriptions
High	**3**	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	**2**	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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