NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION MARCH 2017

HISTORY: PAPER II

MARKING GUIDELINES

Time: 2 hours | 100 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

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SECTION A DISCURSIVE ESSAY

Answer any **ONE** question from this section.

A discursive essay showing evidence of analysis, interpretation, explanation and argument is required. It should be approximately 800–900 words in length.

QUESTION 1 INDEPENDENT AFRICA

Discuss the role played by Julius Nyerere in the political, economic and social challenges that were faced by Tanzania after independence.

Markers must consider, and credit, all arguments presented by candidates where the evidence provided is significant and valid.

Context:
- Tanganyika under UN trusteeship after World War II.
- British colonisation not brutal.
- 1954 Tanganyika African National Union (TANU) formed (Nyerere as President).
- Independence achieved in 1961 peacefully.
- Union of Tanganyika and Zanzibar.
- Political, social and economic challenges after independence.

Political challenges:
- Lack of governance experience.
  - One-party state under Nyerere:
    - But, showed aspects of democracy – 1965 Constitution.
      - TANU membership open to all.
      - Any TANU member eligible for government.
      - Elections held for voting in ministers/officials.
    - Leadership of Nyerere:
      - Idealist/ruled with integrity.
      - Labelled as *Mwalimu* 'teacher'.
      - Kept Tanzania as a non-aligned state – good international relations.
      - Enactment of policies based on the principles of African Socialist disrupted society and economy.
  - Government officials, inspired by principles of Nyerere:
    - Prevent creation of an elite.
    - 'Leadership Code' (part of Arusha Declaration).
      - Working class leaders.
      - Socialist perspective.
      - Financial criteria for holding office.
    - Controlled to keep peace and to follow socialist path.

Economic and Social challenges:
- Unity and cohesion in the face of tribalism.
- *Ujamaa* – co-operative villages/farms.
  - Villagisation.
  - Improve rural access to water/education/health.
  - Agricultural modernisation.
  - Develop equality.

- Public ownership – part of national identity/national unity.
  - Nationalisation in late 1960s – curb growing divide between elites and masses.
  - Government majority shareholder in most important industries.
  - Attempt to share wealth of Tanzania with its people.
- Support for local music and art (e.g. Tinga Tinga and Makonde).
- *Ujamaa* villages **failed** through lack of 'buy-in'/poor management/lack of investment.
  - Agricultural production **drops**.
  - Nyerere forced to **borrow** foreign aid.
    - IMF loans – Tanzania left with huge **debts**.
    - **Loss** of self-sufficiency.
  - Healthcare improved.
    - Life-expectancy **increased**.
  - Social services **improved**.
  - Education **improved**.
    - More girls in schools.
    - Literacy rates increase.
- Music and art.
  - **Growth** of interest in local art.
  - Internationally **acclaimed**.
- *Africanisation*: changing of names and places.
  - **Pride** in being African. [70]

OR

QUESTION 2 CIVIL SOCIETY PROTESTS 1950s TO 1970s

Discuss the success of the Student Movement in challenging the United States government in the 1960s.

Markers must consider, and credit, all arguments presented by candidates where the evidence provided is significant and valid.

Context:
- Candidate needs to contextualise;
  - USA largely conservative/traditional values.
    - Youth undervalued.
      - Education.
    - Militarism – Cold War politics.

Student Movement:
- Students for a Democratic Society (SDS) founded in 1960.
  - Focus:
    - Oppose racism/support civil rights.
    - Promote disarmament.
    - Reform universities.
      - Challenge administrations.
      - Introduce new curricula.
      - Encourage free thinking.
  - Sweep away ruling elites – replace with 'youth' and 'enlightened'.
  - Universities reform – student leadership, course changes, open learning.

- Anti-war protests.
  - Youth fighting in Vietnam/later drafted.
  - 'Teach-ins' in universities in 1965.
  - National Mobilisation Committee to End the War in 1967 – march on Washington DC to protest.
    - Draft dodgers, refusal to register, 'turning-in'.
  - March on Washington DC in November 1969 to protest escalation/casualties.
  - Awareness raised of impact of the war.
- Civil rights protests.
  - Students involved in the protests for civil rights.
    - Freedom Summer, 1964.
    - Freedom Riders.
  - Students contributed to CRM.
- Women's Movement – although this is a different movement.
  - Students involved in protests for gender equality. [70]

OR

QUESTION 3 CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s

Discuss the impact of internal resistance on the National Party government in South Africa in the 1980s.

Markers must consider, and credit, all arguments presented by candidates where the evidence provided is significant and valid.

Context:
- Apartheid still in place by 1980s.
- Increase in resistance after 1976 led to increase in repressive measures in late 1970s and 1980s
- South Africa under increasing pressure to reform/eradicate Apartheid by international community.

Internal resistance:
- Trade unions
  - Wiehahn Commission, recommends legalisation.
  - Government attempt to control labour – Industrial Relations Amendment Act.
  - Trade unions grow quickly.
    - CUSA formed in 1980.
    - NUM formed in 1982.
    - FOSATU – COSATU in 1985.
  - Trade unions action:
    - Strikes – August 1987.
    - Demands for better wages and working hours.
    - Pressure on business/industry/government.
- UDF
  - Founded as a reaction to tricameral constitution.
  - Umbrella organisation (+700 organisations).
  - Organised protests/strikes/boycotts.
    - Pressure on the government.
    - Economic consequences.
  - Banned in 1989, replaced by MDM in 1989.

- End Conscription Campaign
  - Supported conscientious objectors to military service.
  - Number of objectors grew in 1980s.
  - By 1987, 52 branches, university campuses.
  - Banned in 1988.
- Black Sash
  - Founded in 1955.
    - Opposed removal of coloured from voters' roll.
  - Drew attention to erosion of human rights – held vigils.
  - Restricted by State of Emergency in 1985.
    - Solo protests.
- Township revolt
  - ANC calls to make townships ungovernable.
  - Government response viz. SADF/police resources.
  - Raised awareness
- Armed resistance campaign
  - MK/Poqo attacks.
  - Civilian impact.
  - Government response viz. SADF/police resources.
- Role of Churches
  - Religious leaders provide leadership – Naudé/Tutu/Hurley/Boesak
  - Raising awareness: internal/internationally
  - South African Council of Churches
  - Pivotal in altering public opinion to apartheid policies [70]

70 marks

SECTION B EXTENDED WRITING

Answer any **ONE** question from this section.

Extended writing should be approximately 350–400 words in length. You should use your own knowledge and you may also refer to the stimulus to answer the questions.

QUESTION 4 INDEPENDENT AFRICA

Explain the role played by Mobuto Sese Seko in the political, economic and social development of the Congo/Zaire in the 1960s by answering the following questions:

(a) **Who was Mobuto Sese Seko and what were his aims?**

- Joseph Mobuto: general in Congolese army.
- September 1960.
  - Lumumba – Kasavubu crisis.
  - Mobuto declares coup (assisted by CIA and army).
  - Mobuto creates government with Kasavubu as president.
- November 1960.
  - Mobuto takes control of government (CIA and army assisted).
- Mobuto aims:
  - Strong nation-building – national identity based on power of the state.
  - Create distinctively African states (no Western interference).

(b) **How did Mobuto Sese Seko promote economic and social development in the Congo/ Zaire after 1960?**

- *Autenticité*: policy to bring about unity, identity and economic development.
  - Cult of the personality.
- *Africanisation*
  - Develop national pride.
  - Promotion of music and art.
  - African dress.
- Mobuto promoted a capitalist economy.
  - Western investment in the Congo/Zaire until 1970s.
  - Process of nationalisation.

(c) **What was the impact of Mobuto Sese Seko on the economic and social development of the Congo/Zaire after 1960?**

- Economic:
  - Culture of **embezzlement** – high-ranking officials corrupt (kleptocracy).
  - Private ownership: creation of a wealthy elite.
    - **Lack** of experience led to economic crisis in 1970s.
    - Impact of nationalisation.
    - **Neglect** of infrastructure.
  - Peoples' basic needs **not met**.
    - Civil servants not paid.
  - Economy almost entirely **destroyed**.
    - **Dependence** on Western aid.
    - Industrial development projects – 24% national **debt**.
- Social:
  - *Africanisation* of the Congo.

        - new national/personal names viz. Zaire/Mobuto Sese Seko.
        - **brainwashed** population into accepting Mobuto's policies.
        - **abandoned** by 1990.
    - **ethnic rivalries** – undermine control of Zaire.
        - secession of Katanga.
    - Congolese art and musicians **recognised**.
    - Dress changed: abacost.
    - Initial success from 1965 to 1974.
        - Education **progress**.
            - Literacy rates **increase**.
            - *Development* of secondary education.
            - Establishment of tertiary institutions.
        - Collapse of healthcare. [30]

OR

QUESTION 5 CIVIL SOCIETY PROTESTS 1950s TO 1970s

Explain the role played by Malcolm X in promoting Black Power in the United States by answering the following questions:

(a) **Who was Malcolm X and what were his aims?**

- Born Malcolm Little.
    - Difficult childhood: uncle lynched, mother's mental state, crimes. Converts to Islam while in prison.
- Joined Nation of Islam in 1952.
    - Becomes a minister – becomes leading spokesman: complete separation of races.
    - Takes the name Malcolm X. Takes a stand against white supremacy.
- Rejected pacifism and reform in favour of militant action and self-defence – Black Power.
    - Civil Rights pace too slow.
    - CRM not bringing change to daily lives.
        - Voting rights (south) vs daily injustice (north).
            - Ghettoes in the north.
    - Racist attitudes remain.
    - promote 'black nationalism': 'negro revolution'

(b) **How did Malcolm X promote Black Power in the United States?**

- Raised awareness through speeches and literature.
    - Visible and vocal opposition.
- Emphasised black pride.
    - Called for founding of black political and cultural organisations.
    - Developed through dress, food 'soul food', hairstyles, music.
- Black Panthers formed in 1966: inspired by Malcom X.
    - Formed to protect local communities.
    - Founded by Seale and Newton. Based on principles of Black Power.
    - Wanted to end police brutality; 'police the police'.

(c) **What was the impact of Malcolm X on promoting Black Power in the United States?**

- Militancy of black power **alienated** white liberals.
    - Success limited.
- Does **develop** black pride.

  - Identity/food/music/literature: raised self-awareness and self-esteem.
- Internal disputes between leaders – fallout with Elijah Muhammad – issues of jealousy.

[30]

OR

THEME CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s

QUESTION 6

Explain how the National Party attempted to maintain control through a policy of repression in the 1980s by answering the following questions:

(a) **Why did the National Party introduce a policy of repression in the 1980s?**

- Increased internal protest after 1976.
  - Masses reinvigorated after Soweto Uprising.
  - Legalisation of trade unions (1979) creates more protest.
- ANC-in-exile continues armed resistance against government.
- International support of armed resistance.
- Botha develops 'Total Strategy', because the country was facing Total Onslaught.
  - Reform and repression policies – to hold on to power, reform apartheid in limited ways while intensifying repression.

(b) **How did the National Party attempt to maintain control through repression in the 1980s?**

- Armed forces:
  - Size of SADF increased (250 000 by 1981).
  - Conscription increased.
  - School children on joint cadet force camps.
  - Increase in military spending.
- Arms industry:
  - Owing to world boycott, ARMSCOR set up to develop and supply weapons to SADF and SAP.
- Bureau of State Security:
  - Launched attacks on ANC bases in neighbouring countries.
  - Letter bombs/assassinations.
  - 'dirty tricks'.
- States of Emergency:
  - Army/police given extraordinary powers to deal with township revolts.
- Legislation:
  - Enforcement of laws.
    - Detentions without trial.
    - Mass meetings curbed (Riotous Assemblies Act).
  - Police and justice system in connivance.
    - Executions and jail terms.

(c) **What was the impact of the National Party's repression in the 1980s?**

- **Increase** of protests/strikes/boycott.
  - Martial law.
- ANC calls to make townships **ungovernable**.
  - SADF and police under pressure.
  - 'no education, before liberation'.
- Government **loses** control of the country.
  - Economic consequences of 'rolling mass action'.
  - Forced to negotiate by late 1980s. [30]

30 marks

Total: 100 marks

GENERIC RUBRIC FOR DISCURSIVE ESSAY

NB. An essay may have aspects of different level criteria. Decide which of the levels it fits into by determining where the majority of the criteria fit. Also consider the main impression level.					
	Development of argument **Answer generally characterised by …**	**Evidence** **Answer generally characterised by …**	**Style of writing** **Answer generally characterised by …**	**Structure** **Answer generally characterised by …**	**Main impression**
Level 7+ **100 – 90%** **70 – 63**	Argument clearly set out in introduction and conclusion and sustained throughout body. No new ideas included in conclusion. Depth of understanding of the specific question. Possible evidence of extra reading. Clear logic throughout.	Accurate and relevant evidence in order to substantiate arguments. No gaps in knowledge (do not penalise according to a set list of facts). No unnecessary 'facts' thrown in. No unnecessary repetition.	Formal, fluent and accurate throughout. Often characterised by 'flair' – interesting and easy to read.	Clear introduction, body and conclusion.	The question has been fully answered from start to finish! Essay is interesting, exciting and logical. As complete an answer as can be expected from an 18-year-old writing under examination conditions.
Level 7 **89 – 80%** **62 – 56**	Really good essay. Argument sustained through-out introduction, body and conclusion. Clear understanding of the period and the question. Perhaps, not quite the same depth or logic as the previous level.	Obviously knows work very well and has used relevant and accurate evidence to substantiate answer.	Formal, fluent and accurate throughout.	Clear introduction, body and conclusion.	A really good essay with clear understanding of the question and substantiated with accurate, relevant evidence but perhaps lacks the depth, flair and interest of the previous level.
Level 6 **79 – 70%** **55 – 49**	Argument has minor lapses and/or certain aspects of the question are not adequately dealt with. Essay may be rather narrative with focus at times unclear.	Has made an obvious attempt to learn work. There may be some gaps or lack of sufficient handling of the evidence in relation to the question, e.g. does not fully explain relevant issues and events.	Generally formal, fluent and accurate throughout.	Clear introduction, body and conclusion.	Candidate has made a good attempt to learn the work and has a generally clear understanding of the period but perhaps has struggled to link this knowledge consistently and/or in depth to the specific question. OR Candidate understands the question carefully but there are some important gaps in evidence.
Level 5 **69 – 60%** **48 – 42**	Candidate might 'tag on' focus without much depth. OR One aspect of the question is dealt with thoroughly but the other **crucial** aspect(s) are thinly dealt with.	Includes accurate, relevant evidence but there are a few important omissions. OR A lack of depth of explanation and understanding.	Generally formal, fluent and accurate throughout.	Introduction, body and conclusion present.	Question has been generally answered but lacks some depth of focus and evidence. Essay is largely narrative but does show some attempt to 'tag on' focus. There are some gaps in important evidence. Perhaps, some inaccuracies in grammar.

Level 4 **59 – 50%** **41 – 35**	Focus is not clear and/or is intermittent. There is some tagged-on focus. OR One aspect of the question is dealt with satisfactorily but the other **crucial** aspect(s) are almost completely ignored.	Includes some accurate, relevant evidence but there are important omissions. There is some waffle with repetition of certain evidence.	Satisfactory in that it is legible and largely fluent. Perhaps, some colloquial or inaccurate use of language or sentence construction.	Maybe has made an attempt to include an introduction, body and conclusion but some structural problems, e.g. only one or two very long paragraphs.	Essay has some understanding but has too many gaps in knowledge and rather thin focus on the question. AND/OR Essay has some structural inaccuracies. AND/OR Some confusion in understanding question and selecting and explaining the evidence.
Level 3 **49 – 40%** **34 – 28**	Little attempt to focus – does not even 'tag on' focus. Perhaps, glimpses of implied focus. OR One aspect of the question is dealt with superficially but the other **crucial** aspect(s) are completely ignored.	Includes a little accurate, relevant evidence and there are many important omissions.	Style of writing is weak. (BE careful not to penalise second-language students). Essay is difficult to read and there are many grammar and language errors.	Possibly a weak attempt at structure but many problems, e.g. introduction not a paragraph, only one paragraph in the body.	The candidate does not really understand the specific question or the relevant issues. Argument is very shallow. Perhaps, there is some relevant and accurate evidence in an attempt to answer the question. Style of writing is simplistic although there may be an attempt to structure the essay.
Level 2 **39 – 30%** **27 – 21**	Candidate makes little attempt to focus – does not even 'tag on' focus. Perhaps, the occasional glimpse of implied focus. OR One aspect of the question is dealt with very superficially and the other **crucial** aspect(s) are completely ignored.	Includes a smattering of accurate, relevant evidence and there are huge important omissions.	Style of writing is very weak. (Be careful not to penalise second-language students). Essay is very difficult to read and there are many grammar and language errors. Much shallow repetition.	Little to no formal structure although some sign of accurate sentence construction.	The candidate is a very poor History candidate who would have just passed on the old Standard Grade. He/she struggles to see cause and effect, similarity or difference, different perspectives and to remember and to apply learned information. This candidate might have mixed-up information but there is a smattering of accurate and relevant evidence although it does not actually address the specific question. Look for some implied (even if unconscious) focus.
Level 1 **29 – 0%** **20 – 0**	Perhaps some very vague implied focus.	Zero to extremely little evidence.	Very weak style of writing.	No structure.	This candidate has either no historical understanding or ability or has made almost zero effort to learn his/her work or to understand the question. There may be the occasional vague reference to some relevant evidence and some very vague implied focus.

GENERIC RUBRIC FOR EXTENDED WRITING

	Knowledge of event/issue	**Selection of factual evidence**	**Significance (Only where appropriate)**	**Main impression**
Level 7+ 100 – 90% 30 – 27	Demonstrates an excellent knowledge of the event/issue. Has answered all the sub-questions fully.	Selection of correct factual evidence is outstanding.	The significance of the event/issue is understood and demonstrated very well.	Best answer in controlled conditions. Very minor errors/gaps do not disqualify the candidate from 100%.
Level 7 89 – 80% 26 – 24	Demonstrates a very good knowledge of the event/issue. Has answered all the sub-questions very well.	Selection of correct factual evidence is very good.	The significance of the event/issue is understood and demonstrated well.	May show minor errors and may have a few gaps but is largely a very good answer.
Level 6 79 – 70% 23 – 21	Demonstrates a good knowledge of the event/issue. Has largely answered the sub-questions.	Mostly correct factual evidence is provided.	The significance of the event/issue is understood and demonstrated clearly.	An adequate answer but some gaps. Some errors evident.
Level 5 69 – 60% 20 – 18	Demonstrates a solid knowledge of the event/issue. Sub-questions not answered well.	Correct factual evidence is provided but there may be some gaps and omissions.	The significance of the event/issue is understood and demonstrated but with some lapses in understanding or with some omissions.	The question has been answered but is lacking specific detail. Gaps in knowledge. May tend to be a bit vague.
Level 4 59 – 50% 17 – 15	Demonstrates a fair knowledge of the event/issue. Sub-questions not answered fully.	Some correct factual evidence is provided but there are gaps and omissions.	The significance of the event/issue is understood and demonstrated satisfactorily but with lapses in understanding and/or important omissions.	A generally vague answer. Repetition evident.
Level 3 49 – 40% 14 – 12	Demonstrates some knowledge of the event/issue. Sub-questions poorly answered.	Factual evidence is flawed with some errors. There are significant gaps and omissions.	The significance of the event/issue is understood and demonstrated in a limited way.	Shows 'glimpses' of evidence. Repetition of the same points. Some flaws.
Level 2 39 – 30% 11 – 9	Demonstrates limited knowledge of the event/issue. Sub-questions barely answered.	Factual evidence is limited and/or contains serious errors. Significant gaps and omissions.	The significance of the event/issue is barely understood or demonstrated poorly.	Very little specific detail. Very repetitive. Major flaws.
Level 1 29 – 0% 8 – 0	Demonstrates no or extremely limited knowledge of the event/issue. Sub-questions not answered or done badly.	Factual evidence is severely limited with serious errors or is completely incorrect.	The significance of the event/issue has not been understood or has been demonstrated extremely poorly.	This answer would be regarded as 'off-topic' or contains little or no factual content. An 'incomplete' answer.

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