

SGCSE HISTORY Syllabus 6891  
November 2019 and November 2020 Examinations

**CONTENTS**

---

	Page
Swaziland General Certificate of Secondary Education	3
Introduction	4
Aims	4
Assessment Objectives	5
Specification Grid	5
Assessment	6
Scheme of Assessment	6
Weighting of Papers	6
Curriculum Content	7
Grade Descriptions	15
Support Materials	17
Appendix: Glossary of Terms	18

## **SWAZILAND GENERAL CERTIFICATE OF SECONDARY EDUCATION**

---

### **Broad Guidelines**

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 4 and Form 5) so that at the completion of secondary education, learners will

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

### **Swaziland's National Education Policy Directives**

SGCSE syllabuses for studies in Form 4 and Form 5 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Swaziland and elsewhere, e.g., the AIDS pandemic; global warming; maldistribution of wealth; and technological advances.

### **The National Curriculum for Form 4 and Form 5**

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

To develop these skills, learners must offer **five compulsory subjects** and at least **three elective subjects** chosen from one or more Field of Study.

### **Compulsory Subjects**

- SiSwati First Language
- English Language
- Mathematics
- Science
- Religious Education

### **Fields of Study**

- Agriculture Field of Study
- Business Studies Field of Study
- Home Economics Field of Study
- Social Sciences and Humanities Field of Study
- Technical Field of Study

## **INTRODUCTION**

---

The Swaziland General Certificate of Secondary Education (SGCSE) syllabuses are designed as two-year courses for examination in Form 5. The History syllabus has been designed to create an awareness in learners of their origins and identity and to help them develop an understanding of their nation and the wider world in order to create an understanding of their role in the society in which they live. The syllabus, therefore, seeks to bring an understanding of the historical processes such as change and causation. The syllabus assumes that learners have been through a Junior Certificate History programme.

The SGCSE syllabuses follow a general pattern. The main sections are:

Aims  
Assessment Objectives  
Assessment  
Curriculum Content

History is an Elective Subject and falls into the Social Sciences and Humanities Field of Study which includes: Geography, Development Studies, French and Literature in English. The route for progression in studying History as a field of study includes but not limited to pursuing a career in; Humanities, Journalism, Law, Philosophy, Political Science, etc.

## **AIMS**

---

The aims of the syllabus are the same for all learners. These aims are set out below and describe the educational purposes of a course in History for the SGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. acquire knowledge and understanding of the human past at a local, regional and global level;
2. develop an interest in and an enthusiasm for History, and to acquire a sound basis for future historical study and the pursuit of personal interest;
3. understand the nature and use of historical evidence, and use historical sources critically in their historical context;
4. investigate historical events, changes, people and issues;
5. develop linguistic and communication skills and organise and communicate knowledge and understanding of history;
6. draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted evidence;
7. develop thinking skills and problem solving abilities;
8. develop ethical values and understand their importance in nation building and international understanding.

It should be noted that not all these aims can be translated readily into assessment objectives.

The syllabus aims to provide a quality learning experience; stimulate the thinking skills of the learners; and to prepare students for the world of work, further education and lifelong learning. Secondary education must also contribute to the all round development of the individual. This syllabus aims to encourage the development of national and cultural identity and values and attitudes which nurture respect for others.

This syllabus has been designed to encourage a range of different styles of teaching and learning and to encourage a positive attitude on the part of the teacher towards the learners' achievements. It has been designed for the complete range of ability. Assessment is by differentiation by outcome and allows attainment at different levels to be rewarded.

SGCSE HISTORY Syllabus 6891  
November 2019 and November 2020 Examinations

This syllabus requires the study of:

- Key events, changes and issues; key features and characteristics of the periods and societies studied; the social, cultural, religious and ethnic diversity of the societies studied; and the experiences of men and women.
- History on a range of scales: international, regional, national and local.
- History in two different ways: study and depth study.
- History from a variety of perspectives: political, social, economic and cultural.
- History through a range of sources of information including written and visual sources.

## ASSESSMENT OBJECTIVES

---

A description of the Assessment Objectives in History follow:

Learners should be able to:

- A** recall, select, organise and deploy knowledge of the syllabus content;
- B** demonstrate an understanding of:
  - (a) change and continuity, cause and consequence, similarity and difference
  - (b) the motives, emotions, intentions and beliefs of people in the past;
- C** comprehend, interpret, evaluate and use a range of sources as evidence in their historical context.

Although the assessment objectives are expressed separately, they are not wholly discrete.

### Specification Grid

The relationship between the assessment objectives and components of the scheme of assessment.

Paper	Assessment Objectives			Total
	AO A	AO B	AO C	
1	30	20	25	75
%	40%	26%	34%	
2	25	25	-	50
%	50%	50%	-	

The assessment objectives are weighted to give an indication of their relative importance. The percentages are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

## ASSESSMENT

---

### Scheme of Assessment

**All papers are compulsory.** Candidates must enter for Papers 1 and 2 and are eligible for the award of Grades A\* to G. A description of each paper follows.

**Paper 1** (2 hours 30 minutes) consisting of 75 marks

This paper will consist of two sections:

In Section A (Core Content - International Relations, 1919-c.1989) there will be four structured questions of which candidates must answer **two**. Each of these questions will have three parts (5, 7 and 8 marks). These questions will test Assessment Objectives A, B and C.

In Section B (Depth Studies) there will be one structured question on the prescribed Depth Study for that year. Candidates must answer all questions on **the** Depth Study. This question will be a compulsory source-based question testing Assessment Objectives A and C. The source-based question will be based on five to six sources. It will be divided into four parts and will carry 35 marks.

**For examinations in November 2019 the Depth Study will be: USA 1919-1941**

**For examinations in November 2020 the Depth Study will be: Russia 1905-1941**

This paper will be weighted at 60% of the final total available marks.

**Paper 2** (1 hour 30 minutes) consisting of 50 marks

This paper on Aspects of the History of Southern Africa will consist of two sections and questions will test Assessment Objectives A and B:

Section A covers the compulsory Core Content - Swaziland, 1945-c1995. There will be two structured questions. Each question will carry 25 marks and will have two parts (10 and 15 marks). Candidates must answer **one** question.

Section B covers the case studies which are a choice of **either** Case Study 1 - The Ending of Minority Rule in South Africa, 1948-c1995, **or** Case Study 2 - The Ending of Minority Rule in Zimbabwe, 1951-c2002). There will be four questions, two on each case study. Each question will carry 25 marks and will have two parts (10 and 15 marks). Candidates must answer **one** question.

This paper will be weighted at 40% of the final total available marks.

### Weighting of Papers

Paper	Weighting
1	60%
2	40%

## CURRICULUM CONTENT

---

The Curriculum Content is divided between Paper 1 and Paper 2. The content is explained through a number of Key Questions and Focus Points. The Focus Points provide guidance on what is involved in addressing each Key Question. There are times when a Focus Point is used to set the scene for a Key Question but without apparently bearing on the Key Question itself. This helps to indicate what is required if the Key Question itself is to be addressed adequately. Candidates will be expected to demonstrate understanding of the Key Questions and Focus Points using knowledge of relevant historical examples.

Appropriate teaching time for the History syllabus should be equivalent to six (6) periods of forty (40) minutes each over a period of sixty (60) weeks/cycles.

### PAPER 1

Learners must study the Core Content International Relations, 1919-c.1989 and **one** Depth Study

### CORE CONTENT – INTERNATIONAL RELATIONS, 1919-c.1989

#### Key Question 1: Were the Peace Treaties of 1919-23 fair?

##### Focus Points

What were the motives and aims of the Big Three at Versailles?

Why did all the victors not get everything they wanted?

What was the impact of the Treaty of Versailles on Germany up to 1923?

What was the immediate impact of the Treaties of St Germain, Trianon, Neuilly, Sevres and Lausanne?

Could the treaties be justified at the time?

##### Specified Content

- The terms of the peace Treaties of Versailles, St Germain, Trianon, Neuilly, Sevres and Lausanne. The aims of France, Britain and the USA. The roles of Clemenceau, Lloyd George and Wilson in the peacemaking process. The impact of the treaties on the defeated countries. The reaction of Germany to the Treaty of Versailles - the impact of reparations and the occupation of the Ruhr. Contemporary opinions about the treaties. How historians' views differ over the treaties.

#### Key Question 2: To what extent was the League of Nations a success?

##### Focus Points

Why was the League formed?

How was the League organised?

How successful was the League in the 1920s?

How far did the weaknesses in the League's organisation reduce its effectiveness?

How far did the Depression make the work of the League more difficult?

How successful was the League in the 1930s?

##### Specified Content

- The aims, organisation, membership and powers of the League. The League in action in the 1920s - the Aaland Islands, Vilna, Upper Silesia, Corfu, Bulgaria. The impact of the Depression on international relations. The League in action in the 1930s - Manchuria and Abyssinia. The work of the League on refugees, health, drugs and slavery. The League and Disarmament.

#### Key Question 3: Why had international peace collapsed by 1939?

##### Focus Points

What were the long-term consequences of the peace treaties of 1919-23?

What were the consequences of the failures of the League in the 1930s?

How far was Hitler's foreign policy to blame for the outbreak of war in 1939?

Was the policy of appeasement justified?

How important was the Nazi-Soviet Pact in bringing war closer?

Why did Britain and France declare war on Germany in September 1939?

##### Specified Content

- The collapse of international order in the 1930s; rearmament and the increasing militarism of Germany, Italy and Japan; Hitler's foreign policy aims, Hitler's foreign policy in action - the Saar, the Rhineland, intervention in the Spanish Civil War, Anschluss, the Sudetenland and Czechoslovakia; Britain and France's policy of appeasement, the Munich Conference, the Nazi-Soviet Pact, the invasion of Poland, the declaration of war by Britain and France on Germany.

**Key Question 4: Who was to blame for the Cold War?**

**Focus Points**

Why did the USA-USSR alliance begin to break down in 1945?  
How had the USSR gained control of Eastern Europe by 1948?  
How did the USA try and support capitalism and democracy in Europe?  
Who was more to blame for the start of the Cold War, the USA or the USSR?

**Specified Content**

- The ideologies of capitalism and communism. The condition of the USA and the USSR at the end of the war. The agreements and disagreements at Yalta and Potsdam and the breakdown of the USA-USSR alliance in 1945-46. Soviet expansionism in Eastern Europe: Yugoslavia, Albania, Bulgaria, Poland, Romania, Czechoslovakia and Hungary. Churchill's 'Iron Curtain' speech in 1946. Problems in Greece and Turkey and the Truman Doctrine. The Marshall Plan. The division of Berlin and the Berlin Blockade and its immediate consequences.

**Key Question 5: How effectively did the USA contain the spread of Communism?**

**Focus Points**

This Key Question will be explored through the case study:  
America and events in Cuba, 1959-1962;

**Specified Content**

- The general context of the Cold War in the early 1960s. The Cuban revolution and subsequent relations between Castro and the USA and the USSR, the Bay of Pigs. The missile crisis and its aftermath.

**Key Question 6: How secure was the USSR's control over Eastern Europe, 1948-c.1989?**

**Focus Points**

How was life in Eastern Europe under Communist Rule?  
Why was there opposition to Soviet Control in Poland in the 1980s and how did the USSR react to this opposition?  
What was the significance of 'Solidarity' in Poland?  
How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?

**Specified Content**

- The nature of Soviet power in Eastern Europe. Life in Eastern Europe under Communist rule. The rise of 'Solidarity' in Poland and its impact. The reasons for Gorbachev's policies of glasnost and perestroika. The impact of these policies on Soviet power in Eastern Europe and the collapse of communism in Eastern Europe.

**Key Question 7: How effective has the United Nations Organisation been?**

**Focus Points**

What are the aims of the UNO?  
How is the UNO organised?  
How far has the organisation of the UNO hindered its effectiveness?  
Case Study of the UNO in action: the Korean War.

**Specified Content**

- The reasons for the setting up of the UNO. Its aims, organisation, powers and membership. The causes of the Korean War. Reasons for the USA and UNO involvement in the Korean War. The role and effectiveness of the UNO in the Korean War (1950-1953).

## DEPTH STUDIES

### DEPTH STUDY A – GERMANY, 1918-1945

#### **Key Question 1: Was the Weimar Republic doomed from the start?**

##### **Focus Points**

How did Germany emerge from defeat in the First World War?  
What was the impact of the Treaty of Versailles on the Weimar Republic?  
To what extent did the Weimar Republic recover after 1923?  
What were the achievements of the Weimar period?

#### **Key Question 2: Why was Hitler able to dominate Germany by 1934?**

##### **Focus Points**

What did the Nazi Party stand for in the 1920s?  
Why did the Nazis have little success before 1930?  
Why was Hitler able to become Chancellor by 1933?  
How did Hitler consolidate his power in 1933-4?

#### **Key Question 3: The Nazi Regime: how effectively did the Nazis control Germany, 1933-45?**

##### **Focus Points**

How much opposition was there to the Nazi regime?  
How effectively did the Nazis deal with their political opponents?  
How did the Nazis use culture and the mass media to control people?  
Why did the Nazis persecute many groups in German society?  
Was Nazi Germany a totalitarian state?

#### **Key Question 4: The Nazi Regime: what was it like to live in Nazi Germany?**

##### **Focus Points**

How did young people react to the Nazi regime?  
How successful were Nazi policies towards women and the family?  
Did most people in Germany benefit from Nazi rule?  
How did the coming of war change life in Nazi Germany?  
Why did the Nazis carry out the Holocaust?

##### **Specified Content**

- The Revolution of 1918-19 and the establishment of the Republic. The reactions of Germans to the Versailles settlement. The Weimar constitution, the main political divisions, the role of the army. Political disorder, 1919-1923 including the Spartacists, the Kapp Putsch and the occupation of the Ruhr. Economic distress and hyper-inflation. Stresemann's policies and recovery. Cultural achievements of the Weimar period.
- The early years of the Nazi Party. Nazi ideas and methods - the Munich Putsch. The change of tactics after the Putsch and the roles of Hitler and other leaders. The impact of the Depression on Germany - the political, economic and social crisis of 1930-33. Reasons for the Nazis' rise to power, the political manoeuvrings leading to Hitler taking power, the Reichstag Fire and the election of 1933.
- Nazi rule in Germany: the Enabling Act, the Night of the Long Knives, the death of Hindenburg, removal of opposition, methods of control and repression. Use of culture and the mass media as forms of control. Persecution of the Jews and other minority groups.
- Schools and education in the Nazi period, Nazi organisations for young people. Youth groups opposed to the Nazis. Nazi policies towards women and the family. Economic policy including rearmament. The impact of the Second World War on life in Germany. The Holocaust.

## **DEPTH STUDY B – THE USA, 1919-1941**

### **Key Question 1: How far did the US economy boom in the 1920s?**

#### **Focus Points**

On what factors was the economic boom based?  
Why did some industries prosper while some did not?  
Why did agriculture not share in the prosperity?  
Did all Americans benefit from the boom?

### **Key Question 2: How far did US society change in the 1920s?**

#### **Focus Points**

What were the 'Roaring 20s'?  
How widespread was intolerance in US society?  
Why was prohibition introduced, and then later repealed?  
How far did the roles of women change during the 1920s?

### **Key Question 3: What were the causes and consequences of the Wall Street Crash?**

#### **Focus Points**

How far was speculation responsible for the Wall Street Crash?  
What impact did the Crash have on the economy?  
What were the social consequences of the Crash?  
Why did Roosevelt win the election of 1932?

### **Key Question 4: How successful was the New Deal?**

#### **Focus Points**

What was the New Deal as introduced in 1933?  
How far did the character of the New Deal change after 1933?  
Why did the New Deal encounter opposition?  
Why did unemployment persist despite the New Deal?  
What groups in American society did not benefit from the New Deal?

#### **Specified Content**

- The expansion of the US economy in the 1920s: mass production in the car and consumer durables industries. Increasing standard of living for some people. The fortunes of older industries. The impact of advertising. The development of credit and hire purchase. The decline of agriculture. Weakness in the economy by the late 1920s. Poverty and hardship in the big cities and among Black Americans.
- Society in the 1920s - the 'Roaring Twenties', film and other media. Prohibition and gangsterism. Race relations, discrimination against Black Americans, the Ku Klux Klan. The changing roles of women.
- The causes of the Wall Street Crash and its financial, economic and social effects. The reaction of President Hoover to the Crash. The Presidential election of 1932 - Hoover's and Roosevelt's programmes.
- Roosevelt's inauguration and the 'Hundred Days'. The New Deal legislation - the 'alphabetical agencies' and their work, and the economic and social changes they caused. Opposition to the New Deal from the Republicans, the rich, business interests, the Supreme Court and radical critics like Huey Long. The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression. Groups who did not benefit from the New Deal.

## **DEPTH STUDY C – RUSSIA, 1905-1941**

### **Key Question 1: Why did the Tsarist regime collapse in 1917?**

#### **Focus Points**

How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914?  
How did the Tsar survive the 1905 revolution?  
How far was the Tsar weakened by the First World War?  
Why was the revolution of March 1917 successful?

### **Key Question 2: How did the Bolsheviks gain power, and how did they consolidate their rule?**

#### **Focus Points**

How effectively did the Provisional Government rule Russia in 1917?  
Why were the Bolsheviks able to seize power in November 1917?  
Why did the Bolsheviks win the Civil War?  
How far was the New Economic Policy a success?

### **Key Question 3: How did Stalin gain and hold on to power?**

#### **Focus Points**

Why did Stalin, and not Trotsky, emerge as Lenin's successor?  
Why did Stalin launch the Purges?  
What methods did Stalin use to control the Soviet Union?  
How complete was Stalin's control over the Soviet Union by 1931?

### **Key Question 4: What was the impact of Stalin's economic policies?**

#### **Focus Points**

Why did Stalin introduce the Five-Year Plans?  
Why did Stalin introduce collectivisation?  
How successful were Stalin's economic changes?  
How were the Soviet people affected by these changes?

#### **Specified Content**

- Russian society in 1905. The main features of Tsarist rule before the First World War. The 1905 Revolution, how the Tsar dealt with it, and its aftermath. Attempts at reform. The First World War and its impact on the Russian people. The March Revolution of 1917.
- The Provisional Government and the Soviets, the growing power of revolutionary groups. Reasons for the failure of the Provisional Government. The Bolshevik seizure of power, the role of Lenin. The main features of Bolshevik rule, the Civil War and War Communism. Reasons for the Bolshevik victory. The Kronstadt Rising and the establishment of the New Economic Policy.
- Lenin's death and the struggle for power. The claims of Stalin and Trotsky. The reasons for Stalin's emergence as leader by 1928. Stalin's dictatorship - the use of terror, the Purges, propaganda and official culture, the cult of personality, the fate of Trotsky.
- Stalin's economic policies and their impact - the modernisation of Soviet industry, the Five-Year Plans, the fate of the Kulaks, collectivisation in agriculture, the famine of 1932-1933. Life in the Soviet Union, the differing experiences of social groups, ethnic minorities and women.

## **PAPER 2**

Learners must study **all** of the Core Content Swaziland, 1945-c.1995 **and either**

Case Study 1 The Ending of Minority Rule in South Africa, 1948-c1995

**or**

Case Study 2 The Ending of Minority Rule in Zimbabwe, 1951-c2002

## **CORE CONTENT – SWAZILAND, 1945-c.1995**

### **Key Question 1: How did Swaziland achieve independence?**

#### **Focus Points**

Why wasn't Swaziland incorporated into South Africa after the Second World War?

Why did the spirit of nationalism intensify in Swaziland in the 1960s?

Why was the Imbokodvo National Movement the most successful of the political parties?

What were the events leading to independence in 1968?

#### **Specified Content**

- The impact on Swaziland of the intensification of racial discrimination in South Africa. British rule in Swaziland. Increased spirit of nationalism in the 1960s and the different political parties of the 1960s. The 1964 election. The Independence Constitution and independence in 1968.

### **Key Question 2: Social and Economic developments in Swaziland since 1945**

#### **Focus Points**

What social and economic problems faced Swaziland when independence was achieved in 1968?

How successfully has Swaziland developed socially and economically since independence?

How effective have the activities of UN agencies been in Swaziland?

#### **Specified Content**

- Social and economic conditions in Swaziland in 1968. The development of tourism, textiles, mining, forestry, sugar cane and fruit farming including the use of the Marula fruit. The challenges facing these industries. Social and economic crises and how these have been addressed. The standard of living in Swaziland since independence. The roles of women. The activities of UN agencies in Swaziland.

### **Key Question 3: How have developments in Southern Africa impacted on Swaziland?**

#### **Focus Points**

How important have Swaziland's relationships with the rest of Southern Africa been?

How did events in Mozambique affect Swaziland?

#### **Specified Content**

- The contribution of Swaziland to the struggle against the apartheid regime in South Africa. The policies of the Nationalist government in South Africa towards independence for Basutoland (Lesotho), Bechuanaland (Botswana) and Swaziland. Border disputes between South Africa and Swaziland. Swaziland's membership of Southern African Development Community (SADC) – aims, benefits, challenges etc. The impact of the struggle for independence by FRELIMO in Mozambique on Swaziland. The impact on Swaziland of the withdrawal of the Portuguese from Mozambique.

## CASE STUDIES

### CASE STUDY 1 – THE ENDING OF MINORITY RULE IN SOUTH AFRICA, 1948-c.1995

#### Key Question 1: What was the nature of the apartheid state?

##### Focus Points

- How was the apartheid system established after 1948?
- What impact did apartheid have on the people of South Africa?
- How effectively was apartheid established?
- Did all White South Africans support apartheid?

##### Specified Content

- The establishment of the apartheid system: the apartheid laws. The impact of the apartheid system on the different peoples of South Africa. The methods used to enforce the apartheid system, including the suppression of opposition and the establishment of homelands. The different attitudes amongst White South Africans towards apartheid.

#### Key Question 2: What was the nature of the opposition in South Africa to apartheid and how did the government react to this opposition?

##### Focus Points

- How united was the African nationalist opposition?
- How significant were individual nationalist leaders in the struggle against apartheid?
- Was government repression of opposition effective?
- How far did the nature of opposition to apartheid change over this period?

##### Specified Content

- Opposition to white minority rule, the campaigns of African nationalist organisations, e.g., the African National Congress (ANC), the Pan Africanist Congress (PAC) and the Communist Party of South Africa, and the role of leaders including Mandela, Tambo and Sisulu in leading resistance. The Programme of Action (the ANC Youth League), the Freedom Charter, anti-Pass-Law demonstrations, bus boycotts, the armed struggle, the Black Consciousness movement, Steve Biko, the Soweto Riots. Government repression of opposition - banning orders, mass arrests, the Treason Trial, Sharpeville, imprisonment of opposition leaders in South Africa and their exile in countries outside South Africa.

#### Key Question 3: Why did white minority rule come to an end?

##### Focus Points

- How important were external factors in ending white minority rule?
- How important was the continuing resistance to white minority rule within South Africa?
- Why did the dismantling of the apartheid system not enable white minority rule to survive?
- How significant were Mandela and De Klerk in ending white minority rule?
- What problems faced Mandela's government in 1994?

##### Specified Content

- Reasons for the collapse of apartheid including economic and other pressure of international sanctions. The impact on South Africa of countries in Southern Africa gaining independence. Increasing internal opposition, the cost of involvement in regional wars. The failure of Botha's policies of 'total onslaught' and 'total strategy' - the loosening of apartheid. The State of Emergency, 1985-1990. The coming of De Klerk to power in 1989. De Klerk's reforms, the release on Mandela. Violence and negotiations, 1990-1993. The new constitution, the elections of 1994. The problems facing the new government. The work of the Truth and Reconciliation Commission.

## **CASE STUDY 2 – THE ENDING OF MINORITY RULE IN ZIMBABWE, 1951-c2002**

### **Key Question 1: What was the significance of the Unilateral Declaration of Independence (UDI) in 1965?**

#### **Focus Points**

What were the grievances of Black Africans in the late 1950s and early 1960s?

Why did Ian Smith declare UDI in 1965?

What were the consequences for Rhodesia and the Rhodesian people of UDI?

#### **Specified Content**

- The creation of the Central African Federation in 1953 and opposition by Black Africans. The impact on Black Africans of the Land Husbandry Act of 1951. Social and economic grievances of Black Africans in the late 1950s and early 1960s. The reforms of Garfield Todd. Repression by the Rhodesian government. The activities of the African National Congress (ANC), the National Democratic Party (NDP), Zimbabwe African People's Union (ZAPU) and Zimbabwe African National Union (ZANU). The victory of the Rhodesian Front in 1965. Negotiations with Britain for independence. The declaration of UDI in 1965. The imposition of sanctions by Britain and the UN. The policies of Smith's government - separate development and repression.

### **Key Question 2: Why did minority rule come to an end?**

#### **Focus Points**

The Second Chimurenga - what were the tactics and the conduct of both sides?

What was the importance to the struggle in Rhodesia of the coming of independence in Angola and Mozambique?

Why did Smith start to negotiate a settlement?

What were the terms of the Lancaster House Agreement?

#### **Specified Content**

- Guerilla warfare by ZAPU and ZANU, the Second Chimurenga, 1966-1979. The leadership of Joshua Nkomo and Robert Mugabe. The impact of the ending of Portuguese rule in Mozambique in 1975. The intensification of the Bush War. Divisions amongst White Rhodesians and the 'white exodus'. The Internal Settlement and the elections of 1979. Opposition to the settlement by the international community. The Lancaster House Agreement in 1979.

### **Key Question 3: Why has Zimbabwe faced problems since the ending of minority rule?**

#### **Focus Points**

Why did ZANU win the 1980 elections?

Why did trouble break out between ZANU and ZAPU?

What were the results of the government's economic policies in the 1980s and 1990s?

Why did Mugabe begin the land distribution programme?

How far are Zimbabwe's problems due to the legacy of colonialism and how far are they due to Mugabe's policies?

#### **Specified Content**

- The elections of 1980. Mugabe's policy of reconciliation. Dissidence by ZAPU and the government reaction. The agreement between Mugabe and Nkomo in 1987. Economic policies and their impact in the 1980s and 1990s. Growing opposition in the 1990s. Opposition from the Movement for Democratic Change. The land redistribution programme and its consequences. The referendum of 2000. The political and economic situation in Zimbabwe by 2002.

## **GRADE DESCRIPTIONS**

---

The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standard of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below.

### **A Grade A candidate should be able to:**

- recall, select and deploy relevant historical knowledge accurately to support a coherent and logical argument;
- communicate in a clear and coherent manner using appropriate historical terminology;
- demonstrate an understanding of the complexity of historical concepts; distinguish clearly between cause and consequence, change and continuity, similarity and difference by the selective deployment of accurate and relevant historical evidence;
- show an understanding of individuals and societies in the past; understand the importance of trying to establish motives;
- interpret and evaluate a wide range of historical sources and their use as evidence; identify precisely the limitations of particular sources; compare and contrast a range of sources and draw clear, logical conclusions.

### **A Grade C candidate should be able to:**

- recall, select and deploy relevant historical knowledge in support of a logical argument;
- communicate in a clear and coherent form using appropriate historical terminology;
- distinguish between cause and consequence, change and continuity, similarity and difference by the deployment of accurate though limited evidence;
- reveal an understanding of individuals and societies in the past;
- interpret and evaluate historical sources and their use as evidence; indicate the limitations of particular sources; compare and contrast a range of sources and draw coherent conclusions.

### **A Grade F candidate should be able to:**

- recall a limited amount of accurate and relevant historical knowledge;
- use simple historical terminology and communicate in an understandable form;
- demonstrate a basic understanding of the historical concepts of causation and consequence, change and continuity, similarity and difference;
- display knowledge of the perspectives of other people based on specific examples of situations and events;
- interpret and evaluate historical sources and their use as evidence in a limited way; make comparisons between pieces of evidence without drawing conclusions.

## **SUPPORT MATERIALS**

---

The Examinations Council of Swaziland avails past examination question papers and examiner reports to the schools.

There is a list of resources that can be used to support the teaching of the subject includes but not limited to:

Ben Walsh, *GCSE Modern World History*, (London: Hodder Education, 2001).

Ben Walsh, *GCSE Modern World History*, (London: Hodder Education, 2013).

Nigel Kelly and Greg Lacey, *Modern World History* (London: Heinemann, 2001).

Norman Lowe, *Mastering Modern World History* (Hampshire: Palgrave Macmillan, 2013).

J.S.M. Matsebula, *A History of Swaziland*

Phillip Bonner, *Kings, Commeners and Concessionaires* (Cambridge: Cambridge University Press, 1983).

Martin Roberts, *The Rise and Fall of Apartheid in South Africa, 1948-1994* (Longman, 1996)

David Martin and Phillip Johnson, *The Struggle for Zimbabwe* (Raven Press Pty Ltd, 1981)

Teachers may also access websites on the internet to supplement the above mentioned materials.

## **GLOSSARY OF TERMS**

---

It is hoped that the glossary will prove helpful as a guide, i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

In all questions, the number of marks allocated is shown on the examination paper, and should be used as a guide by candidates to how much detail to give or time to spend in answering. In describing a process the mark allocation should guide the candidate about how many steps to include. In explaining why something happens, it guides the candidate on how many reasons to give, or how much detail to give for each reason.

<b>ANSCHLUSS</b>	A German word meaning political union between Austria and Germany.
<b>APPEASEMENT</b>	The policy of attempting to avoid war by making concessions. It is particularly associated with British policy towards Hitler in the 1930s.
<b>BERLIN BLOCKADE</b>	The cutting off of rail and road links between Berlin and the West by the Soviet Union in 1948-9.
<b>BOLSHEVIK</b>	Member of Lenin's faction of the Social Democratic Party in Russia, believing in the need for violent revolution to create a Communist society.
<b>CAPITALISM</b>	Is an economic system in which business belong mostly to private owners and are run for profit.
<b>CHIMURENGA</b>	War of liberation.
<b>COLD WAR</b>	A war of words and a state of tension between the USSR and the USA and between their allies.
<b>COLLECTIVISATION</b>	Communist system of joining privately owned farms or business together so that they can be owned by the government.
<b>COMMUNISM</b>	A system in which all the industries are owned and run by the state on behalf of the people.
<b>CRASH</b>	Is the fall of shares suddenly and disastrously in value.
<b>DECREE</b>	An official order issued by a ruler, king or authority that has the force of law.
<b>DEMOCRACY</b>	A system of government in which the people are able to choose by election those who should govern.
<b>DEPRESSION</b>	A situation in which business activity is low, leading to unemployment and lower living standards, such as in the 1930s.
<b>GLASNOST</b>	A policy started by Mikhail Gorbachev in the USSR in the 1980s encouraging openness to new ideas and more freedom.
<b>INSURGENCY</b>	Is a violent internal uprising against a government.
<b>INTERNATIONAL RELATIONS</b>	These could be treaties or diplomatic relations that countries have. These could be bilateral or international agreements.
<b>INTOLERANCE</b>	Is an unwillingness to accept other peoples' ways of thinking and behaviour which are different from yours.

<b>IRON CURTAIN</b>	A notional barrier between the communist Eastern European countries and the democratic Western European countries which emerged at the end of the Second World War.
<b>LIQOQO</b>	Is the inner council which rules in the absence of the king in Swaziland.
<b>LEAGUE OF NATIONS</b>	An organisation set up by President Wilson in 1919 to try and keep the peace in the World.
<b>PACT</b>	An agreement or deal.
<b>PERESTROIKA</b>	A Russian term for the economic reforms introduced in 1987 by Mikhail Gorbachev, meaning 'restructuring', and referring to the restructuring of the Soviet economy.
<b>RECONCILIATION</b>	The re-establishment of friendly relations, for example between countries.
<b>REPRESSION</b>	The persecution of individuals or groups, sometimes by using force.
<b>VICTORS</b>	A person or country who wins a battle, war or other contest. The leaders of the 'victorious powers' in World War One who met at Versailles in 1919.

SGCSE HISTORY Syllabus 6891  
November 2019 and November 2020 Examinations