



NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – MARCH 2018

HISTORY: PAPER I

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.

SECTION A DISCURSIVE ESSAY

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

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

THEME INDEPENDENT AFRICA**QUESTION 1**

With reference to the social, economic and political policies implemented by Mobutu Sese Seko in The Congo/Zaire from 1964, critically assess if he was able to achieve his aims.

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

Context:

- The Congo independent in 1960
- Colonial legacy:
 - Lack of infrastructure
 - Few professionals
 - Bureaucracy untrained
 - Dominance of Western capital
 - Control of mining and large industry
- Civil conflict in the early 1960s:
 - Ousting of Lumumba
 - Katanga secession crisis

Aims:

- Wanted to construct strong nation-building/national identity
- Wanted to create a state that was distinctly African

Policies:

- **AUTHETICITÉ** developed – establish national identity
 - *Create an African state*
 - *Growth of the arts/literature*
 - Lack of governance – poorly educated and inexperienced officials
- **AFRICANISATION**
 - *Name changes* – personal names – place names
 - The Congo becomes Zaire in 1971
 - Western personnel replaced with Zairians
 - Western clothing banned

- **ECONOMIC POLICIES**

- Industry and farms nationalised
 - Had to borrow money to run industries
 - Mismanagement led to re-privatisation
 - National *exports impacted* by drop in price of copper
 - Struggled to pay *foreign debts*
- *Kleptocracy* created – massive pillaging of resources
- *Forced to export raw materials and import manufactured goods*
- Continued dominance of Western capital
- *Inflation 100% in 1970s*
 - Decreased imports and *cutting funding* to social welfare benefits and health/educational programmes
 - War with Angola cuts off cost effective transportation
- Reliance on foreign aid
 - Largely squandered/mismanaged

- **POLITICAL:**

- *Movement Populaire de la Revolution* (MPR) established
 - Membership compulsory
 - Use of force
 - Instability
 - Ethnic rivalry
- One-party state – Mobutu in *absolute control*
 - No real elections
- **MOBUTUISM:**
 - *Exploitation of power*
 - *Use of force:* cruelty, torture, murder to maintain control
 - Propaganda viz *cult of the personality*
 - Changing of ministers/rearranging of portfolios
 - Support of Western powers (USA and Belgium) – Cold War ally

- **OTHER:**

- Support of USA – rebellions against Mobutu portrayed as Soviet influenced
- 1977 Angolan invasion – assistance from the USA and the West

- **RESISTANCE TO RULE:**

- Control of Armed Forces
- Creation of President's Special Division (bodyguard) – tribal loyalty
- Ruthless suppression of rebellion/opposition
- Military Courts/public hangings – control through fear

OR

THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s**QUESTION 2**

With reference to the actions of the Black Power Movement in the United States of America, discuss whether its aims were achieved by the 1970s.

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

Context:

- Civil Rights Movement successful in fighting discrimination and inequality in The South
- Legislation passed:
 - Civil Rights Act and Voting Rights Act
- Martin Luther King Jnr seen as voice of African-Americans
 - but many still impatient at slow pace of change
 - rejection of MLK's non-violent approach
- African-American issues in Northern states:
 - Still facing discrimination
 - Police brutality
 - Social welfare grievances:
 - Access to schooling/adequate housing/child care
 - Situation in the ghettos of cities in the North – crime
- Development of Black Power philosophy to counter perceived lack of progress by CRM
 - Influence of Nation of Islam
 - Leaders: Stokely Carmichael – Malcolm X

Aims:

- Rejection of the term 'negro' – emphasis on 'black'
- Raise awareness of African-American issues
- Encouraged black culture/traditions/history
- Urged solidarity with Africa
- Promoted 'black pride' – "Black is beautiful"
- Advocated radical action – revolution/black state/end white rule

Actions:

- 'Black Power' slogan adopted
 - Encouraged African-Americans *to take action*
 - Rejected skin bleaches/hair straighteners
 - Adoption of African dress/hairstyles
- '*Black Pride*' demonstrated in:
 - Music eg James Brown
 - Food – 'Soul Food'
 - Literature
- Black Studies programmes *initiated* at universities
- Black Power did not collaborate with whites and advocated militancy – *alienated* liberals and the establishment
 - Militancy led to *outbreaks of violence* 1965 – 1968
 - Watts Riots in Los Angeles in 1965 – 34 deaths – 400 arrests
 - Spread to other cities in North
 - 1967 riots in Newark and Detroit

- Violence lead to Federal Commission to investigate causes of the riots
 - Johnson's programme of reform to eradicate poverty and discrimination
 - Federal Schemes to improve housing/education/skills training
- Significant encouragement from famous personalities, e.g. Muhammad Ali
 - 1968, Olympic Games protest by Tommie Smith and John Carlos
- Held regular conferences and black participation in public affairs
 - Black mayors elected
 - *Housing and social programmes* in ghettos
- Encouraged black business
- Black Panthers founded in Oakland, California in 1966 by Bobby Seale and Huey Newton
 - Militant organisation
 - 'Ten Point Program'
 - Wanted to end white capitalist control and police brutality
 - Wanted African-American exemption from the Vietnam draft
 - Called for decent housing and schools for black communities
 - Feeding Schemes ('Free Breakfast') and medical clinics
 - Formed patrols to '*police the police*'
 - Use of violence – carried guns and wore distinctive clothing
 - *Clashed with police* in 1967/1968
 - Black Panther *broke up* by 1970 owing to informants/FBI investigations into criminal links (COINTELPRO) – did gain a lot of *publicity* for Black Power cause
- Aims were at times *unclear* which *undermined* Black Power

OR

THEME CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s

QUESTION 3

With reference to internal resistance movements and organisations in South Africa, discuss whether their aims were achieved by 1989.

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 from within the country
 - Black political organisations/parties still banned
 - Political activists faced restriction orders or house arrest
- Economic issues challenging the Apartheid government
- 'Total Onslaught. Total Strategy'
 - Total Strategy: military build-up/censorship/banning orders/detentions/states of emergency/martial law
 - National Party Control (viz white dominance)

Aims: (broadly)

- Challenge government control
- End white domination
- Dismantle Apartheid system

Aims: (specifically)

- Resistance movements and organisations would also have had their own specific aims

Movements and Organisations:**TRADE UNIONS**

- Legalised in 1979
 - Labour demands for representation – business needed for reliable form of communication with workers
- FOSATU (1979) – COSATU (1985)
 - Rapid growth of membership from 1980s
 - Legalised trade unions led to increase in industrial action – economic impact
- Trade Unions members urge employers to pressure government to abolish pass laws
 - Pass Laws repealed by 1986
 - Attempts to curb Trade Unions' power led to further action by Trade Unions
 - Stay-aways and boycotts/May Day stay-away – *'rolling mass action'*
- *Economic impact significant – led to loss of investment – unemployment increased – further pressure on the government*

UNITED DEMOCRATIC FRONT (UDF)

- Formed in 1983 in response to Tricameral parliament to co-ordinate anti-Apartheid groups
 - Organise nationwide mass protest
 - 500 organisations
 - Adopted the Freedom Charter
- 'Don't Vote Campaign' in 1983 to undermine referendum – *led to poor voter turnout*
- 'Million Signature' Campaign in 1984 – *attempt to raise awareness and encourage resistance*
- Opposed Tricameral Parliament through mass protests – *limited the efficacy of the parliament*
- UDF banned in 1988 – *replaced by Mass Democratic Movement*

END CONSCRIPTION CAMPAIGN (ECC)

- Formed in response to increased conscription in 1983
- Called for:
 - end to conscription
 - 'troops out of the townships' viz 1985 campaign
 - end to Border War in Angola/SWA
- *initiated awareness campaigns* at white schools and universities
- protested cadet system
- members detained and harassed
- *8 000 failed to register for January call-up in 1985*
- ECC banned in 1988

BLACK SASH

- Set up in 1955 as 'Women's Defence of the Constitution League'
- Black Sash used as symbol of defiance – *silent protests of Apartheid laws*
- Committed to giving humanitarian and practical help – influx control/forced removals
- Gave free legal advice

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.

THEME INDEPENDENT AFRICA**QUESTION 4**

Explain the effect of Julius Nyerere's policies on Tanzania from 1964 to 1990 by answering the following questions:

(a) **Why did Julius Nyerere implement his social and economic policies in Tanzania from 1964 to 1990 and what were his aims?**

- Tanganyika independent from Britain in 1961 – united with Zanzibar in 1964 – Tanzania
- Led by Julius Nyerere and Tanganyikan African National Union (TANU)
- Post-independence issues
 - Colonial legacy after independence
 - Limited training for government officials
 - Still reliant on Britain and foreign investments
 - Foreign control of industry
 - Country still largely agrarian
 - Issues of corruption in government and bureaucracy
- Aims: self-sufficiency and self-reliance: the advance of 'uhuru'

(b) **What social and economic policies did Julius Nyerere implement in Tanzania from 1964 to 1990?**

- **ARUSHA DECLARATION, 1967**
 - Anchored in ideal of equality
 - Announced a 'Leadership Code' – aimed to root out corruption and create accountable leaders and bureaucrats – attempts to ensure good leadership
 - Economic self-reliance
- **AFRICAN SOCIALISM**
 - State control over production, distribution and transport
 - Banks, insurance companies and large foreign-owned companies nationalised
 - Some private ownership but controlled by State Corporations
 - African Socialism focussed on:
 - Development of rural areas – land to be communally owned/resources shared/leaders elected, introduced **UJAMAA**
 - "freedom, equality, unity"
 - Collectivisation of agriculture compulsory viz **VILLIGISATION**
- **AFRICANISATION**
 - Tanzania to break free from European cultural influences
 - Celebration of African art, dance, cultural activities
 - Adoption of local language as national language viz Swahili

(c) **What were the successes and failures of Julius Nyerere's social and economic policies in Tanzania from 1964 to 1990?**

Successes:

- Single party state – top-down leadership structure created
- National unity **created** through National Service
- Education system used a tool for **nation building**
- Basic services **improved**
- **Literacy** levels increased
 - Highest literacy levels in Africa
- Textile industry **created**
- Rural health care **improved**
 - Access to clinics
- **Cultural pride**
 - Translation of Shakespeare into Swahili
 - Name changes to reflect African **heritage**
 - Traditional art forms **encouraged and supported** viz Makonde masks
 - Swahili language created social **cohesion**

Failures:

- Tanganyika Rifles **mutiny** in 1964
- Economic **failure** – Tanzania not self-reliant
- Farmers reluctant to collectivise – led to use of **force**
 - **Poor planning** and little co-ordination
 - Agricultural **production fell** – food became scarce
- Nationalised companies bankrupt
 - **Exports dropped** – maize had to be imported

OR

THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s

QUESTION 5

Explain how the Civil Rights Movement attempted to overcome discrimination and challenge segregation in the United States from 1955 to 1960, by answering the following questions:

(a) **What conditions in the South led to the Civil Rights Movement and what were its aims?**

- Segregation and discrimination present in USA
- Racial legislation and attitudes in The South
- 'Jim Crow' laws in the South – civil rights of African Americans not recognised
- Racial violence ongoing – Ku Klux Klan actions – other violence committed against protestors
- Formation of organisation to campaign for racial equality – National Association of Advancement of Coloured People (1909) – Congress of Racial Equality (1942) – Southern Christian Leadership Conference (1957)
- Civil Rights Movement aimed to:
 - Raise awareness of civil rights issues
 - End discrimination through non-violent protests
 - Encourage the government to pass legislation to recognise civil rights

(b) **How did the Civil Rights Movement attempt to overcome discrimination and challenge segregation in the United States from 1955 to 1960?**

- 1955, Montgomery Bus Boycott
 - Rosa Parks refuses to move seats on bus in Montgomery, Alabama
 - Act of defiance leads to her arrest and conviction of breaking segregation laws
 - Montgomery Improvement Association (MIA) formed to boycott bus system
 - Martin Luther King Jnr first president of MIA
 - Boycott lasted a year/bus company loses 65% of its profits
- 1957, Little Rock Nine
 - Supreme Court rules *against segregation* of schools in 1954, schools in South remained segregated owing to Southern attitudes and values
 - Nine students register at Central High School in Little Rock, Arkansas
 - White community angry, abusive
 - National Guard protection given to black students
 - Alabama governor defies court rulings
- 1960, Greensboro
 - Students Non-Violent Coordinating Committee (SNCC) stages a 'sit-in' at lunch counter in Woolworths, Greensboro
 - Four students faced abuse and violent attacks
 - Encourages sit-ins in other states
- 1960, James Meredith and Ole Miss' (University of Mississippi)
 - Meredith first black student to enrol at University of Mississippi as part of desegregation of educational facilities
 - Accompanied by 500 Federal officials
 - White students protest and attack officials
 - 160 marshals injured
 - 5 000 troops restore order

(c) **What were the successes and failures of the Civil Rights Movement in the United States from 1955 to 1960?**

- Supreme Court rules against **desegregation** in December, 1956 in Montgomery
- Greensboro stimulates **other protests** including 'kneel-ins'/'read-ins'/'play-ins'/'wade-ins'/'swim-ins'
- **Segregation and discrimination** challenged after Greensboro
- **Desegregation** of educational institutions confirmed by Meredith at Ole Miss'
- Government attempts to protect civil rights protestors but **no Federal response** to issues
- **No legislation** passed by 1960
- **'Southern attitudes'** still prevail – **discrimination** still rife
- African-Americans still **intimidated** not to register as voters
- Continued **violence** against African-American communities in the South

OR

THEME CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s**QUESTION 6**

Explain how Trade Unions contributed to resistance in South Africa in the 1980s by answering the following questions:

(a) Why did P.W. Botha legalise Trade Unions?

- 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 from within the country
 - Black political organisations/parties still banned
- Economic issues challenging the Apartheid government
- Commissions of Enquiry in late 1970s into Apartheid
 - Wiehahn Commission proposed the legalisation of trade unions
- Government attempts to 'reform' Apartheid
 - 'Winning Hearts and Minds'
- Labour Relations Act legalised trade unions
- Creation of the Federation of South African Trade Unions (FOSATU)
 - Congress of South African Trade Unions launched in Durban in 1985

(b) How did Trade Unions challenge the government in the 1980s?

- 1984 strikes – 100 000 workers involved
- Workers boycotted products of companies with poor labour practices
- 'rolling mass action' – lost work days and stoppages impacted industrial output
- National Union of Mine Workers (NUM) organised major strikes in 1984/1985 – impact on mining significant owing to SA economic reliance
- COSATU organised biggest strike in 1986 – 1.5 million workers
- COSATU adopts the Freedom Charter in 1987
- Initiated the May Day stay-away
- Use of songs, literature (poetry) and dance to mobilise the workers

(c) What impact did Trade Unions have on South Africa in 1980s?

- Divisions in FOSATU and BC-aligned CUSA made trade union action **less effective** in early 1980s
- White workers did not join non-racial trade unions to protect privileges
- Pass Laws **repealed**
- Strike action **weakened** the economy and thus the government
- Labour movements acted on behalf of black communities
- Strikes and stay-aways **destabilised** the economy
 - Industrial output dropped – government undermined
 - Foreign investment withdrawn – increased unemployment – further pressure on government
- Trade unions participated in civil disobedience of 1980s – **supported UDF**

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 throughout 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 but 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.