



EXAMINATIONS COUNCIL OF ESWATINI
Eswatini General Certificate of Secondary Education

History

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Paper 3 Aspects of the History of Southern Africa **Specimen**-October/November 2024-2026

Confidential

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MARKS: 50

This document consists of 7 printed pages.

Section A: Swaziland, 1945-c. 2015

1 (a) Write an account of the establishment of Southern African Development Community.[6]

Level 2 Gives an account [3-6]
e.g. SADC was established to encourage countries to cooperate with each other in social, economic and political development.

Level 1 Identification [1-2]
e.g. to encourage cooperation
to promote trade and economic development
to promote security
to promote peace

(b) Discuss two challenges faced by SADC in achieving some of its aims. [9]

Level 4 Discusses two challenges [7-9]

Level 3 Discusses one challenge [4-6]
e.g. Lack of funds or resources has made it difficult for SADC to achieve some of its aims since the organization depends on subscriptions from member states. The subscriptions have not been enough to help SADC to achieve some of its aims.

Level 2 Narrative [3]

Level 1 Identification [1-2]
e.g. lack of funds / resources
lack of cooperation
different political systems
dominance of South Africa

(c) How significant was the coming of Mozambicans on the Swazi economy? [10]

Level 4 As Level 3 PLUS evaluation [9-10]
Although the Mozambicans brought with them skills which benefited the Swazis many of them were unemployed and soon resorted to crime. This increased the level of crime in Swaziland.

Level 3 Explains both sides [6-8]
e.g. The coming of Mozambicans to Swaziland led to the exchange of skills.
Many Mozambicans brought with them skills which Swazis copied to earn a living.

Level 2 Explains one side [3-5]
e.g. The coming of Mozambicans to Swaziland led to the increase in crime rate.
Many Mozambicans who came to Swaziland were not employed thus they resorted to crime.

Level 1 Identification [1-2]
e.g. influx of refugees
increase of crime rate
exchange of skills

- 2 (a) Write an account of social challenges brought by the development of industries in Swaziland since independence.** [6]
- Level 2 Gives an account** [3-6]
 e.g. Industries in Swaziland led to the displacement of many rural homesteads. Sugar industries needed a huge land sugar-cane plantation hence Swazis were forced to move from their communities to make way for these industries.
- Level 1 Identification** [1-2]
 e.g. displacement of homesteads
 destruction of family structures
 development of informal settlements
 led to rural-urban migration
 reduction of rural population
- (b) Discuss two economic challenges faced by Swaziland after independence was achieved.** [9]
- Level 4 Discusses two challenges** [7-9]
- Level 3 Discusses one challenge** [4-6]
 e.g. When the British gave independence to Swaziland, many British businesses closed leaving Swaziland without enough revenue.
- Level 2 Narrative** [3]
- Level 1 Identification** [1-2]
 e.g. the economy was controlled by the British
 few Swazis were educated
 British owned businesses closed down
- (c) How important was British rule in the development of Swazi economy?** [10]
- Level 4 As Level 3 PLUS evaluation** [9-10]
 e.g. Despite that infrastructure development was only in the urban areas, this benefited Swaziland since the country was able to transport the raw materials produced from the industries and mines that were established by the British. In that way, Swaziland benefited economically from British rule.
- Level 3 Explains both sides** [6-8]
 e.g. Infrastructure development was only in the urban areas. However, this was meant to facilitate the transportation of raw materials for export not for the development of the country.
- Level 2 Explains one side** [3-5]
 e.g. The British established industries and mines in the colonial period. This benefited Swaziland economically since these industries and mines generated income for the country.

Level 1 Identification	[1-2]
e.g. developed infrastructure establishment of industries and mines strong currency looting of resources infrastructure development only in the urban areas	

Section B: South Africa 1948-c. 1995

3 (a) Write an account of the establishment of apartheid in 1948 in South Africa.	[6]
Level 2 Gives an account	[3-6]
e.g. Blacks were made to be inferior to whites and therefore provide cheap labour. This was achieved through the Bantu Education Act of 1953 which gave poor education to non-whites.	
Level 1 Identification	[1-2]
e.g. To maintain white superiority To maintain labour reservoir To deprivation non-whites of political rights	
(b) Discuss two ways in which the apartheid system affected the Africans in South Africa after it was introduced in 1948.	[9]
Level 4 Discuss two ways	[7-9]
Level 3 Discuss one way	[4-6]
e.g. Africans lost their political rights through the Suppression of Communism Act of 1950. This act forbade Africans from forming political organisations as the Nationalist Government believed that they promoted disturbances and disorders.	
Level 2 Narrative	[3]
Level 1 Identification	[1-2]
e.g. Africans lost political rights restriction of movement racial segregation/discrimination inferior education	
(c) How significant was white people's support of the apartheid system?	[10]
Level 4 As Level 3 PLUS evaluation	[9-10]
Whereas some whites fiercely opposed apartheid, it was not enough to put an end to the system. Most white people continued to obey the apartheid laws which was one of the reasons why it took a long-time end apartheid.	
Level 3 Explains <u>both</u> sides	[6-8]
e.g. Some white liberal South Africans opposed apartheid. Individuals such as Ruth First and Margaret Ballinger joined the protests against apartheid. Some white South Africans even funded the political parties and provided legal representation for these parties and individuals that were charged for opposing apartheid.	

Level 2 Explains one side**[3-5]**

e.g. Some white people in South Africa obeyed the apartheid laws. For instance, some white South Africans supported the nationalist policy of conscription by continuing to send their children to undergo training in the army at the age of 15 years.

Level 1 Identification**[1-2]**

e.g. obeying the apartheid laws
liberal white South Africans were opposed to apartheid
some whites defied the apartheid laws

4 (a) Write an account of the strategies used by the ANC Youth League in the 1950s in the fight against apartheid.**[6]****Level 2 Gives an account****[3-6]**

e.g. The ANC Youth League decided on the programme of action that would make the Nationalists take the opposition seriously, such as the Defiance Campaign which was a peaceful demonstration against apartheid laws.

Level 1 Identification**[1-2]**

e.g. Programme of action
Defiance campaign
Freedom Charter
Strikes
Demonstrations

(b) Discuss two ways in which Africans opposed apartheid in South Africa after 1960.**[9]****Level 4 Discusses two ways****[7-9]****Level 3 Discusses one way****[4-6]**

e.g. They resorted to the armed struggle after peaceful protests had failed. Underground organisations like *Umkhonto weSizwe* were formed to perform acts of sabotage like bombing government buildings but were aimed at avoiding loss of life.

Level 2 Narrative**[3]****Level 1 Identification.****[1-2]**

e.g. They resorted to armed struggle
riots e.g. Soweto riots
Black consciousness
Industrial unrests

(c) How important was the ANC and other opposition groups to the struggle against apartheid between 1948 and 1960?**[10]****Level 4 As Level 3 PLUS evaluation****[9-10]**

The ANC and other opposition groups were very successful between 1948 and 1960. Their campaigns were so effective that the Nationalist Government responded with mass arrests of protesters.

Level 3 Explains both sides**[6-8]**

e.g. The ANC engaged on a Defiance Campaign in 1952 led by Nelson Mandela which led to many ANC supporters all over South Africa defying apartheid laws. However, the campaign did not end well as thousands of protesters were arrested.

Level 2 Explains one side**[3-5]**

e.g. The ANC held a Charter Congress in 1955 at which delegates could submit their demands. These were incorporated into a Freedom Charter which became a manifesto of the ANC and a foundation for future campaigning.

Level 1 Identification**[1-2]**

e.g. The ANC held a Defiance Campaign in 1952
The Charter Congress was held in 1955
The anti-pass laws demonstrations
Civil disobedience was encouraged