NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2020

HISTORY: PAPER II

MARKING GUIDELINES

Time: 3 hours 200 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.

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SECTION A INDIVIDUAL-SOURCE ANALYSIS

QUESTION 1 VISUAL-SOURCE ANALYSIS

1.1 *Use your own knowledge to explain briefly who the Black Panthers were and what their aims were. Write TWO points.*

[LEVEL 1]

- The Black Panther Party for Self-Defence (BPP) was an organisation founded in 1966 in Oakland, California.
- It was founded by college students Huey P. Newton and Bobby Seale. It was a revolutionary organisation with an ideology of black nationalism, socialism, and armed self-defence.

[Any relevant response that answers who they were = 2 marks]

- It aimed to protect black Americans from the police,
- To make the USA more politically, socially and economically equal.
- Other aims: 'We want land, bread, housing, education, clothing, justice, and peace.' (From their 10-point programme)
- 'And as our major political objective, a United Nations-supervised plebiscite to be held throughout the black colony in which only black colonial subjects will be allowed to participate, for the purpose of determining the will of black people as to their national destiny.'
- Any clause from the 10-point programme should be allowed as answer to this question.
- It aimed to instil black pride and self-reliance.

[Any relevant response addressing their aims = 2 marks] (4)

1.2 *What do you think the photographer was trying to show about the Black Panthers in this photograph? Refer to its main focus in your answer.*

[LEVEL 4]

- To show what the Black Panthers' Free Breakfast programme and social programmes were about.
- To show how children responded to the Black Panthers' social programmes
- To show that the children were well taken care of – fed a good breakfast:
- plates and cups on the table
- and that they were jubilant, happy, positive, excited
- about being fed but also excited to be at school, to be part of a group, cared for, made to feel important:
- Black Power Salute, and
- arms and fists in the air with
- smiling faces
- They shout together – possibly shouting slogans.

[2 marks for the photographer's intention (ONE) and 2 marks for reference to the visual focus (ONE)] (4)

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1.3 *How might the United States government have used this photograph to discredit the Black Panthers? Give THREE points.*

[LEVEL 4]

- They might have claimed that the students have been brainwashed – by asserting that the Panthers are using children to push their agenda and achieve their goals.
- Children can be 'bought' with food, i.e. breakfast programme.
- They are all shouting with vigour, as if on cue i.e. taught, together – they wouldn't do it by themselves, they have been 'coached'.

[ANY THREE points] (6)

1.4 Provide an appropriate, biased caption to accompany this photograph if it had appeared in a pro-Black Panther Party publication.

[LEVEL 3]

'Black Panthers care about the community's children'
'Black Panthers feed the mind'
'Breakfast before school – Black Panthers take charge'

[ANY appropriate caption, but caption must capture something positive about the Black Panthers – it must reflect them in a positive light] (2)

1.5 *Identify and explain ONE value and ONE limitation of photographs as historical sources.*

[LEVEL 1 AND LEVEL 2]

VALUE:

- Photographs make the past more accessible.
- Makes what is intangible, tangible/concrete.
- Its visual information is direct, immediate.
- Offers a snapshot of history at a particular time.
- Helps us to visualise the past.
- Presents us with an authentic view of reality.

LIMITATION:

- It shows a 'slice of life'/one moment in time only.
- We do not know what happened before or after the photograph was taken.
- The photograph may be biased, as the photographer may have had a certain point of view or agenda or framed the photograph in such a way that we see happy, pro-Panther children. This would promote a more positive view of the organisation.
- They can be altered, cropped in order to present a particular world view.

[ANY ONE VALUE (2) and ANY ONE LIMITATION (2)] (4)
[20]

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QUESTION 2 TEXTUAL-SOURCE ANALYSIS

2.1 *Using the source, list FOUR ways identified by Oliver Tambo as the means to conduct a people's war.*

[LEVEL 2]

- ANC underground;
- mass action by the people;
- armed offensive by MK;
- international isolation of SA (8)

2.2 *According to the author, what role did the ANC play in disrupting the functioning of the government? Provide ONE quote to support your answer.*

[LEVEL 2]

The ANC urged black South Africans to make the country difficult to govern:

'We must … create conditions in which the country becomes increasingly ungovernable.'

'… the ANC "urging the people to combine in action all elements of people's war" and calling on the masses to make the "apartheid system unworkable and the country ungovernable".'

[Description of the role of the ANC = 2 marks + Any relevant quote = 2 marks] (4)

2.3 *Use your own knowledge to name the law that brought about the black local councils mentioned in the passage.*

[LEVEL 1]

Black Local Authorities Act. (2)

2.4 *Use the source to explain why black local councils were being targeted by black communities. Write down TWO points.*

[LEVEL 2 AND LEVEL 4]

- They were segregated institutions.
- They were symbolic of apartheid's injustices.
- They were 'venal and corrupt'.
- They feathered their own nests at the expense of the community.
- They were set up as substitutes for representation in parliament.

[ANY TWO points] (4)

2.5 *Find a historical concept in the source that best fits the definition below. (Write down only the historical concept. No explanation required).*

A complete change in the political system of a country.

[LEVEL 2]

Revolution (2)

[20]

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QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Using the source and your own knowledge, explain how the new Miss Universe pageant has challenged 'Western' concepts of beauty. Write down TWO points.*

[LEVEL 1 AND 3]

- A black woman has been crowned for her beauty,
- which does not conform to traditional 'Western' concepts of beauty such as being white-skinned, having blonde hair or straight hair, tall, long legs, etc.

[ANY relevant explanation] (4)

3.2 *Using your own knowledge, list TWO methods used by feminists in the 1960s to protest against male sexism and pageants similar to the Miss Universe Pageant.*

[LEVEL 1]

- They crowned a live sheep: 'Miss America'.
- They dumped bras, girdles, curlers, false eyelashes, wigs, high heels, corsets and issues of women's magazines into a 'freedom trash can'.
- Invaded all-male clubs and bars.
- Non-violent protests with placards
- Wrote and circulated articles and pamphlets denouncing beauty contests.

[ANY TWO methods] (4)

3.3 Compare the author's criticism of the nature of beauty pageants to the criticism of male sexism and pageants during the 1960s protests. Provide THREE points.

[LEVEL 2 AND LEVEL 4]

Similarities:

- Both were directed at the way the pageants dehumanise and objectify women.
- Both were directed against traditional male views of femininity and beauty and women's roles.

Difference:

- The **author's** criticism is not only that the pageants dehumanise women but also specifically that recent attempts to introduce more diversity into the competitions by crowning black contestants as the winners, do not essentially change the exploitative and degrading nature of the pageants,
- whereas the **criticism in the 1960s and 1970s** was aimed at pageants per se **and** the fact that there were no black or indigenous contestants and no black had ever won.

[ANY THREE relevant points – but at least ONE similarity and ONE difference] (6)

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3.4 *Name ONE important organisation formed in the 1960s to campaign for women's rights.*

[LEVEL 1]

- NOW
- New York Radical Women

[ANY relevant organisation] (2)

3.5 *Using your own knowledge, identify and explain ONE legislative success of the Women's Movement in the USA in the 1960s or 1970s that improved the social or economic position of women.*

[LEVEL 1 and LEVEL 4]

- **Equal Pay Act (1963)**: Despite its limitations, passage of the law firmly supported women's economic rights and improved earnings.
- **Civil Rights Act of 1964**: provided another tool for women to fight discrimination in the workplace.
- **Griswold versus Connecticut (1965)**: The Supreme Court overturned a doctor's conviction for prescribing contraceptives: married couples should be able to practise contraception.
- **Massachusetts versus Baird (1972)**: The Supreme Court overturned William Baird's conviction for distributing condoms to unmarried women – the right to privacy was extended to unmarried women. Helped liberalise access to birth control.
- **Education Amendments of 1972**: Prohibited discrimination at educational institutions receiving federal funding. The prohibited discrimination included discrimination in the rates of pay or any other form of compensation.
- **Roe versus Wade (1973)**: The Supreme Court ruled that a woman's right to privacy included abortion – so federal and state laws that banned abortion were struck down.

[ANY ONE piece of legislation correctly identified = 2 marks and explained = 2 marks] (4)

[20]

60 marks

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SECTION B SOURCE-BASED QUESTIONS

Refer to Source A

4. *List THREE aims of Julius Nyerere, according to the source.*

[LEVEL 2]

- He wanted to be a nation-builder.
- He wanted cultural integration.
- He wanted to implement ujamaa.

[2 marks each for 3 aims = 6 marks. Candidate may quote or use own words.] (6)

5. 5.1 *Why does Mazrui (another author referred to in the extract) refer to Nyerere's ujamaa policies as a 'heroic failure'?*

[LEVEL 2]

Ujamaa did fail since it did not 'deliver the goods', but it was at least an attempt by an African country to create its own 'path' – a unique path, not that of the West, thus making it a 'heroic' failure. (2)

5.2 *Quote ONE sentence from the source that you would regard as biased in favour of Nyerere.*

[LEVEL 4]

- '… On the other hand, Nyerere's policies of nation-building amount to a case of unsung heroism …'
- '… With wise and strong leadership, and with brilliant policies of cultural integration, he took one of the poorest countries in the world and made it a proud leader in African affairs and an active member of the global community …' (2)

6. *Find a historical concept in Source A that best fits the following definitions. Write down only the historical concept. (No explanation is required).*

[LEVEL 2]

6.1 *A set of fundamental principles by which a state is governed.*

Constitution (2)

6.2 *A set of beliefs or principles, especially one on which a political system, party, or organisation is based.*

Ideologies (2)

6.3 *Tanzania's policy of familyhood.*

Ujamaa (2)

Refer to Source B

7. *Use your own knowledge to name the document in which Nyerere outlined his policy of a 'socialist and self-reliant society' (paragraph 1).*

[LEVEL 1]

Arusha Declaration (2)

8. *What was the 'socialist construction', referred to in the text, called in Tanzania?*

[LEVEL 1]

African Socialism (2)

9. *Were Nyerere's educational reforms successful, according to the source? Write down THREE quotes from the source to support your answer.*

[LEVEL 6]

WERE SUCCESSFUL/SOME SUCCESS

- His reforms have reached most people – indicates success: '… has introduced … changes that reach nearly all its citizens …'
- 'Primary education is essentially universal'.
- Initial instruction draws on familiar material and a familiar language: '…uses a language and draws on experiences … familiar …'
- 'Tanzania's adult literacy is now among the highest in Africa'.

OR

NOT SUCCESSFUL/NOT COMPLETELY SUCCESSFUL

- '… the United Republic of Tanzania's educational experiment, inspired and driven by Nyerere's educational philosophy, has produced a mixture of successes and failures …'
- '… Many of the problems that Nyerere addressed in an attempt to transform the education system and educational policies still persist …'
- '…, or have not yet succeeded in implementing it …'

[2 marks for the stand + THREE relevant quotes. Candidates can also argue that there were some successes, but that it was not completely successful – must support with relevant quotes.] (8)

Refer to Source C

10. *What is the message of the cartoon? Refer to THREE visual clues in your answer.*

[LEVEL 4 AND LEVEL 6)

- **Nyerere was a great man/leader.**
  - Seen in the symbolic 'big foot' (shoe drawn large).
  - Which shows that there are 'big shoes to fill'.
  - Shoe is shiny – positive connotations there.
- **It is hard to follow in Nyerere's footsteps. (fill Nyerere's shoes)**
  - The man is finding it hard to put himself in the shoes of Nyerere – has a thin leg and only one leg in the shoe.
- **The leaders that have followed are not as good as Nyerere.**
  - They can only hope to be as good as him.
  - Seen in the tentative step taken into Nyerere's shoe.
  - There is poverty around – man and hut: he is emaciated, hut is shabby/derelict.
  - Whilst leaders have wads of cash in their hands.
  - And suitcases full of cash and remnants of food and drink lying around.
  - Feathering their own nests.

[2 marks for explanation of the message and 2 marks each for THREE references to visual material] (8)

Refer to Source D

11. *Use source D to answer the following questions.*

[LEVEL 2]

11.1 *Was the movement of people into ujamaa villages voluntary, as claimed by Nyerere? Write down only the answer.*

No (2)

11.2 *Write down TWO quotes that support your answer to the question above (Question 11.1).*

- 'Nyerere announced the compulsory resettlement of the entire remaining rural population within three years'
- '… the police, army, national service and militiamen were mobilised to move the people …'
- 'This is Nyerere's order'. (4)

11.3 *What does the last line of the first paragraph suggest about Nyerere's security forces?*

They were vengeful, violent (2)

Refer to Source E

12. *Use Source E and your own knowledge to state whether the following statements are TRUE or FALSE. Write down ONLY TRUE or FALSE. No explanation is required.*

[LEVEL 2]

12.1 *Source E is a primary source.*

FALSE (2)

12.2 *Foreign countries refused to support Tanzania when it embarked on a programme of socialist reform.*

FALSE (2)

12.3 *President Nyerere blamed foreign industrialised nations for the lack of economic success in Tanzania.*

TRUE (2)

12.4 *By the 1980s, Tanzania was still heavily reliant on foreign aid.*

TRUE (2)

12.5 *Tanzania's transition from colonial rule to independence was peaceful.*

TRUE (2)

Refer to Source C and Source F

13. *In what ways does Source F support the cartoonist in Source C's view of Nyerere? Use evidence from BOTH sources to support your answer.*

[LEVEL 4]

- Source F supports the notion of 'BIG shoes to fill' (i.e. he was a great man who had a positive impact on Tanzania).
- Seen in the visual in Source C.
- Source C promotes a positive picture of Nyerere who did a lot for the people compared to others who followed him.
- Source F also advances a positive picture of Nyerere.
- He did great things: he unified Tanzania through language and tried to provide services to the people in collective villages.
- Examples: schools, roads, electricity – Source F.
- Source C implies that Nyerere was a great man, who must be so through his great deeds and services to the people of Tanzania – big boots).
- Professor Baitu (Source F) provides much corroborating evidence to support this view held by the cartoonist (Source C).

[Must show HOW Source F supports Source C – i.e. Nyerere's 'greatness'/prestige/stature/good deeds + offer examples from the text (Source F) AND refer to the visuals in Source C.] (8)

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14. *Evaluate the reliability of Source F for a historian studying the contribution made by Julius Nyerere to Tanzania.*

[LEVEL 6]

To obtain full marks mention should be made to origin, value, intention and bias/limitation within the source.

The source is reliable to some extent, but has limitations. The origin of the source is an article written in 2019 by journalist Paul Samasumo for The Vatican News, an online news information portal. The intention is unclear – it seems to be a general enquiry/discussion about the life and legacy of Julius Nyerere. The source is only from one perspective (Father Baitu's perspective) and it is written in defence of Julius Nyerere's impact on Tanzania. The source focuses on Nyerere's positive contributions and uses words and phrases that reflect Nyerere in a positive light. Nyerere is described as having 'succeeded' in uniting Tanzanians through Swahili. Nyerere wanted to bring people together to live in communities that would ensure access to essential services. He is praised for electrifying towns and building roads and schools. Although the source is thus clearly biased in favour of Nyerere; there is a small admission that 'mistakes were made'. In addition, Father Baitu might be biased in favour of Nyerere as a fellow Roman Catholic and as a friend of his. Furthermore, this is not the entire source; it has been edited and is only an extract from the original. The bias, purpose, personal perspective and editing makes this an unreliable source if used on its own. The article is written with hindsight, which might lend it some reliability; but limitations remain. The source omits any discussion of Nyerere's use of force and brutality in the villagisation process. Father Baitu is, however, a scholar (a professor) so he is acquainted with what is expected from rigorous academic work – thus some of what he says is verifiable and true. But there is a subjective element in there too. (6)

Use this rubric in conjunction with the above-mentioned guidelines.

5–6	**Evaluation/Limitation and Bias** Comprehends the source/acknowledges limitation/focuses on origin and intention (to some degree) and acknowledges bias in order to deduce that the source has limited reliability or is unreliable. Must quote/provide some reference to bias in the source or bias of origin and publication to be credited with 6 marks.
3–4	**Analysis and Limitation** Shows ability to comprehend the source/acknowledges origin and/or intention and vague mention of the limitation of the source if used on its own/no attempt to evaluate the source (bias, etc.)
1–2	**Comprehension** Describes the information obtained from the source/only able to comprehend the source but no attempt to evaluate the source itself (limited discussion of origin or intention).
0	No attempt to answer the question.

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Refer to Source G

15. *Find a historical concept in Source G that best fits each of the following definitions. Write down only the historical concept. (No explanation is required).*

[LEVEL 2]

15.1 *A system of discrimination and segregation based on race.*

Apartheid (2)

15.2 *An international association consisting of the UK together with states that were previously part of the British Empire.*

Commonwealth (2)

15.3 *An authoritarian government.*

Regime (2)

16. *Provide TWO pieces of evidence from the source that show that Julius Nyerere supported the freedom struggles elsewhere in Africa.*

[LEVEL 2]

- He said that Tanzania would never join the Commonwealth if South Africa remained in it.
- He played host to the ANC, PAC, Frelimo and Zanla. (4)

17. *Write down ONE piece of evidence from the source that suggests that Julius Nyerere might have failed Tanzanians. (paragraph 3)*

[LEVEL 2]

- He was so busy with international affairs that he neglected Tanzania domestically and ignored local issues.
- He did not always respect human rights in Tanzania – on occasion he actively abused them.

[ANY ONE) (2)

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Refer to Source H

18. *Use Source H to describe the impact of one-party rule on Tanzania. Your answer should contain THREE points from the source.*

[LEVEL 2]

- Nyerere abused human rights to a degree.
- He was authoritarian.
- He curtailed human rights.
- He would not allow a bill of rights in the constitution.
- He would not guarantee individual rights.
- He extended the use of oppressive colonial legislation.
- He enacted laws that curtailed human rights.
- Political parties and civil rights organisations were also curtailed.

[2 marks each for THREE points that adequately describe his impact, with examples from the source.] (6)

19. *How useful is this source to a historian studying Julius Nyerere's legacy? Support your answer with ONE piece of evidence from the source.*

[LEVEL 4]

- Very useful.
- It shows another side of Nyerere and his rule.
- Which adds to the picture we have of him as a person and a ruler.
- It shows he used quite harsh measures when he felt it was necessary and curtailed people's rights when he felt it was needed.
- It balances the view that he was a perfect human being who could do no wrong.
- He had a darker side at times.
- He was not averse to using the levers of power to achieve his aims.

[stand = 2 marks + evidence to support = 2 marks] (4)

90 marks

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SECTION C SOURCE-BASED ESSAY

Use sources A to H in the Source Material Booklet to write a source-based essay on the following topic:

To what extent did Julius Nyerere's policies have a positive impact on Tanzania?

[LEVEL 2, 3, 4, 5 and 6]

The essay is marked holistically using the IEB source-based essay rubric with the memoranda as a guideline.

- Candidates may argue that Julius Nyerere's policies had a positive impact on Tanzania to a **LARGER/GREATER EXTENT**. Julius Nyerere promoted national unity and pride, especially through his making Swahili the official language, through religion, through cultural integration, through education, especially adult literacy and through his leadership in African affairs. He also electrified towns, built roads and schools. His ujamaa policy was designed to bring people together to access resources.

- To a **LESSER EXTENT**, Julius Nyerere's policies had a positive impact on Tanzania, in that he would allow only one political party, he abused human rights on occasion, neglected local issues in favour of international affairs and would not accept any blame for Tanzania's lack of economic progress. His ujamaa policy failed and led to a decline in economic output. It was accompanied by the forceful removal of people from their homes.

OR

- Candidates may argue that Julius Nyerere's policies had a positive impact on Tanzania to a **LESSER EXTENT**: he would allow only one political party, he abused human rights on occasion, neglected local issues in favour of international affairs and would not accept any blame for Tanzania's lack of economic progress. His ujamaa policy failed and led to a decline in economic output. It was accompanied by the forceful removal of people from their homes.

- To a **LARGER/GREATER EXTENT**, **Julius** Nyerere's policies had a positive impact on Tanzania: Julius Nyerere promoted national unity and pride, especially through his making Swahili the official language, through religion, through cultural integration, through education, especially adult literacy and through his leadership in African affairs. He also electrified towns, built roads and schools. His ujamaa policy was designed to bring people together to access resources.

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SOURCE	NYERERE'S POLICIES HAD A POSITIVE IMPACT	NYERERE'S POLICIES HAD A NEGATIVE IMPACT
	Focus words: Greater/Lesser extent	**Focus words: Greater/Lesser extent**
A	Nyerere founded the religious articles in the constitution. He favoured religious freedom. He was a nation-builder: 'unsung heroism', exercising 'wise and strong leadership' and devising a policy of 'cultural integration'. He made Tanzania a 'proud leader in African affairs'. He tried not to borrow money for development from the West, but pursued his own course.	His policy of ujamaa was a 'heroic failure': 'did not deliver the goods of development'.
B	There were some major achievements in education: Primary education is essentially universal' 'Initial instruction uses a language and draws on experiences and materials that are familiar to everyone', 'Tanzania's adult literacy is now among the highest in Africa (about 85%)' Tanzanians take pride in their country and language – unifying effect:' Tanzanian citizens evince* a pride in their language and their country that derives* … from a sense of accomplishment and self-confidence …'	His educational, social and economic policies failed. Education in Tanzania was a mixture of success and failure: many problems persisted as Nyerere tried to transform the education system. Nyerere himself expressed doubt about the policies he tried to implement in education: "I am becoming increasingly convinced that we in Tanzania either have not yet found the right educational policy, or have not yet succeeded in implementing it or some combination of these two alternatives' …'
C	Nyerere was a great man – big boots to fill – seen in the big boot visual that is the focal point. The cartoon contends that Nyerere had a positive influence on Tanzania, positive contribution, since others who followed him were only interested in acquiring wealth whilst Tanzanians lived in poverty.	
D		Ujamaa made slow progress, peasants were reluctant to move into the villages. Coercion and brutality were used: 'To assure that people remained in the new villages, former houses were usually made uninhabitable by ripping out doors and windows and kicking holes in the mud walls …' Peasants did not want to move – so security forces were used: '… and so the police, army, national service and militiamen were mobilised to move the people …' 'People were ill-treated, harassed, punished …' State control led to corrupt, inefficient corporations, officials were incompetent; '… a multitude of state corporations that were inefficient, incompetently managed, overstaffed and mired in debt …' The economy was in dire straits, by the late 1970s. Agriculture declined; national output declined, the standard of living declined. Nyerere was stubborn – he refused to admit he was wrong: '… Whatever difficulties Tanzania encountered, however, Nyerere held fast to his socialist strategy, dismissing all suggestions that the strategy itself might be at fault …'

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E	There were some achievements: a high rate of literacy and primary-school enrolment. Tanzania avoided civil wars and tribal conflict. Nyerere created a sense of national identity. Thus, it was not entirely his fault – he was at the mercy of rising oil prices and 'falling revenues from the sale of sisal, hemp and coffee …'	Tanzania's agricultural economy was left in ruins, its per capita income was the lowest in the world. Blame shifting, not accepting responsibility – Nyerere claimed that the industrialised nations of the world caused economic decline in Tanzania: 'hostile international environment' of the 1970s and 1980s.
F	Nyerere united the nation through Swahili. It was an achievement to lead a country that had 120 tribes and many 'subtribes'. He tried to make the people prosper through bringing them together in places in which they could have access to water, electricity, etc. He tried to organise the communities in a traditional way. His motives/intentions were good. To some it might seem he imposed ujamaa on the people, but in hindsight, he was trying to do a good thing.	'… mistakes were made and the model (Ujamaa) had challenges …' '… In the end it impoverished the people …' – interviewer speaking about Ujamaa.
G	Nyerere brought glory to Tanzania through his foreign policy. He denounced SA for its apartheid policy. He threatened to never join if SA remained in the Commonwealth. He was committed to helping the ANC, PAC, Frelimo, Zanla (African liberation movements. He condemned SA for apartheid, assisted in that fight. He helped Mugabe and Zanla forces in Rhodesia. He protected Tanzania when needed by repelling a Ugandan invasion. He dislodged Amin – a brutal dictator in Uganda – from power.	Critics say Nyerere overlooked Tanzania's problems by focusing too much on foreign affairs. He did not always observe the same respect for human rights in Tanzania as he did elsewhere. He locked up opponents using his Preventive Detention Act.
H		Under Nyerere – a bill of rights was rejected which could have protected the rights of individuals. He used oppressive colonial laws to suppress dissent and even extended these laws. New laws were enacted that curtailed the rights of individuals. He allowed only one party. He denied the choice to form alternative parties. He also curtailed civil society groups.

50 marks

Total: 200 marks

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GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + focus	Use of sources	Counter-argument (C/A)	Structure + style	Main impression
7+ **90–100%** **45–50**	Takes a stand. Sustains argument throughout. Maintains clear and consistent focus. Understands all aspects of question. Links sources and question very well.	Uses all the sources and references them by letter. Uses detail from the sources to substantiate argument and counter-argument. Quotes selectively where appropriate.	Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to main argument.	Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.	Essay is logical, coherent and concise. It demonstrates excellent historical insight and understanding.
7 **80–89%** **40–44**	Takes a stand. Sustains argument but may have minor lapses that do not detract from the understanding or focus. Links sources and question well.	As above.	As above.	As above.	Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.
6 **70–79%** **35–39**	Takes a stand. Focuses on question, but may have some lapses in focus or implied focus that detract from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but there may be gaps or minor lapses in evidence. Quotes selectively where appropriate.	Identifies C/A.	Introduction and conclusion that focus on answering the question. Use of paragraphs. Expression satisfactory.	Essay is a good attempt but may be lacking in depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
5 **60–69%** **30–34**	Attempts to take a stand. Lapses in focus or uses tagged-on/implied focus. Makes inconsistent or shallow argument. Shows some evidence of linking sources and question.	Uses most of the sources and references them by letter. Describes or paraphrases sources rather than using information from them. Uses too many long quotes from sources.	Identifies C/A but not fully. Omits some aspects of C/A.	Introduction and conclusion present but flawed. Expression satisfactory.	Essay attempts to answer the question but is not fluent and accurate throughout. It shows some basic insight but there are limitations to historical understanding.

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4 **50–59%** **25–29**	Takes a weak stand. Uses tagged-on or implied focus. Makes weak attempt to link sources and question.	Omits 2 or 3 sources. Describes or lists* sources rather than using information from them appropriately. Uses quotes that are irrelevant or too long. Lumps* sources together.	Identifies C/A at basic level.	Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (e.g. lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.
3 **40–49%** **20–24**	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies. Gaps in argument. Tries to link sources to question but not successfully.	Does not use half of the sources. Has poor comprehension of sources. Uses few relevant quotes.	Has no C/A or it is very simplistic.	Structural problems. Introduction and/or conclusion missing. Expression weak.	Essay is difficult to read or the argument is hard to follow. It shows a lack of understanding of the question, or of how to use the sources to answer the question.
2 **30–39%** **15–19**	Makes no attempt to take a stand. Does not focus on question. Is unable to link sources to question.	Uses very few sources. Has very poor comprehension of sources.	As above.	Structural problems. Expression very weak.	Essay does not demonstrate an understanding of historical issues evident in the sources. It shows very little understanding but the candidate has tried to use some information from the sources.
1 **0–29%** **0–14**	Makes no attempt to focus. Has no understanding of the question.	Uses only one or no sources. Seems unable to use relevant sources.	No C/A.	Structural problems. Expression extremely poor.	Essay shows extremely limited comprehension of sources or understanding of question, or how the two are connected.

- Listing sources – using sources alphabetically rather than grouping them in support of the argument or counter-argument, e.g. Source A shows …; Source B states …; According to Source C …; In Source D … etc.
- Lumping sources – dealing with several sources together rather than separately, implying that they all say the same thing, e.g. Sources A, C, F and H.

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