



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2016

**HISTORY: PAPER II**  
**MARKING GUIDELINES**

Time: 2 hours

100 marks

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**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, interpretations, explanation and argument is required. It should be approximately 800–900 words in length.

**THEME INDEPENDENT AFRICA****QUESTION 1**

**Tanzania was more effective than The Congo/Zaire in overcoming their respective political challenges after independence.**

**Discuss the validity of the above statement.**

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

**NB: Only political challenges (do not credit economic or social – unless economic and social are CLEARLY LINKED to political)**

**Context: (candidate will not be penalised if context is omitted)**

- **Tanzania:**
  - 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
- **The Congo/Zaire:**
  - Belgian reluctance to grant independence
  - Uprisings in the 1950s, people of Congo discontent
  - Brussels Conference, January 1960 – Congolese demands for immediate independence
  - Congo independent in 1960
  - Congo not prepared for independence

**Tanzania:**

- Nyerere's vision:
  - Wanted to construct strong nation-building/national identity
  - Wanted to create a state that was distinctly African
- TANU only political party
  - Arusha Declaration, February 1967
    - Tanzania's political ideology: create an equal society – policies of socialism
- Negative results of colonisation:
  - lack of governance
  - instability

- Challenges:
  - One-party state:
    - 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
      - 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
- Resistance to rule:
  - Tanzania largely peaceful; unity and peace through TANU inclusivity
  - 1964: Armed Forces mutiny over wages – no violence through TANU influence and British assistance
  - Preventive Detention Act – used to imprison opponents of his policies

### **The Congo/Zaire:**

- Mobutu's vision:
  - Wanted to construct strong nation-building/national identity
  - Wanted to create a state that was distinctly African
- Mobutu overthrows Congolese government
- Lumumba over thrown
- Mobutu established himself as a dictator
  - *Authenticité* developed – establish national identity
    - Create an African state
    - Policy of *Africanisation* – Zaire
    - *Movement Populaire de la Revolution* (MPR) established – Zaire becomes one-party state
      - Membership compulsory
      - use of force
- Negative results of colonisation:
  - lack of governance
  - instability
  - ethnic rivalry
- Challenges:
  - One-party state – Mobutu absolute control
    - No elections
  - Leadership of Mobutu:
    - Exploitation of power – use of force: cruelty, torture, murder to maintain control
    - Kleptocracy – massive pillaging of resources
      - propaganda
        - cult of the personality

- Government officials
  - Contributed to corruption
  - Changing of ministers/rearranging of portfolios
  - Threat of jail
  - Controlled officials to prevent overthrow
- 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
    - Support of USA – rebellions against Mobutu portrayed as Soviet influenced
      - 1977 Angolan invasion – assistance from the USA and the West

**[70]****OR****THEME                      CIVIL SOCIETY PROTESTS 1950s TO 1970s****QUESTION 2**

**The Student Movement was more effective than the Hippy Movement in redressing injustice in the United States of America in the 1960s.**

**Discuss the validity of the above statement.**

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

**Context: (candidate does need in-depth contextualisation)**

- Candidate needs to contextualise;
  - USA largely conservative/traditional values
    - Youth undervalued
    - Role of women
    - Militarism – Cold War politics
- and define the concept of injustice:
  - Issues in 1960s:
    - Racism
    - (tertiary) Education
    - Vietnam war – draft issues
    - Gender

**Student Movement:**

- Students for a Democratic Society (SDS) founded in 1960
  - Focus:
    - Oppose racism/support civil rights
    - Promote disarmament
    - Reform universities
    - Berkeley University
    - Free Speech Movement
    - People's Park
      - 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-in's" 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 (does not need to be included)
  - Students involved in the protests for civil rights
    - Freedom Summer, 1964
    - Freedom Riders
  - Students contributed to CRM
- Women's Movement (does not need to be included)
  - Students involved in protests for gender equality
- Success:
  - Raised awareness – nationwide
  - Gave support to wide range of protests
  - Challenged traditional values
  - Universities reformed
  - Protected constitutional rights
  - Anti-war protests pressurised the government to end the war but not immediately
- Failure:
  - Not taken seriously by "Establishment"
  - Protests had little/no impact on government policy

### **Hippie Movement:**

- Counter-culture movement – protested against conservative/traditional values
  - Alternative lifestyles
  - Music/art/dress as protest – "anti-establishment"
  - Communal living – moved away from traditional/conservative towns
  - Free love
  - Raised awareness
  - Explored eastern religions – means of peaceful protest and a counter to western "militarism"
  - Timothy Leary "Turn on, tune in, drop out" (San Francisco, 1967)
  - Woodstock Music Festival, August 1969
- Success:
  - Raised awareness
  - Challenged society – traditional values undermined
  - Culture (music/art/literature) benefitted
- Failure:
  - Alienated "Establishment"
  - Drug sub-culture criticised
  - No real influence on change

[70]

OR

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

**Economic sanctions were more successful than other forms of international protests in challenging the National Party government in South Africa during the 1980s.**

**Discuss the validity of the above statement.**

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

**NB: Internal resistance should not be credited.**

**Context: (candidate does need in-depth contextualisation)**

- 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:
  - United Nations
  - Commonwealth
  - USA
  - European Union
- Creation of Anti-Apartheid Movement in the UK and Ireland
- 1977 Sullivan Principles in the USA
- International pressure aimed to force the government to end policy of Apartheid

**Economic Sanctions:**

- British consumer boycotts
- 1985 Rubicon Speech
  - Massive disinvestment
  - Economic impact
- USA companies guided by Sullivan Principles on remaining in SA (Coke and Pepsi)
  - USA bills in Congress in late 1980s forbidding trade with SA
- Commonwealth split in 1986 on issue of sanctions – efficacy of sanctions
- South African economy suffered
- Success:
  - Raised awareness
  - Pressurised the government
  - Impacted white South Africans/businesses
  - South African economy strained
- Failure:
  - Not fully supported by all overseas investors/businesses
  - Impact undermined
  - Black South African conditions deteriorated

**Other forms of International Protest:**

- Release Mandela Campaign
  - ANC in exile got organisations to support its cause
  - Raised awareness and agitated for Mandela's release
  - UN calls for release
  - "Free Mandela" concerts

- Sports Boycotts
  - Gleneagles Agreement, 1977
  - Prevented from playing in international competitions
  - Protests at sports fixtures
  - No official touring teams to SA
- Cultural boycott
  - Artists/actors/singers prevented from "entertaining Apartheid"
  - Equity ban in Britain
- Academic boycott
  - Academics prevented from travelling to conferences
  - Isolation of academia
- International trade unions
  - Influenced governments to take action
  - Refused to handle SA goods
  - Linked with anti-Apartheid movements in SA
- Success:
  - Raised international awareness of South Africa
  - Raised money for financial support of anti-Apartheid organisations
  - Impacted on white South Africans
- Failures:
  - Pressure on South African government very limited
  - Did not effect any real change in South African government

**[70]**

<b>70 marks</b>
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**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 role played by Julius Nyerere in the social and economic policies of Tanzania after independence by answering the following questions:**

- (a) **Who was Julius Nyerere and what were his aims?**
- Leader of Tanganyika African National Union (TANU)
  - Elected President of Tanganyika – later Tanzania
  - Believed in African socialism
    - Wanted to make Tanzania economically self-sufficient
    - Create a unified, equal society
- (b) **How did Julius Nyerere promote social and economic policies in Tanzania after independence?**
- *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 share-holder in most important industries
    - Attempt to share wealth of Tanzania with its people
  - Support for local music and art (Tinga Tinga and Makonde)
- (c) **What was the impact of Julius Nyerere's social and economic policies on Tanzania after independence?**
- *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**
      - **Lack** 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

**[30]**

OR

**THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s****QUESTION 5**

**Explain the role played by Martin Luther King Jnr in promoting civil rights in the United States between 1955 and 1965 by answering the following questions:**

(a) **Who was Martin Luther King Jnr and what were his aims?**

- Son of a Baptist minister
- Attended Crozer Theological Seminary
- Doctorate from Boston University
- Pastor at Dexter Avenue Baptist Church in Montgomery, Alabama in 1954
- Outspoken opponent against continued racist laws and attitudes – segregation
- 1955
  - Montgomery Bus Boycott
  - Asked to be spokesman for Montgomery Improvement Association (MIA)
  - Begins speaking publically
  - Becomes symbol of resistance – influenced by Gandhi and passive resistance
- Aimed to:
  - Remove "Jim Crow laws"
  - Address prejudice
  - Redress segregation

(b) **How did Martin Luther King Jnr promote civil rights in the United States between 1955 and 1965?**

- Montgomery Bus Boycott, 1955 – Martin Luther King Jnr – spokesman
- Southern Christian Leadership Conference (SCLC) set up in 1957
  - To lead non-violent direct action
- Organises mass protests
  - Birmingham Campaign, 1963
    - Target white business with sit-ins/marches
    - "Letter from Birmingham Jail"
    - Children's Crusade
    - President Kennedy addresses nation – recognition
  - March on Washington DC, August 1963
    - Pressure Federal Government to change
  - Selma-Montgomery March, February 1965
- Influences others to take action

(c) **What impact did Martin Luther King Jnr have in promoting civil rights in the United USA between 1955 and 1965?**

- Early spokesman for civil rights – later its leader
- Nobel Peace Prize
- **Leader** of many protests
  - **Inspiration** to others
  - Gained **respect** of white (liberal) community
- Raised national and international **awareness** of civil rights



(c) **What impact did the Tricameral Parliament have in its attempt to reform Apartheid in South Africa in the 1980s?**

- January 1983, Boesak calls for opponents to new constitution to join in solidarity
  - **United Democratic Front** formed in Mitchell's Plain in August 1983
- UDF democratic/decentralised
  - Over 700 affiliates: trade unions, civics, youth organisations
- Launches **protest action**
  - Marches/demonstrations/mass boycotts/stay-aways
  - Protest action effective – publicity and awareness
  - Some Coloureds and Indians refused to vote in tricameral elections
  - Leaders arrested under State of Emergency
    - UDF banned by 1988
- **Mass Democratic Movement** replaces UDF
  - Elements of UDF and COSATU
  - Launches strikes/civil disobedience/protests
  - Wide support

[30]

<b>30 marks</b>
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**Total: 100 marks**

**GENERIC RUBRIC FOR DISCURSIVE ESSAY**

<b>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.</b>					
	<b>Development of argument Answer generally characterised by ...</b>	<b>Evidence Answer generally characterised by ...</b>	<b>Style of writing Answer generally characterised by ...</b>	<b>Structure Answer generally characterised by ...</b>	<b>Main impression</b>
<b>Level 7+ 100–90% 70–63</b>	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.
<b>Level 7 89–80% 62–56</b>	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.
<b>Level 6 79–70% 55–49</b>	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.
<b>Level 5 69–60% 48–42</b>	Candidate might "tag on" focus without much depth. OR One aspect of the question is dealt with thoroughly but the other <b>crucial</b> 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.

<p><b>Level 4</b> <b>59–50%</b> <b>41–35</b></p>	<p>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 <b>crucial</b> aspect(s) are almost completely ignored.</p>	<p>Includes some accurate, relevant evidence but there are important omissions. There is some waffle with repetition of certain evidence.</p>	<p>Satisfactory in that it is legible and largely fluent. Perhaps, some colloquial or inaccurate use of language or sentence construction.</p>	<p>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.</p>	<p>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.</p>
<p><b>Level 3</b> <b>49–40%</b> <b>34–28</b></p>	<p>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 <b>crucial</b> aspect(s) are completely ignored.</p>	<p>Includes a little accurate, relevant evidence and there are many important omissions.</p>	<p>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.</p>	<p>Possibly a weak attempt at structure but many problems, e.g. introduction not a paragraph, only one paragraph in the body.</p>	<p>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.</p>
<p><b>Level 2</b> <b>39–30%</b> <b>27–21</b></p>	<p>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 <b>crucial</b> aspect(s) are completely ignored.</p>	<p>Includes a smattering of accurate, relevant evidence and there are huge important omissions.</p>	<p>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.</p>	<p>Little to no formal structure although some sign of accurate sentence construction.</p>	<p>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.</p>
<p><b>Level 1</b> <b>29–0%</b> <b>20–0</b></p>	<p>Perhaps some very vague implied focus.</p>	<p>Zero to extremely little evidence.</p>	<p>Very weak style of writing.</p>	<p>No structure.</p>	<p>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.</p>

**GENERIC RUBRIC FOR EXTENDED WRITING**

	<b>Knowledge of event/issue</b>	<b>Selection of factual evidence</b>	<b>Significance (Only where appropriate)</b>	<b>Main impression</b>
<b>Level 7+ 100–90% 30–27</b>	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%.
<b>Level 7 89–80% 26–24</b>	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.
<b>Level 6 79–70% 23–21</b>	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.
<b>Level 5 69–60% 20–18</b>	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.
<b>Level 4 59–50% 17–15</b>	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.
<b>Level 3 49–40% 14–12</b>	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.
<b>Level 2 39–30% 11–9</b>	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.
<b>Level 1 29–0% 8–0</b>	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.