NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2021

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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These memoranda serve as guidelines.

SECTION A INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL SOURCE ANALYSIS

1.1 *Use your own knowledge to explain why heavily armed police were in the townships in 1986.*

[LEVEL 2]
- State of emergency was declared.
- Violence had erupted as protest action spread against the government's lack of reform and methods of repression.
- Vaal Triangle uprising in response to new reforms by the government resulted in the declaration of a state of emergency.
- ANC had called supporters to make South Africa ungovernable resulting in increased protest action which was often accompanied by government violence.

[Any relevant point]

1.2 *Identify the method of protest used by the people attending the funeral. Support your answer with ONE clue from the photograph.*

[LEVEL 2]
- Method: Peaceful march or non-violent protest/unarmed protest.
- Supporting evidence: All running peacefully/no violent action shown in photograph. No indication that crowd is threatening the armed police.

1.3 *Describe the atmosphere in the photograph. Support your answer with TWO clues from the source.*

[LEVEL 4]
- Tense/non-violent/defiant/restless/scary/fearful. **(Any relevant)**
- Army or large defensive vehicle and police or SADF vehicle in the township of Alexandra.
- Funeral procession resembles a march.
- T-shirt of protester states unban COSAS/forward we shall march.
- Funeral has political symbols thus suggests the death was linked to political violence.
- Flying ANC flag even though banned.

[2 description + 4 evidence]

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1.4 *In what way could this photograph have been used as propaganda by the apartheid government? Explain your answer with reference to the photograph.*

[LEVEL 6]

- The government could use it to show the defiant nature of protest (flag and slogans) or show that there was protest in the townships and thus their presence was needed to maintain calm and peace.
- Government could suggest that as the police and the government were present in the township, protests remained peaceful, thus it was necessary for the state of emergency to be in place.
- Consider relevant accurate answers.

[ANY ONE explanation stating how it could be used with reference to photograph]

1.5 *List TWO limitations of using photographs as historical evidence.*

[LEVEL 2]

- Snapshot in time/only one image.
- Photographer's perspective.
- Context not always understood.
- Might have been tampered with.
- Purpose may bias the photograph.
- Unable to determine what might be happening outside the lens.

[Any TWO relevant observations]

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QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 Using your own knowledge, provide a series of events that led to Mobutu Seso Seko becoming the "head of state with full executive powers in 1965". Write down THREE comprehensive points.

[LEVEL 1]

- Mobutu received financial and military support from both UN and US prior to his first 'bloodless' coup on 14 Sep 1960.
- The CIA had made contact with Mobutu in 1959 and was providing 'support'.
- CIA station chief Larry Devlin actively courted Mobutu's favour.
- 30 June 1960 Congo gained independence from Belgium and a democratically elected government was established headed by Kasavubu as President and Patrice Lumumba a Prime Minister (multi-ethnic support base, African nationalist and initially not wanting to align with US or USSR).
- On July 5th 1960, the army mutinied against Belgian officers and also turned their attacks on Belgian colonists.
- Belgium sent additional troops to Congo to 'protect' their citizens (largely in mineral-rich Katanga).
- The troops were not invited in by the Congolese government.
- 11 July Katanga seceded – Moise Tsombe (leader had Western backing)
- 12 July Kasavubu and Lumumba requested assistance from UN.
- 14 July UN resolution granting military assistance passed but was ambiguous over whether force could be used to remove Belgian forces from Katanga.
- 15 July UN international peacekeeping force sent to Congo (included transport, health, admin, natural resources experts) – failed to expel Belgians forces or end Katanga secession.
- 8 August Security Council resolution authorising US troops to expel Belgian troops from Katanga.
- 12 August UN troops entered Katanga to remove Belgian troops but not to prevent secession (Belgian troops apparently just changed uniforms and were supported by locals many of whom were Belgian colonists).
- Failure by UN to prevent secession led Lumumba to request assistance from Moscow.
- The Russians provided Lumumba's government with military equipment that gave him the opportunity to launch an attack on Katanga.
- US administration (Eisenhower) authorised CIA covert action – aim was to avoid direct military confrontation with USSR personel but to prevent them from extending their sphere of influence.
- August 1960 Mobutu (head of Congo military) received financial and military support from US and UN.
- By the middle of August 1960 – Larry Devlin received the go-ahead to replace Lumumba with Mobutu, including the option of assassination.
- On 5 of September, both Lumumba and Kasavubu announced that they had fired each other.
- 14 September Mobutu seized power in a military coup.
- He dismissed Kasavubu and Lumumba and suspended parliament.
- 1961 Lumumba was imprisoned and assassinated (exact role of CIA in this is still debated, but little doubt that the CIA and Belgian military played a significant role).
- The civil war became more violent – spurred on by the opposing sides in the Cold War.

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- Mobutu became stronger and more popular during the civil war years – 1961 to 1965.
- With the support of the CIA, on 24 November 1965, he seized power in a second coup – deposing Kasavubu and asserting total power.

[Any THREE relevant points. Students to refer to both internal and external factors]

2.2 Provide ONE piece of evidence from the source that shows how Mobutu Seso Seko implemented his doctrine of "authenticité" in the Congo.

[LEVEL 2]

- He wore a trademark leopard-skin hat.
- The Congo was renamed Zaire.
- People were urged to adopt a national costume of his design.
- "Joseph-Desire" became "Mobutu Sese Seko Kuku Ngebendu wa za Banga".

2.3 What impression does the source give of Mobutu Seso Seko's impact on Zaire? Provide TWO quotes to support your answer.

[LEVEL 2]

Devastating impact:

- "Mobutu embarked on a course which would quickly reduce the former Belgian colony to a shambles."
- "Roads, ports, railways, riverboats, schools, hospitals and public buildings were allowed to fall into such a state of disrepair that it will take the new regime many years to fix the mess."
- "Any pretence at good governance or fiscal accountability was dropped as Mobutu's cronies dipped their hands in the public coffers and his political opponents squabbled pointlessly among themselves."
- "In the village of his birth, he built a gaudy palace, an equatorial pleasure dome complete with casino, ornamental gardens and a runway long enough to accommodate Concorde, which he leased from Air France for family shopping sprees in Europe."

Positive impact:

- His implementation of "authenticité" in the Congo
- "… the Congo was renamed Zaire and people were urged to adopt a national costume of his own design."

[Explanation MUST emphasise that the article is mostly negative = 2 and any two relevant quotes = 4. BUT If candidates mention a positive and provide a quote to support it = Max. 3 (1 for statement + 2 for relevant quote)]

2.4 To what extent is the author biased against Mobutu Seso Seko? Explain your answer with THREE points using evidence from the source.

[LEVEL 6]

- He is mostly biased against Mobutu Seso Seko.
- The exception is the implied positive of his effort to Africanise Zaire through the doctrine of "authenticité".
- It shows him as an exploitative, self-serving man, who took advantage of his people.
- He used the wealth of the country to enrich himself and his friends.
- It says he will not be missed by the people – might be true but is evidence of negative bias.
- Uses emotionally charged language to describe his actions in the Congo.

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QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Identify how the Black Lives Matter movement of 2018 is similar to the Civil Rights Movement of the 1960s. Provide TWO points.*

[LEVEL 2]
- Involves young people as activists.
- Seeking equality for African Americans/black Americans.

3.2 To what civil rights campaign or action does EACH of the following descriptions refer:

[ALL LEVEL 2]

3.2.1 *"… school-aged children braved police dogs and fire hoses …"*

Birmingham protests

3.2.2 *"… arrested at whites-only lunch counters …"*

Sit-ins or Greensboro

3.2.3 *"… …* students test segregation laws at interstate bus terminals

Freedom Riders or Freedom Rides

3.3 Identify THREE differences between the Civil Rights Movement and the Black Lives Matter movement.

[LEVEL 3]
- BLM was founded by three women.
- BLM has an unstructured leadership model.
- BLM includes all gender identities.
- Interconnectivity of BLM.

[Any THREE]

3.4 To what extent does Charles McKinney support the comparison of the Black Lives Matter movement with the CRM? Support your answer with evidence from the source.

[LEVEL 6]
- To some extent.
- He acknowledges comparisons with the past and emphasises their similarity to Black Power. He describes them as an "… extension of that evolution …"
- However, he is critical of the movement.
- Describes BLM as a "… baby organisation …" and warns against making comparisons with the previous organisations.
- He describes their leadership as unstructured compared to that of the CRM.

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SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the Source Booklet and then answer the following questions:

Refer to Source A

4. *How does Steve Biko imply the concept of "Black is Beautiful"?*

[LEVEL 2]
Steve Biko discourages the imitation of white people and says that to do so is insulting creation. This suggests that being black is beautiful.
[Any accurate relevant interpretation]

5. *Does the source state that the Black Consciousness Movement was a political party? Provide THREE quotes to support your answer.*

[LEVEL 6 and LEVEL 4]
- No, the source does not state that the Black Consciousness Movement was a political party.
- "Black Consciousness is an attitude of mind …"
- "… way of life …"
- "... the realisation by the black man of the need to rally together around the cause of their oppression …"
- "… it is based on self-examination …"

[2 marks for judgement + 6 marks for evidence quoted]

Refer to Source B

6. *Why was there a "political vacuum" in the 1970s? Provide evidence from the source.*

[LEVEL 2]
- The ANC and PAC had been banned.
- There were no organised protests by liberation movements.
- "outlawed Congress Movements".

7. *List TWO reasons why high school students could fill political leadership in the 1970s.*

[LEVEL 2]
- Secondary schools had a unifying influence.
- Youths were literate and could study Biko's ideas and it appealed to the youth.
- They had similar experiences and grievances.
- Energy, independence, self-belief of youth.

8. *What does the source state was the most important influence of Black Consciousness on the youth?*

[LEVEL 2]
It inspired self-belief or unity

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Refer to Source C

9. *List THREE methods used by the Black Consciousness Movement to spread ideas amongst students.*

[LEVEL 2]
- Speakers would address students at church.
- Organised students through the work of institutions and youth clubs.
- Hold seminars.

10. According to the source, did the Black Consciousness Movement have a positive influence on the youth? Support your answer with THREE pieces of evidence.

[LEVEL 4 and LEVEL 6]
- Yes, the Black Consciousness Movement did have a positive influence.
- "… positive reawakening among young people
- Young minds were moved towards a critical awareness of issues that affected them.
- Students started to embrace a positive self-awareness with slogans adopted that emphasised positive self-image/Black is beautiful/Black and Proud.

Refer to Source D

11. *What does Nyanisile Jack consider to be the main cause of the 1976 Soweto Uprising?*

[LEVEL 2]
Imposition of Afrikaans

12. *How reliable is the source for a historian studying the causes of the 1976 Soweto Uprising?*

[LEVEL 6]
To obtain full marks mention should be made to origin, intention and bias/limitation within the source. Value is not required.
- Reliable to some extent or reliable with some limitations.
- Extract is from Nyanisile Jack who was a participant in the uprising and thus an eyewitness to events, thus a primary source of information.
- Interview given in hindsight and Jack may be selective in his memory of events and causes, subjective information, thus biased information. (relevant quote to show bias).
- Intention of source seems to be recollection of events.
- Interview questions are not included, this is a limitation.
- Edited source, selection may exclude important information, this is a limitation.
- Reliable in that Jack was part of the movement, but is only one perspective of the event and its causes.

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Use this rubric in conjunction with the abovementioned guidelines.

5–6	**Evaluation/Limitation & Bias** Comprehends the source/acknowledges limitation/focuses on origin and intention and acknowledges bias in order to deduce that the source has limitations to reliability. 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.

Refer to Source E

13. *List THREE factors other than Black Consciousness that may have inspired the 1976 Soweto Uprising.*

[LEVEL 2]
- Workers' strikes in Durban in 1973.
- Fall of the Portuguese regimes in Angola and Mozambique.
- Successes of resistance movements in the war in Rhodesia.

14. *Did the Black Consciousness Movement only influence school students? Support your answer with TWO pieces of evidence from the source.*

[LEVEL 4 and LEVEL 2]
- No as the supporters also came from universities.
- "… some of the younger teachers had formed the SASO on the ethnically divided campuses of Fort Hare and the University of the North.
- Young professionals (teachers) had a major impact on emerging student organisations founded in schools.
- SASM was seen as a school-based branch of SASO.

[2 marks explanation + 4 for two pieces of marks evidence]

Refer to Source F

15. *Provide THREE clues from the poster that show the principles of Black Consciousness.*

[LEVEL 2]
- Breaking chains or shackles or cuffs.
- Defiance/Power: Hands in the form of fists.
- "Solidarity" and "One Azania One Nation".

[Any THREE]

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16. *How useful is this poster for the historian studying Steve Biko? Your answer should consist of THREE points.*

[LEVEL 6]

- Historians can infer that he was a leader in the community as he was the president of the Black People's Convention.
- He died as the poster states "tribute to the late …"
- He was popular as supporters made a poster of him for his funeral.
- Historians could have a visual image of what Steve Biko looked like and what he stood for.
- He was associated with unity and freedom.

5–6	**Analysis and Limitation** Shows ability to comprehend the source/acknowledges the usefulness and illustrates why information is useful.
1–4	**Comprehension** Describes the information obtained from the source but does not show how it was useful.
0	No attempt to answer the question.

Refer to Source F and Source G

17. *Does Source F support what the apartheid government, according to Source G, feared? Explain your answer with evidence from BOTH sources.*

[LEVEL 6 and LEVEL 5]

- Yes it does as the poster suggests unity and solidarity between black people against oppression.
- The poster shows broken chains and the words One Azania and One Nation as well as Solidarity.
- The apartheid government did its utmost to destroy alliances between groups and it was frightened that the Black Consciousness Movement attracted Indian and Coloured groups. It was most afraid of the unity of resistance groups.

Refer to Source G and Source H

18. *How do these sources differ in their interpretation of the importance of Black Consciousness to the liberation struggle in the 1970s? Your answer should consist of THREE points.*

[LEVEL 5]

- Source G states that the Black Consciousness Movement was able to unite resistance movements and Source H states that the Soweto Uprising failed to unite people.
- Source G states that the Black Consciousness Movement had started the Soweto Uprising which moved to urban areas of the country and Source H states that a truly revolutionary struggle was not built by Black Consciousness and the Soweto Uprising.
- Source G credits Black Consciousness for mass movements. Source H credits worker militancy and the 1973 strikes and not Black Consciousness.

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

[ALL LEVEL 2]

19.1 *A political system started in South Africa in 1948 that separated people socially, economically and politically based on race.*

Apartheid

19.2 *A close relationship or partnership between political or social groups based on similar aims or principles.*

Alliance

19.3 *A movement aimed at causing major change in society.*

Revolutionary/Militant mobilisation

19.4 *Civil society participates in protest on a large scale.*

Mass action

19.5 *When large numbers of workers stop working in protest action.*

Strikes

19.6 *The state of being barred from one's country for political reasons.*

Exile

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SECTION C SOURCE-BASED ESSAY

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

To what extent was the Black Consciousness Movement responsible for the Soweto Uprising in 1976?

Be sure to use the sources provided to construct your argument and remember to reference the sources by letter.

[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 the Black Consciousness Movement (BCM) was to a **large extent** responsible for the Soweto Uprising of 1976 as the BCM supplied the ideology, motivation to unite, self-awareness and confidence to challenge oppression. It was the driving force behind the activism of 1976. The BCM also created the infrastructure through organisations that helped the youth realise activism and was heavily focused on universities and schools where the uprising originated.
- Other factors such as the immediate policies of Afrikaans, police brutality, worker militancy and strikes as well as liberation in Mozambique, Angola and success in Rhodesia were to the **lesser extent** responsible.

OR

- Candidates may argue that the Black Consciousness Movement (BCM) was to a **lesser extent** responsible for the Soweto Uprising of 1976. The BCM supplied the ideology, motivation to unite, self-awareness and confidence to challenge oppression. The BCM also created the infrastructure through organisations that helped the youth realise activism, and it was on universities and in schools where the uprising originated.
- However, other factors such as the immediate policies of Afrikaans, shared school experience, police brutality, worker militancy and strikes as well as liberation in Mozambique, Angola and success in Rhodesia were to the **larger extent** responsible for the Soweto uprising as they provided the immediate causes. BCM was an ideology followed but did not spark the Soweto Uprising.

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SOURCE	BCM RESPONSIBLE	BCM NOT RESPONSIBLE
	Focus words: to a large extent/lesser extent	**Focus words: lesser extent/large extent**
A	**Provided the ideology of activism and unity needed to start a mass movement** "... realisation by the black man of the need to rally together with his brothers around the cause of their oppression …" "… to operate as a group to rid themselves of the shackles	
B	**Students who organised the Soweto Uprising were receptive to Black Consciousness. It inspired them to action as ANC and PAC were banned** "High schools … were receptive to the Black Consciousness ideology … School students, with energy and independence, and brimming with a self-belief inspired by Black Consciousness, occupied the political vacuum left by the outlawed Congress movements.	**School environments and common experience motivated action by students** "By the mid-1970s high school students were uniquely placed to assume political leadership in Soweto. Secondary schools … had a unifying influence. They drew together literate youths with similar experiences and grievances, on a large scale."
C	**BCM inspired self-belief and confidence needed to organise mass action in Soweto and inspired youth groups** "… The Young Women's Christian Association (YWCA) had facilitated a positive reawakening among young people. It was exciting to listen to people such as … Bro Tom Manthata of the Black People's Convention …" "… (SASO) leaders who were organising students through the work of institutions such as the YWCA and convening seminars which addressed the political and social issues of the day." It was as a result of these seminars that young minds began to shift more and more towards a critical awareness then promoted by, and linked to, the philosophy of Black Consciousness …" "… I was exposed to seminars … My schoolbooks started to bear slogans such as 'Black man you are on your own', 'Black and Proud', 'Black is Beautiful' …"	
D		**Afrikaans policy of the government caused the Soweto Uprising** "… the main or immediate issue being the question of the imposition of Afrikaans. You had to do half of your courses in Afrikaans; out of six subjects, half had to be done in Afrikaans and the rest in English. This was an affront…by the Pretoria Government, on the students which they [the students] couldn't take, so they began to protest through meetings and so on. This was mainly in Soweto." **Police brutality led to the uprising** "… the police responded to by using firepower. And that whole thing sparked what you call 'the uprising'."

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E	**BCM organisations helped put the march together** "… South African Student's Organisation … was based on the philosophy of Black Consciousness and was associated with Steve Biko. These young professionals had a major impact on emerging student organisations such as the South African Student's Movement (SASM), which were founded in schools." "Some accounts even refer to the SASM as a school-based branch of SASO. Statements by the SASM and the SASO reflected the growing excitement felt by young black people …"	**Other factors outside of BCM influenced students to organise the Soweto Uprising** "… inspired by the workers' strikes of 1973 in Durban, the fall of the Portuguese regimes in Angola and Mozambique in 1975, and the successes of resistance movements in the war in Rhodesia …"
F	**Poster reflects the unity inspired by Biko and the need for activism associated with the Soweto Uprising after it took place** Solidarity One Azania One Nation Breaking shackles	
G	**BCM responsible for Soweto Uprising as it created unity among groups and activism among the youth to rise up in 1976** "The African National Congress (ANC) from its position in exile, was not capable of launching mass insurrection* as the Black Consciousness Movement (BCM) had in the Soweto uprising of 1976–1977, which quickly spread to all the urban areas of the country" "… the ferocity of the youth resistance and the speed at which it spread to virtually all the black townships in 1976–77 …" "It was further alarming that the BCM attracted the militant students and youth from the Indian and Coloured communities."	
H		**Worker militancy and strikes responsible for Soweto Uprising** "The influence of Black Consciousness ideas and the African National Congress have been exaggerated." "… The central cause of the uprising was the rise of worker militancy." "… The 1973 strikes showed South Africans what could be achieved through mass action and confrontation."

Total: 200 marks

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