



EXAMINATIONS COUNCIL OF SWAZILAND
Swaziland General Certificate of Secondary Education

HISTORY

6891/02

Paper 2 Aspects of the History of Southern Africa

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Confidential

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MARKS: 50

This question paper consists of 7 printed pages and 1 blank page.

Section A: Swaziland, 1945 – 1995

1(a)	Describe the impact of apartheid rule in South Africa on Swaziland.	[10]
Level 1	General answer e.g. It affected her	[1-3]
Level 2	Identifies factors e.g. Affected diplomatic relations between Swaziland and South Africa Brought liberal ideas into Swaziland Influx of South African immigrants into Swaziland Education Economic factors	[4-6]
Level 3	Describe factors e.g. The ANC exiles brought into Swaziland with them the liberation struggle ideas which were copied by the Swazi people who then began their own e.g. there was the first ever big strike in Swaziland in the 1960s.	[7-10]
(b)	Explain the social impact of British rule in Swaziland.	[15]
Level 1	General answer e.g. It introduced changes	[1-2]
Level 2	Identifies factors e.g. Introduction of Christianity Loss of culture; language, customs, dress code, etc Education Modern medicine / destruction of traditional institutions.	[3-5]
Level 3	A narrative	[6-9]
Level 4	A clear explanation of one factor, e.g. The British introduced Christianity and frowned upon the Swazi Traditional Religion which forced a lot of Swazis to abandon their religion and adopt the Christian religion.	[10-11]
Level 5.	A clear explanation of two factors	[12-13]
Level 6	A clear explanation of three or more factors	[14-15]

2(a)	Describe the challenges faced by industries in Swaziland after 1968.	[10]
Level 1	General answer e.g. They closed	[1-3]
Level 2	Identifies challenges e.g. Lack of capital Wide spread industrial strikes Dependency on South African economy Lack of skilled labour/ workforce	[4-6]
Level 3	Describes challenges e.g. There was a wide spread of strikes in industries which scared investors away. This affected the economy badly as production declined.	[7-10]
(b)	Explain how far the standard of living has improved in Swaziland since independence.	[15]
Level 1	General answer e.g. It has not improved/ it has improved.	[1-2]
Level 2	Identifies examples e.g. Low standard of living in rural areas Economic activities controlled by non- Swazi Increased cost of living Many Swazis have access to basic necessities Technology Improved infrastructure	[3-5]
Level 3	A narrative	[6-9]
Level 4	A clear explanation of one example e.g. The standard of living is low especially in the rural areas where the majority of people depend on farming and low wages to survive, resulting in poverty. Many Swazis have access to basic necessities such as electricity, modern houses, modern forms of transport, clean water, modern schools, etc. These made the lives of the people easier.	[10-11]
Level 5	A clear explanation of two examples	[12-13]
Level 6	A clear explanation of three or more examples	[14-15]

Section B: South Africa, 1948- 1995 and Zimbabwe, 1951- 2002

- 3(a) Describe the content and purpose of the Freedom Charter of 1955. [10]**
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|---------|--|--------|
| Level 1 | General answer
e.g. It was a document | [1-3] |
| Level 2 | Identifies examples
e.g. Adopted in 1955 at Kliptown by the Congress of the People
Advocated that the people shall govern
Advocated that all people shall have equal rights | [4-6] |
| Level 3 | Describes examples
e.g. It advocated for all people to govern, that every man and woman shall have the right to vote for and stand as a candidate for all bodies which make laws. | [7-10] |
- (b) Explain how the repression used by the Nationalist government up to the 1960s affected the struggle against apartheid in South Africa. [15]**
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|---------|--|---------|
| Level 1 | General answer
e.g. It was effective | [1-3] |
| Level 2 | Identifies examples
e.g. They weakened the opposition
They instilled fear on the opposition
They destabilized opposition | [3-5] |
| Level 3 | A narrative | [6-9] |
| Level 4 | A clear explanation of one example
e.g. The Nationalist government was able to separate the races through the Group Areas Act of 1950. In the Bantustans Africans were kept apart in order to avoid or weaken unity and collective resistance e.g. District six forced removals, Sophiatown, etc.
Banning and long trials forced the leaders out of action for a longer period and this weakened African opposition
Arrests, which included house arrests, instilled fear on the Africans to challenge the government because of police brutality, murder in custody. Through passing life sentences they kept opposition leaders out of action. Violence and killings by the security forces temporarily brought demonstrations to an end because people feared to be shot at and killed e.g. Sharpeville massacre | [10-11] |

Level 5	A clear explanation of two examples	[12-13]
Level 6	A clear explanation of three or more examples	[14-15]
4(a)	Describe the 1993 Constitution of South Africa.	[10]
Level 1	A general answer e.g. It was good	[1-3]
Level 2	Identifies examples e.g. Nine provinces would be established There would be a one-person-one-vote election Multiracial government	[4-6]
Level 3	Describes examples e.g. It was agreed that there would be elections based on a one-person-one-vote principle to be held on 27 April 1994.	[7-10]
(b)	Explain why violence increased in South Africa after 1991.	[15]
Level 1	General answer e.g. Because people were angry	[1-2]
Level 2	Identifies examples e.g. Lack of reconciliation amongst the races(AWB/Africans) Inkatha's lack of cooperation African and white's different attitudes with the new government in implementing changes	[3-5]
Level 3	A narrative	[6-9]
Level 4	A clear explanation of one example e.g. Mandela and de Klerk's supporters had different attitudes towards the government's implementation of changes. Mandela's supporters wanted full democracy straight away while de Klerk's supporters favoured delaying the changes.	[10-11]
Level 5	A clear explanation of two examples	[12-13]
Level 6	A clear explanation of three or more examples	[14- 15]

5(a)	Describe the terms of the Lancaster House Agreement of 1979.	[10]
Level 1	General answer e.g. It was about land	[1-3]
Level 2	Identifies examples e.g. All land was to be acquired on a willing buyer seller basis Compensation for land seized paid in foreign currency Rhodesia once again became a British colony/ dependency It ended the UDI Democratic elections would be held in Rhodesia in 1980	[4-6]
Level 3	Describes examples e.g. Compensation for land seized was to be denominated in foreign currency and donor support for this programme was poor which resulted in land being costly. The UDI was ended and Rhodesia reverted to the status of a British colony. She became known as The British Dependency of Southern Rhodesia.	[7-10]
(b)	Explain why there was a 'white exodus' in Rhodesia in the 1970s.	[15]
Level 1	General answer e.g. Because they wanted to leave	[1-2]
Level 2	Identifies examples e.g. Minority rule was ending The freedom fighters were killing them (whites) Division among the whites Economic sanctions on Rhodesia	[3-5]
Level 3	A narrative	[6-9]
Level 4	A clear explanation of one example e.g. Some white people were not happy that Rhodesia was about to have majority rule. They hated the idea of being under the rule of the black majority. White farmers were under constant attack by the African guerilla fighters and rebels. They launched scattered attacks on isolated white farms and killed the whites.	[10-11]

Level 5	A clear explanation of two examples	[12-13]
Level 6	A clear explanation of three or more examples	[14-15]
6(a)	Describe the government’s reaction to ZAPU opposition up to the 1990s.	[10]
Level 1	General answer e.g. It stopped it	[1-3]
Level 2	Identifies examples e.g. It kept in force a “state of emergency” Sent army to suppress dissidents Government declared a curfew in areas of Matabeleland	[4-6]
Level 3	Describes examples e.g. The government kept in force a “state of emergency” which gave it widespread powers under the “Law and Order Maintenance”, including the right to detain persons without charge. In 1983 to 1984 the government declared a curfew in areas of Matabeleland and sent in the army in an attempt to suppress dissidents. Widespread violence and disregard for human rights by the security forces during these operations, and the level of political tension rose. Thousands of civilians died in a situation of a low level civil war.	[7-10]
(b)	Explain why a referendum was held in Zimbabwe in 2000.	[15]
Level 1	General answer e.g. The people were not happy	[1-2]
Level 2	Identifies examples e.g. The people of Zimbabwe rejected the new constitution Worsening economic conditions Human rights violations Rise of political opposition (MDC)	[3-5]
Level 3	A narrative	[6-8]
Level 4	A clear explanation of one example. e.g. The people of Zimbabwe rejected the proposed new constitution, arguing that it did not represent the people of Zimbabwe on issues such as Presidential powers. They hated that it would have permitted President Mugabe to seek two additional terms in office, granted government officials immunity from prosecution, and authorized government seizure of white owned land.	[9-11]

Level 5	A clear explanation of two examples	[12-13]
Level 6	A clear explanation of three or more examples	[14-15]