



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2015

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.

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**

'International interference was the only contributing factor to the economic and political challenges faced by the Congo after 1960.'

To what extent is the above statement accurate?

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

Candidates may argue that it was NOT ONLY international interference that led to Congo's economic and political challenges. Candidates must show evidence of EXTENT of international interference as opposed to OTHER factors.

Context:

- 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

International interference:

- Belgium still interferes in Congo; politically, and
- Economically through control of resources by Belgian/foreign companies
 - no wealth distributed,
 - economic control (mines/resources) still in hands of foreigners,
 - continued exploitation of the people
- Belgium and USA fund secessionist movement in Katanga
 - Congo unable to transform into stable state
 - Ethnic tensions amongst Congolese entrench foreign influence
 - Civil war in South economically devastating to already weak state

OTHER FACTORS:**Colonial legacy:**

- Belgian exploitation of resource – no wealth invested
- Western exploitation of resources continued – Cold War conflicts
- No trained people to fill positions in government – Belgian control, no political transformation or stability
- Very few graduates – no economic or political growth

Removal of Lumumba – Mobutu in power:

- USA connivance led to removal of Lumumba – Joseph Mobutu in power
- Mobutu created one-party state
- Corruption – mismanagement of resources/aid/funding
- Lives of people not improved
- Involved in wars – Cold War proxy

Economic and Political instability after 1960s:

- No infrastructure development
- Poor education – lack of graduates – economic and political impact
- No governance experience – undermining of stability
- From 1960, Congo/Zaire trying to make good the shortfall
- Ethnic divisions deepened

OR

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

'The Black Power Movement was successful in the fight for racial equality in the United States of America in the 1960s and 1970s.'

To what extent is the above statement accurate?

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

Candidates may argue the extent to which the Black Power Movement was able to promote and advance the fight for racial equality or whether they, in fact, hindered it.

Candidates may argue that the BPM was in fact successful in promoting and advancing the fight for racial equality, however, because of their tactics and so forth – did much damage to the course for civil rights.

Context: (briefly)

- Southern States segregated – Jim Crow Laws
- Voting issues – Literacy tests
- Black/white tensions – attitudes of whites in the South ('Southern values') and KKK activity contributes to situation
- Formation of civil rights groups in 1940s and 1950s: NAACP
- Huge strides in 1950s and 1960s under Martin Luther King Jnr BUT progress still slow – Civil Rights Movement criticised
- Civil Rights Act and Voting Act passed but attitudes and tension remains – racial inequality still present
- Northern States: Had the vote and no segregation but poor conditions, little access to health care/social services/housing
- Two major BPM organisations existed: Nation of Islam and Black Panthers

Aims:**Black Panthers:**

- Improve economic situation of blacks
- Fought for equality:
 - Living conditions – ghettos poverty/crimes stricken
 - Self-help schemes: schools, feeding programmes
 - Jobs
 - Equal opportunity
 - Wages
 - End racial discrimination in society
 - Police brutality
 - Legal representation in law courts

Nation of Islam:

- Upliftment of African Americans
- Separate state for black people
- Racial separation
- Led by Malcom X

Methods:**Black Panthers:**

- Disillusioned with CRM non-violence
- June 1966, solitary march of James Meredith – later shot – march taken up by SNCC
- Forced authorities to arrest them
- 'Policed the Police'
- Visible presence in ghettos

Nation of Islam:

- Adopted Islam as their religion rejected white society and Christianity – renaming of members
- Criticised Martin Luther King's methods: belief that Civil Rights Movement held back black people because it was non-violent and worked with white people
- Delivered debates/orations by leaders – aimed at raising awareness
- Conversion of notables: Cassius Clay-Mohammed Ali
- Protested against the draft into army during Vietnam War
- African Americans – identified with Africa

Significance:**Black Panthers:**

- Success
 - Greater racial self-pride, self-confidence but may not have promoted racial equality – white American antagonised
 - Black political agenda – 1972 Black Political Convention – aimed to address African-American concerns – but no real change
 - Black voters mobilise behind black political candidates – greater unity
 - Black Studies at universities – debates about blacks in American society
 - Calls for radical change
 - Ethnic identity – sense of pride viz. music, fashion, dress, literature, art – 'SOUL'
 - Inspired the radicalisation of other groups
 - Ghetto clinics, free food for school children

- Failure
 - BPM not a united group – largely about slogans
 - BPM does decline by mid-1970s – long term impact?
 - Belief in violence (Riots of mid-1960s) meant the loss of support of white liberals
 - Action groups set up at local level – little impact
 - International conflict and FBI activities

Nation of Islam:

- Success
 - Limited successes
 - But upsurge of black interest in Muslims through oration of Malcom X
 - Counter weight to Civil Rights Movement
- Failure
 - Internal tensions between Malcom X and Elijah Mohammed
 - Conflicts led to violence: assassination of Malcom X
 - Public perception of Nation of Islam as radical and aggressive
 - Autocratic leadership of Muhammad
 - Women's role in Nation of Islam restricted
 - Ultimately failed to actively participate in black liberation

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

'The Black Consciousness Movement was the only influence that led to the Soweto Uprising of 1976.'

To what extent is the above statement accurate?

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

Candidates should argue that the BCM was not the only influence on the Soweto Uprising, there were other influences – students were rather motivated by their conditions and experiences, and/or to various degrees – by events inside and outside of South Africa. Essay does not require any discussion of the events of the Soweto Uprising.

Context:

- Policy of apartheid (brief synopsis)
 - Conditions in the townships
 - Baasskap/Bantu Education aims
- Students harsh conditions – living conditions – schools poorly equipped
- Schools/black education under resourced
 - Afrikaans medium of instruction
 - Frustrated and angry

BCM:

- Germination in universities
- Growth amongst educated young blacks students – involved in community
- Supported disinvestment
- Growth of pride/self-reliance
 - liberation of the mind – 'black communalism'
- Affiliates grow: SASO – BPC
- Self-help/protest theatre
- Connections between students in universities and youths in schools

Labour influences:

- Growing power and mobilisation
- Students aware of efficacy of mass protest
- Increased militancy in townships
- Organisational mirror
- 1973 Durban riots

Independence of Angola and Mozambique influences:

- Students inspired by the achievement of independence (1975)
- Colonists later forced out through sustained conflict viz. civil war

Policy of Afrikaans influences:

- 'last straw' impact
- Education already inferior – new policy seen as reinforcing baasskap

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 significance of the policy of *Ujamaa*, introduced by Julius Nyerere in Tanzania in the 1960s, by answering the following questions:

(a) **What was the policy of *Ujamaa*?**

- Self-reliance – independence from colonial powers/the West
- Agricultural production improved through collective farming methods
- Seeds/fertilizer/equipment available – to the benefit of everyone
- Tanzania to become self-sufficient
- Education – medical improvements
- 'Villagization' to end tribal divisions – lead to greater unity of the people (as in stimulus)
- Develop local arts and craft – celebration of traditional culture (as in stimulus)
- Corruption gone – 'Leadership Code' – Arusha Declaration a political statement to create stability

(b) **Why did Nyerere introduce the policy of *Ujamaa*?**

- Nyerere concerns about Tanzania:
 - Social: unequal/divided (tribalism) – no unity (as in stimulus)
 - Economic: economy weak/dependent on foreign aid
 - Political: underdeveloped/corruption
- Nyerere wanted: equality/unity/self-sufficiency. Control/fair society/good leadership
- 'Socialism in villages' – 'villagization' sharing land/crops/labour
- Benefit to society – basis for growth and development of Tanzania
- Implemented 1967 – 1973

(c) **How successful was the policy of *Ujamaa*?**

- Successes:
 - Literacy rates improve
 - Textile industry created
 - Rural health care improved
 - Development of traditional arts and crafts
- Failures:
 - Collective farming not accepted – return to subsistence farming
 - Agricultural production fell – national impact
 - Food scarce
 - Nationalised companies bankrupt – economic impact on country
 - Exports dropped – imports increase – increase in government costs – Tanzania relies on aid

OR

THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s

QUESTION 5

Explain the role of Civil Rights Movement in the fight for racial equality in the United States of America from 1960 to 1963 by answering the following questions:

(a) What led to the formation of the Civil Rights Movement in the USA?

- Southern States: racist attitudes
- Jim Crow Laws/Black Codes
- Segregation still presents in everyday life: buildings, restaurants, libraries
 - Schools desegregated in 1950s
- African-Americans denied access to education/voting rights/public amenities
- Inequality rampant
 - Demands for housing, jobs, votes (as in stimulus)
- Need to highlight inequality – KKK activity – acts of violence
- Number of organisations founded to raise awareness and challenge laws (SCLC, CORE, NAACP)

(b) What actions did the Civil Right Movement take in their fight for racial equality from 1960 to 1963?

- Many similar protests in early 1960s: marches
- 1960 – Greensboro – lunch counter sit-in protest – spreads across the Southern States
- Other protests included boycotts of stores/marches/wade-in, etc.
- 1961 – Freedom Rides
 - students rode around Southern States protest segregation on buses
 - national awareness – pressured JFK administration
- April 1963 – Birmingham Campaign – chosen because of KKK activity – important Southern city
 - SCLC train volunteers – sit-in and protests
 - police reaction violent – intense media coverage – Chief of Police responsible
 - USA aware of brutal attacks – JFK on TV to promote desegregation and civil rights
- August 1963 – March on Washington DC – large crowds – 'I have a Dream' speech – media attention – national awareness (as in stimulus)

(c) How successful was the Civil Rights Movement by 1963?

- Led to other 'ins' – wade-ins, read-ins, etc.
- Interstate transport desegregated
- Businesses agreed to desegregate, slow process
- Awareness raised – civil rights on national agenda
- Jim Crow laws begin to be repealed in Southern States
- No federal legislation passed owing to JFK assassination

OR

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

Explain the role of international anti-apartheid cultural and sporting protests in the 1980s by answering the following questions:

- (a) **Why did international protest against the South African government grow in the 1980s?**
- Apartheid laws still being enforced
 - Little movement towards real reform
 - Limited reforms of early 1980s
 - Police/army clamp downs
 - Continued violence/brutal repressions
 - Conscription sees number of young men depart for UK/Europe
 - Rubicon Speech, 1985 – no further reforms – international reaction
- (b) **What forms of cultural and sporting protest did the international community use to put pressure on the South African government?**
- AAM/IAAM formed in UK/Ireland – campaigns for boycotts/continued international isolation
 - Increased calls for sports/cultural boycotts
 - Equity Ban/no British films etc.
 - Protests at sports matches
 - Continued exclusion from international sport (Olympics/Commonwealth Games)
 - International Defence and Aid Fund set up
 - Raised funds for publication of materials, paid legal fees of apartheid opponents
 - Direct support to ANC (HQ in London)
 - Many organisations campaign against Apartheid:
 - UN
 - NAM
 - Amnesty International (as in stimulus)
 - Release Mandela Campaign
 - Concerts (as in stimulus)
 - Marches
- (c) **How successful were these international cultural and sporting protests in putting pressure on the South African government?**
- Massive pressure on government/business meetings with ANC
 - Economic decline
 - Impact on white SA
 - Role of international mass resistance
 - Impact on daily lives viz. sport and cultural boycotts (white people)
 - International opinion against South Africa
 - Travel restrictions for overseas/air-space restrictions
 - Government forced to negotiate – role of internal resistance important too

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.

<p>Level 4 59 – 50% 41 – 35</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 crucial 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>Level 3 49 – 40% 34 – 28</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 crucial 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>Level 2 39 – 30% 27 – 21</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 crucial 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>Level 1 29 – 0% 20 – 0</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

	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.