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EGCSE HISTORY

Paper 6891/01

International Relations and Depth Studies

**Key messages**

- Candidates are reminded that **Part (a)** of **Section A** questions require the recall and development of specific details.
- In **Part (b)** of **Section A** candidates should identify the factors and then support with specific relevant evidence. The evidence should be elaborated in relation to the question.
- Teachers and candidates are reminded to write all responses only in the spaces provided.
- Teachers and candidates are reminded about the importance of the skill of evaluation in the **Part (c)** question in **Section A**. The skill carries a reserved grade of two (2) marks that translates to a total of four (4) marks.
- Source interpretation and analysis remains a crucial part in answering questions in **Section B**, therefore, teachers and candidates are encouraged to apply these skills in answering source questions.
- Teachers and candidates are encouraged to pay attention to the demand of each question in to support Section B on whether they use details of the sources or contextual knowledge their responses.

**General comments**

Candidates demonstrated a general understanding of the demands of the questions. However, some candidates lacked the relevant content to respond to the questions. Most candidates were able to utilise the spaces provided to answer questions in **Section A**, some created additional spaces to write the responses of the **Part (d)** question in **Section B**. Most candidates were able to follow instructions of choosing and answering questions in **Section A**, few candidates attempted more than the stipulated number of questions. In **Section B**, few candidates were able to interpret sources and utilise them in answering the questions. They often used details of the sources instead of the point of view of the sources to support their assertions or arguments.

## Comments on Specific Questions

### Section A: International Relations, 1919-c.1989

#### Question 1

This was a very popular question, most candidates were able to provide the relevant content to respond to the part questions, mainly **Part (a)** and **(b)** questions. However, some candidates struggled to provide two-sided explanations in the **Part (c)** question.

- (a)** This part of the question required candidates to **describe three motives of President Woodrow Wilson at the Paris Peace Conference**. Most candidates were able to recall specific content to respond to the question and provide fully described points. Few candidates provided irrelevant and inaccurate content.

**An example of a response showing identification and development:**

Wilson wanted self-determination for all nations in order to end colonialism. He wanted to promote international peace through the formation of the League of Nations organisation. He also wanted to promote trade by giving all nations access to the sea.

- (b)** This part of the question required candidates to **explain two reasons why Germany was not happy with the Treaty of Versailles**. Some candidates were able to identify and explain the two reasons supported by specific content. Candidates who scored low marks provided general responses or evidence that lacked information.

**A model answer showing the two explanations:**

Germany was not happy with the Treaty of Versailles because it made her weak militarily. The disarmament clause reduced the Germany army to 100 000 troops and limited armaments. Therefore, they hated this treaty because it left Germany vulnerable to attacks.

They also hated the treaty because it took away German territories. Germany lost about 10 per cent of her land and all her overseas colonies through the Treaty of Versailles. This made them bitter because all the lost territories were economically valuable.

- (c) Candidates were required to **evaluate whether the Treaty of Versailles satisfied the French demands**. Some candidates struggled to understand the statement in the question and therefore could not provide arguments on both sides. They also failed to select and provide the relevant evidence to support their explanations. Few candidates were able to come up with proper evaluations.

**A model answer showing the two sides of the argument with an evaluation:**

I agree with the statement that the Treaty did not satisfy the French. This is because it did not weaken Germany by breaking it into a collection of smaller states as France wanted. The Allied powers were against this demand which was not acceptable to the French people.

However, I may disagree because the treaty satisfied the French because they got back Alsace and Lorraine from Germany. This was a very important economical province that the French had lost in the 1870 - 1871 war to Germany, therefore getting it back fulfilled the French wishes.

**EVALUATION:** All in all, as much as the French got back Alsace and Lorraine, not breaking down Germany into smaller states remained an important demand to France as Germany remained strong and a threat to France.

**Question 2**

This was also a popular question. Candidates performed averagely in this question.

- (a) This part of the question required candidates to **describe three ways used by the Soviet Union to establish control in Eastern Europe between 1945 and 1947**. Few candidates were able to recall specific content in this question. Some candidates ignored the period stipulated in the question which led to responses that lacked specific content.

**An example of a response showing identification and development is:**

The Soviet Union ordered its army to remain in the liberated countries of Eastern Europe. The Soviet Union re-arranged its western border with Poland. Communist parties were set up in the countries that were liberated by the Red Army.

- (b) This part of the question required candidates to **explain any two reasons why the USSR blockaded Berlin in 1948**. Most of the candidates mistook the Berlin Blockade for the Berlin Wall or confused the parties responsible for East or West Berlin. This resulted in most explanations lacking specific evidence. This extended to the ideologies that were in place in either side of Berlin.

**A model answer showing the two explanations:**

The USSR was angry that the Allied powers had combined their zones and introduced a new currency without telling Stalin. This was aimed to rebuild the German economy yet it was not in the interest of the USSR to have a strong Germany. The USSR blockaded Berlin to stop these changes.

Stalin wanted to force the Allies out of Berlin. Berlin was deep in the Soviet zone so he wanted to frustrate the Allies hoping that they would abandon Berlin.

- (c) Candidates were required to **evaluate whether the Marshal Aid was purely a humanitarian policy**. Candidates had a challenge of understanding a humanitarian policy, therefore they used political reasons to support the humanitarian function of the Marshall Aid. Most were able to provide explanations on the non-humanitarian functions of the Marshal Aid.

**A model answer for this question:**

I agree with the statement because the Marshall Aid was for addressing social problems in Europe. Marshall suggested \$17 billion to tackle poverty, hunger, desperation and chaos in Europe which were all humanitarian work.

However, I may disagree because the Aid was introduced to fight the spread of communism in Europe. The USA made it clear that it would help any nation to resist communism to prevent its further spread. This would be achieved through the Aid.

**EVALUATION:** All in all, I feel the Marshall Aid was mainly introduced to stop the spread of communism, the humanitarian part of the Aid was just a bait to draw countries towards capitalism.

**Question 3**

This question was also popular. Candidates who attempted the questions performed relatively well.

- (a) This part of the question required candidates to **describe three guerrilla tactics used by the Vietcong in the Vietnam War**. Most candidates were able to provide well developed descriptions as they were able to recall specific details of the guerrilla tactics used by the Vietcong. Few candidates used content on tactics used by the USA in the Vietnam War.

**A model answer showing the description of the three actions:**

The Vietcong did not have a known army base, they lived among the people in the villages. They also relied on surprise attacks where they attacked when the enemy least expected and ran away before it could respond.

They were difficult to tell apart from the villagers as they did not wear uniform.

- (b) This part of the question required candidates to **explain two reasons why the USA got involved in the Vietnam War**. Most candidates were able to explain one reason in this question. Few candidates were able to provide separate explanations of the 'Domino Theory' and the 'Containment Policy'.

**A model answer showing the two explanations:**

The USA entered the Vietnam War because the French had been defeated by the Vietminh. The USA wanted to close the gap left by the French as this would open room for the spread of communism. Therefore, the USA decided to take action to prevent the whole of Vietnam being under the communists.

Another reason was the USA had passed the Gulf of Tonkin Resolution. USA warships and boats had been attacked by the Vietcong in the Gulf of Tonkin which made the USA to seek revenge and thereby got involved in the Vietnam War.

- (c) This part of the question required candidates to **evaluate whether the American public opinion was important in the USA withdrawal from Vietnam**. Most candidates performed well in this question as candidates were able to provide arguments to support or reject the statement. Few candidates provided explanations that lacked the appropriate elaborations. Few candidates were able to produce proper evaluations though.

**A model answer for this question:**

I agree with the statement because the USA public felt the war was immoral. The US media broadcasted images where the US army attacked and killed innocent civilians such as in the Mai Lai incident. The US public protested against the war calling for the immediate withdrawal of the US army from the Vietnam War.

However, I may disagree because the war was unwinnable for the US. The Vietcong tactics frustrated the US army and made it very difficult for them to win despite their superior weapons. This prompted the US to recall its army because it was clear the war could not be won.

**EVALUATION:** I think the war being unwinnable was important because even if the US public supported the war effort, the US army could have still withdrawn as the war had proved to be unwinnable.

**Question 4**

This was the least popular question. Most candidates who attempted the question scored low marks.

- (a) This part question required candidates to **describe three functions of the UN Security Council**. Most candidates described the functions of the League of Nations or used irrelevant content on the United Nations to answer the questions. Few candidates were able to provide full descriptions of the functions of the Security Council.

**A model answer showing identification and development:**

The UN Security Council was to maintain international peace and security in accordance with the principles of the United Nations Organisation. It was also to investigate any dispute which might lead to international conflict. The Council also made recommendations to the UNO on the terms of settlements of some disputes.



- (b) This part of the question required candidates to **explain two reasons why the United Nations Organisation is having challenges in doing its work**. Most candidates struggled to provide developed explanations on the reasons for the failure of the UNO. Candidates used content on the League of Nations to answer the questions to the extent that candidates often wrote responses that featured 'League of Nations'. Some explanations lacked specific evidence to support their explanations on why the UNO failed.

**A model answer showing the two explanations:**

The UN is having challenges because of the dominance of the USA in the organisation. Most of the decisions made by the UN organisation are influenced by the USA since the organisation relies heavily on her funds for operations. This means that the UN will often take decisions that favour the interests of America than those of the organisation.

The UN also has challenges because it lacks an army. The UN does not have its own army and it relies on member states for troops. Some countries often refuse to supply troops to carry out the work of the UN which affects the organisation in implementing its peace keeping missions.

- (c) Candidates were required to **evaluate whether the UN mission in the Korean War was a failure**. The performance in this questions was low. Candidates lacked the specific content to support their explanations. Some candidates confused the Korean War with the Vietnam War.

**A model answer for this question:**

I agree with the statement because after the Korean War, North Korea and South Korea remained divided. The reason for the involvement of the UN in Korea was to press and re-unite Korea. However, after the war Korea remained divided into communist North Korea and non-communist South Korea.

However, I may disagree because the UN mission in the Korean War was a success as South Korea was liberated from North Korean communist occupation. The North Korean mission to make South Korea communist did not succeed and to this day the communist North Korea is split from the democratic South Korea.

**EVALUATION:** Overall, the UN was successful in the Korean War because despite failing to unite Korea, it was able to stop the war between the two countries which is the main duty of the UNO.

**Section B:****Depth Study Germany, 1918 – 1945.**

This was a compulsory source-based section and the candidates' performance was above average. Most of the candidates interpreted and used the sources at sub-message level. Few candidates were able to interpret sources at big message level. Candidates are reminded that questions in this section require the use of the sources only while one question allowed candidates to use contextual knowledge. Some candidates used the statement in **Part (d)** questions to attempt to interpret sources at big message level, which is strongly discouraged.

- (a) This part of the question required candidates to **interpret the big message of Source A, select relevant evidence from the source to support the big message and provide an elaboration**. Most candidates used the statement from **Part (d)** question as a big message while others described the surface details of Source A.

**A model message of the source:**

The message of Source A is that the Weimar government experienced both successes and failures. The source states that it was stable but at the same time was not able to solve all the problems faced by Germany.

- (b) Candidates were required to **interpret Sources B and C and compare these two sources for agreement and disagreement at the point of view level**. The question then demanded that the candidates select relevant evidence from each source to support the agreement and disagreement. A majority of candidates compared details of Sources B and C for agreements and disagreements. Candidates also made invalid comparisons even when comparing the surface details of the source. Candidates who were able to compare the sources at big message level often made one-sided comparisons.

**A model response showing comparison:**

Source B and Source C agree that Germany had economically improved in the 1920s. Source B states that life in Germany seemed free and enjoyable and Source C states that unemployment levels in Germany had generally declined.

Source B and C disagree in that in Source B the economy was doing well such that there was little opposition as the source says that there was 'a wonderful ferment working in Germany' whereas in Source C there were many problems with the economy as some sectors of the society did not benefit hence there was more opposition as the source says 'in 1928 farmers initiated a series of small scale riots- dubbed the 'farmers revenge' – in protest against the Weimar government.

- (c) Candidates were required to **interpret the big message of Source D and then find its reliability based on purpose**. Most candidates were able to interpret the source for reliability based on purpose, therefore scored higher marks in this question. Some candidates stated that Source D was unreliable based on purpose which lowered the marks scored. Few candidates found the source reliable based on the surface details or contextual knowledge.

**A model response showing reliability of the source based on purpose:**

Source D is reliable in showing the use of propaganda by the Nazis to win the 1928 elections in Germany. The source shows a Nazi campaigning poster promising to free Germany from the binds of the Dawes Plan brought by the Weimar government.

- (d) This question required candidates to **synthesise the sources based on a given statement**. The question also required candidates to make an assertion, select appropriate evidence, explain the evidence according to the statement and evaluate the source for biasness. Candidates are further required to evaluate a minimum of two sources for biasness to earn the maximum marks allocated. The general performance was less than average. Candidates selected and used evidence from the sources without providing a proper explanation with reference to the statement. This resulted in most candidates struggling to score maximum marks in the question. Some candidates were only able to synthesise the sources to show one side of the argument. Most candidates also struggled to evaluate the two sources for reliability.

**A model response on synthesis:**

Source A disagrees with the statement. The source states that the Weimar government was stable, which proves that it had recovered in the 1920s. However, the Source also disagrees because it states that there were some problems that remained unresolved for the Weimar government, which shows it had not recovered.

Source B agrees with the statement. The source states that there was a wonderful ferment in Germany in the 1920s which shows some level of recovery by the Weimar government.

Source C disagrees with the statement because it states that farmers in Germany were not pleased with the Republic such that they organised protests and riots which does not convince that the Weimar Republic had recovered. The source may also agree in that it states that unemployment generally fell in Germany proving the republic had recovered.

Source D agrees with the statement. The source shows a campaign by the Nazis which means that Hitler was supported by few people and the Weimar republic was supported as it had recovered. However, Source D cannot be trusted as it is a propaganda poster by the Nazis to win elections.

Source E agrees with the statement. The source shows a man enjoying a good meal which convinces that the Weimar Republic had recovered. Source E may also disagree in that it was published as propaganda by the Weimar Republic to convince people that it had recovered.

EGCSE HISTORY

Paper 6891/02

Aspects of the History of Southern Africa

**Key message**

- Candidates should read the questions carefully, taking note of the key words and the number of marks allocated to each question.
- Candidates should provide the relevant content to support their factors or reasons.
- Most candidates were able to write their responses in the spaces provided, however, a few provided lengthy responses that required them to add spaces which is not acceptable.
- It is important for candidates to follow the commands of the questions which quantifies the responses they should give to avoid lengthy responses. Candidates should select the relevant content to respond to the questions.
- Both candidates and teachers should understand the skills that are tested in each part question. This will help to avoid giving an explanation in **Part (a)** questions and vice versa.
- The **Part (a)** questions require candidates to identify factors and describe them using specific detailed relevant historical information.
- The **Part (b)** question requires candidates to identify the factors, support them with specific details (evidence) and then give an elaboration.
- The **Part (c)** questions require candidates to explain both sides of the argument. The evaluation should go beyond the summary of what has already been explained to address the requirements of the question. A conclusive argument should be made to show how one side is more important than the other.
- Candidates should consider the time/period given in the question thus they gave responses that were not relevant.
- In **Questions (b) and (c)**, emphasis must be put that the questions are quantified e.g., in **Question (b)** there are two reasons to be explained.
- Candidates should read the instructions carefully to avoid rubric infringement.
- Candidates should understand that History is written in continuous form and not in point form or with subtopics.

## General Comments

- Candidates demonstrated a general understanding of the demands of the questions, but some appeared to lack the relevant content.
- There were a few candidates who applied a higher-level skill to describe and explain factors with evidence to elaborate on the factor.
- Most candidates were able to write their responses in the spaces provided, however, a few provided lengthy responses that required them to add spaces which is not acceptable.
- Emphasis must be put that candidates should write correct names of the historical content e.g. when naming the apartheid laws candidates would write them as the Mixed Marriage Act instead of the Prohibition of Mixed Marriages Act of 1949.
- It is important that teachers consider varying the terms used in History e.g. Nationalist government / minority rule / white rule/Europeans/whites  
Non-whites / blacks / Natives / majority / Africans. Another common misconception was that the other non-white races such as Indians and Coloureds were white instead of non-white.
- Most candidates attempted to evaluate on the part (c) of the question. Those who attempted either brought the reasons as they had been explained or brought only one side and left the other side. A few candidates brought new reasons that they had not explained on either side of the argument.
- Some candidates committed rubric errors where they answered more than the required number of questions as instructed. Some answered more questions in one Section than the required number or answered all the questions in both Sections A and B instead of **one** question in **each Section**.
- Some candidates did not follow the command of the questions which quantifies the responses by giving more than what the question required.

## Comments on Specific Questions

### Section A: Swaziland, 1945-2015

#### Question 1

This was a popular question with the candidates and those who attempted it performed averagely.

- (a) This part of the question required that candidates **describe four ways in which King Sobhuza II contributed towards the independence of Swaziland.**

A few candidates were able to describe King Sobhuza II's contribution to independence. Most candidates described Imbokodwo National Movement's strengths and strategies it used to win elections. Some candidates described the events leading to independence in 1967.

**An example of a correct answer:**

King Sobhuza II formed the Imbokodvwo National Movement in 1964, through which he demanded the independence of Swaziland from British rule.

- (b) This part of the question required candidates to **explain two ways in which British colonial rule affected the socio-economic way of life of the Swazi people.**

Candidates performed well in this question. A few candidates explained non-socio-economic effects and included political factors. Some candidates gave evidence that was not relevant to the effects of the British colonial rule on Swazis but that of the South African context, such as the creation of homelands or Bantustans.

**An example of a correct answer:**

British colonial rule resulted in the loss of cattle by the Swazis. Through the introduction of the Hut tax which was to be paid in form of money, the Swazis were forced to sell their cattle to get money to pay the tax. This resulted in the loss of pride since several Swazi homesteads lost their cattle which was their sign of wealth.

- (b) This part of the question required candidates to **evaluate how far the independence of African countries intensified political activity in Swaziland in the 1960s.**

It was not well done as most candidates failed to evaluate how far the independence of African countries intensified political activity in Swaziland in the 1960s on one side and give the other factors for the rise of nationalism. Most candidates also failed to give a proper evaluation of the factors. Some candidates explained the reasons for the formation of political parties as reasons for intensified political activity. In their examples some candidates also included countries that did not obtain independence in the 1960s e.g. Mozambique, South Africa, etc.

**An example of a correct answer:**

The independence of African countries intensified political activity in Swaziland in the 1960s. Swazis witnessed countries such as Ghana and Zambia gain their independences from colonial rule in the 1960s. This encouraged Swazis to fight for their independence thus they began to demand independence from the British.

However, the increase in the number of educated Swazis intensified political activity in Swaziland. These educated Swazis were aware of their rights and had been exposed to political activity in other countries such as South Africa. They then began to form political parties to demand independence in the 1960s.

In conclusion, even though the independence of African countries influenced the attitude of the Swazis towards British rule, the consciousness of their rights by the educated Swazis through exposure to education resulted in the growth of a strong spirit of nationalism among them, thus they began to fight for their freedom.

**Question 2**

This was not a popular question and those candidates who answered the question did not perform well.

- (a) This part of the question required candidates to **describe four things done by Eswatini to get back lost land since 1945.**

Most candidates described how Swaziland gained independence instead of how Swaziland has attempted to get back lost land since 1945. Some candidates ignored the period stipulated in the question by giving information before 1945, such as attempts made by the Queen Regent Labotsibeni.

**An example of a correct answer:**

In 1996, King Mswati III appointed the Border Restoration Committee led by Prince Guduza to initiate talks between the Governments of Eswatini and South Africa on border adjustment issues.



- (b) This part of the question required candidates to **explain two ways in which the withdrawal of the Portuguese in Mozambique impacted on the lives of the Swazi people.**

Most candidates were not able to explain the impact caused by the withdrawal of Portuguese in Mozambique, however, they explained the impact of the influx of Mozambicans into Swaziland. It is worth noting that the influx of Mozambicans into Swaziland is an impact of the withdrawal of the Portuguese in Mozambique. Some candidates were not able to differentiate between Portuguese and Mozambicans.

**An example of a correct answer:**

There was an influx in the number of refugees into Swaziland since there was a civil war in Mozambique. The Mozambican refugees had no jobs and no means to survive in Swaziland. This resulted in the increase in crime in Swaziland since some of them resorted to crime using illegal fire arms which they also sold to the Swazis.

- (c) This part of the question required candidates to **evaluate how far has Swaziland benefitted from being a member of SADC.**

Few candidates were able to explain the benefits of Swaziland from SADC. Most candidates failed to explain the relevant benefits to Swaziland from SADC, e.g. Swaziland receives medical assistance from SADC. Some candidates explained SADC benefits Swaziland that are beyond the period of the syllabus. Most candidates failed to explain how Swaziland has not benefitted from being a member of SADC, thus giving a one-sided argument.

**An example of a correct answer:**

Swaziland has benefitted in trade from being a SADC member. SADC encourages economic co-operation among member states whereby member countries are encouraged to practise open trade amongst each other. This has helped with the growth of the economy of Swaziland.

However, Swaziland has not benefitted since SADC has not effectively assisted Swaziland in the border adjustment issues with South Africa. Over the years, Swaziland has unsuccessfully negotiated the borders with South Africa without much of support from SADC hence the Swazi land has not been returned.

### Question 3

This was a popular question and most of the candidates who answered the question performed well.

- (a) This part question required candidates to **describe four ways used by the Nationalist Government from 1949 to the 1960s to enforce the apartheid laws.**

Some candidates described the methods of enforcement by the Nationalist government as required by the question. However, some candidates described the apartheid laws.

Teachers need to differentiate between establishment and enforcement of apartheid. A few candidates misinterpreted the Nationalist government for the anti-apartheid movements and described the reaction of the non-whites to apartheid.

**An example of a correct answer:**

One of the ways used by the Nationalist Government was censorship whereby newspapers were censored to make sure they did not publish anti-apartheid articles and if did they would be banned.

- (b) This part of the question required that candidates **explain two ways in which the creation of homelands in South Africa affected the lives of black South Africans.**

Most candidates correctly explained the effects of the homelands on black South Africans. However, a few candidates explained the impact of apartheid in general. A few candidates also explained the impact of colonial rule in South Africa before apartheid was introduced while some also describe the impact of colonial rule in the context of Swaziland.

**An example of a correct answer:**

The creation of homelands in South Africa affected the lives of the black South Africans in that it resulted in the break-up of families. Africans in reserves were not allowed to leave reserves or enter the towns without permission. So, men and women would be separated from their families for longer periods, thus leading to family members staying away from each other for longer times or forever.

- (c) This part of the question required that candidates **evaluate whether only the non-whites were affected by apartheid in South Africa.**

Most candidates explained the effects of apartheid on non-white and white South Africans. However, some candidates had a misconception that non-whites were only the black South Africans and that Indians and Coloureds were the whites. Some candidates simply described the apartheid laws instead of giving the effects of apartheid on non-whites and whites in South Africa. Very few candidates were able to give an evaluation of both sides of the argument.

Teachers are encouraged to give alternative terms when teaching e.g., non-whites/ Indians-Coloureds-Africans, majority/ black Africans, minority/ whites, etc.

**An example of a correct answer:**

Only non-whites were affected by apartheid because non-whites lost their rights. The Minority government passed apartheid laws that were designed to oppress them and strip them of their political rights, such as the separate Representation of Voters Act of 1951. This affected them since they did not have a say on how the country could be governed.

However, whites were also affected by apartheid since some of the laws passed by the Minority government directly impacted on their lives. Laws such as the Prohibition of Mixed Marriage Act prohibited marriage between people of different races. This led to the break of already established families made up of mixed races.

Even though the whites were also affected by apartheid, it was an indirect effect of some of the apartheid laws on their lives, yet for the non-whites the impact was directly intended on them since the apartheid laws were passed to establish white supremacy over the non-whites.

**Question 4**

This question was not popular with candidates and the very few who answered the question did not perform well.

- (a) This part of the question required that candidates **describe four ways in which white South Africans contributed to the liberation struggle in South Africa.**

Most candidates were able to describe the role played by white South Africans to the liberation struggle in South Africa. However, some candidates did not have the specific details on the names and functions of the people or organisations, thus giving general descriptions or irrelevant details. Some candidates described the role of the African liberation struggle leaders and organisations such as ANC, Nelson Mandela, etc.

**An example of a correct answer:**

Some white South Africans such as Helen Suzman criticised the apartheid system using her position as a Member Parliament fight for the rights of the non-whites.

- (b) This part of the question required that candidates **explain two reasons why P.W. Botha's total strategy failed.**

Most candidates who answered this question were not able to explain the reasons for the failure of P.W. Botha's total strategy. Some candidates explained the reasons why F.W.de Klerk introduced reforms or described his reforms.

**An example of a correct answer:**

Botha's 'total strategy' failed because violence increased in the 1980s. The reforms of the 'strategy' backfired on the government since it failed to win the opposition but instead, they interpreted reforms as a sign that apartheid was weakening. They then put more pressure on the government to give them political rights thus forcing the government to abandon the strategy.

- (c) This part of the question required that candidates **evaluate how far the economic instability in South Africa led to the collapse of the minority rule in the late 1980s.**

Most of candidates were able to explain how economic instability led to the collapse of apartheid. However, some candidates explained factors that caused economic instability on the other side e.g., sanctions, instead of other factors. Some candidates explained the reasons for the abolishment of apartheid in the 1990s which is not what the questions required.

**An example of a correct answer:**

The economic instability in South Africa led to the collapse of apartheid in the 1980s. The economy was declining rapidly in the 1980s due to imposed sanctions and exodus of foreign businesses. So, many of the business people began to call for the abolition of apartheid since it was affecting their businesses.

However, the growth of non-white resistance towards apartheid in the 1980s led to the collapse of apartheid in South Africa. Resistance groups such as the Black Consciousness Movement had escalated the opposition by the Africans as they became more determined to fight until apartheid was abolished. This then negatively affected the operations of the government as the opposition gained momentum.

All in all, even though the resistance towards apartheid was increasing and putting pressure on the government to abandon apartheid, the economic instability was the main reason for the collapse since it directly affected the white people who had benefitted from apartheid so when they began to call for the end of apartheid the government began to lose their support.