



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2024

HISTORY: PAPER I

MARKING GUIDELINES

Time: 2 hours

100 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.

SECTION A DISCURSIVE ESSAY**QUESTION 1**

Critically assess the Soviet Union's success in creating a sphere of influence in Cuba between 1959 and 1962.

Argument:

Candidate should explore both areas of success and failure (where applicable) in terms of the SU's success in creating a sphere of influence in Cuba.

Context:

- General Cold War context and the desire to create spheres of influence by both the United States and the USSR
- Cuba as a strategic point for the USSR due to its proximity to the United States
- US influence in Cuba prior to 1959, the Batista regime and US business interests
- Fidel Castro and the 26th of July Movement (nationalist), including Guevara (communist). Initial US support.

Content:

[Core facts are marked with an asterisk]

- Castro's movement overthrew Batista in 1959, nationalised industries, and blamed the United States for poverty
- United States unwilling to aid the new government, **which sought aid from the USSR** * – *thus, at this point, the USSR does seem to be successfully developing a sphere of interest if they maintain an ally of Cuba*
- Fearing increased Soviet influence, the US stopped buying Cuban sugar (July 1960), stopped all further trade (October 1960) and eventually broke off diplomatic relations (January 1961) – *allowing the opening for the USSR to create a sphere of influence*
- Instead of capitulating, **Cuba sought aid from the USSR, which took up the sugar trade and sent economic and military aid** * – *strengthening the Soviet influence in Cuba*
- Bay of Pigs invasion – a failed attempt by the United States and Cuban refugees to overthrow Castro – led to **Castro requesting protection from Khrushchev [outcome key, not the details of the invasion itself]** * – *cementing Cuba as a Soviet sphere of influence*
- Khrushchev saw Cuba as strategically important and wanted to balance the nuclear threat of US nuclear weapons in Turkey. **Convinced Castro to allow Soviet nuclear missile bases in Cuba** (the first outside the USSR) – *use as a nuclear missile site shows that Cuba had become part of the USSR's sphere of influence despite Castro not wanting to become a Soviet satellite*
- **Construction of bases** began in September 1962; a US spy plane identified bases in early October, sparking the Cuban Missile Crisis. Soviet troops in Cuba to man the missile bases (brought in secretly posing as tourists) *further attempt to exert influence*
- **Actions of the Soviet Union during the CMC to retain their sphere of influence in Cuba** *:
 - Believed that the missiles were secret, meeting between Kennedy and Gromyko – the latter pushed for the United States to stop interfering in Cuba, attempting to strengthen their influence by avoiding another possible coup attempt

- US blockaded (quarantined) Cuba, Khrushchev responded by giving the order that Cuban forces should only launch nuclear missiles on direct orders from the Kremlin – thus, at this point, there is a significant amount of influence over Cuban decision-making
- Khrushchev sent a message to Kennedy accusing the US of piracy and asserting that the weapons were **defensive only and there to protect their ally**, demonstrating that Cuba was indeed part of the Soviet sphere of influence
- Khrushchev ordered some of the Soviet ships bound for Cuba to return, but one to get to Cuba before the blockade was fully in place
- By 24 October, Khrushchev sent another letter to Kennedy saying that he did not want war but threatened destruction if the United States provoked war.
- By 26 October, Khrushchev was ready to negotiate (had also agreed to the UN/U Thant plan for negotiation) and proposed that the USSR would remove the missiles if the United States **would promise not to invade Cuba – securing and protecting the sphere of influence** by suggesting a compromise
- Castro responded angrily, giving the order to allow Cuban forces to fire on US aeroplanes – suggests that Soviet influence is not that strong as Castro is making decisions counter to the wishes of the Soviet Union
- Further Khrushchev letter on 27 October suggesting removal of Turkish missiles (response to a secret meeting between Dobrynin and Robert Kennedy)
- On 28 October, the US agreed to Khrushchev's compromise on the proviso that the removal of Turkish missiles would be later and kept secret, thus **ending the Cuban Missile Crisis; thus, the USSR had secured their sphere of influence by gaining assurance that the United States would not invade but had had to capitulate and remove its nuclear weapons**, weakening the utility of Cuba as a sphere of influence
- Castro, angered by the removal of Soviet missiles, saw it as a betrayal thus somewhat weakening the relationship and sphere of influence

OR

QUESTION 2

Critically assess the success of the Civil Rights Movement in securing equal education in the United States between 1954 and 1962.

Argument:

Candidate should consider both the successes and failures (where applicable) of the CRM in the fight for equal education in the United States.

Context:

- **Racism and segregation in the United States** – 'Jim Crow' laws in the South following Plessy v Ferguson. Education of African Americans also negatively affected by economic inequalities.
- Creation of Civil Rights organisations, e.g. NAACP
- NAACP's Legal Defense Fund had brought cases to court since the 1930s
- **Education was segregated** by law in most Southern states, and there were other states where educational segregation was optional. Only in most of the Northern states was segregated education disallowed.
- HBCUs throughout the United States did provide excellent education for those black college students who could access them. Some black secondary schools were also very strong, with curricula that were far more progressive than at many historically white schools.

Content:

[Core facts are marked with an asterisk]

- **Brown v Board of Education of Topeka, Kansas (1954) ***
 - NAACP Legal Defense Fund brought five cases together in a **Civil Suit at the Supreme Court**. Lead Plaintiff Oliver Brown.
 - Case argued by Thurgood Marshall and a large team of legal experts and social scientists
 - Chief Justice Earl Warren declared **segregation in schools inherently unequal and thus unconstitutional, effectively overturning the decision in Plessy v Ferguson and thus being a success for the Civil Rights movement in securing equal education as the main constitutional barrier had been rectified**
 - However, there was **no specific timeline for desegregation** set in place, and only in 1955 did the Supreme Court issue a follow-up order (Brown II) that schools should desegregate 'with all deliberate speed'
 - A number of schools in the South used this to **delay desegregation and effectively ignored the Supreme Court order, indicating that although they had achieved a legal victory in Brown v Board, Civil Rights organisations were not able to secure equal education in practice**
 - Opposition from white supremacists in the South and some African Americans who feared **reprisals and mistreatment in desegregated schools**
- Suits subsequent to Brown [optional content]
 - NAACP brought suits against individual school districts for failing to integrate
 - Only in 1968 and 1971 (much later) were there further Supreme Court rulings that were more concrete, *indicating a failure to secure truly equal education by 1962*

- **Little Rock Nine (1957) ***
 - To test the application of *Brown v Board* and **draw government and societal attention** to the lack of implementation
 - NAACP chapter in Arkansas (led by Daisy Bates) recruited nine students who **enrolled at Central High in Little Rock, Arkansas**
 - Arkansas Governor Orville Faubus vowed not to allow integration and **sent state troops to block the Nine's entrance**
 - Eight went by car with Bates; Elizabeth Eckford did not get the message and arrived alone, was subjected to **harassment by a white mob**, *indicating that even though there had been legal progress, real integration and equal education would need to change societal attitudes and be far more challenging to achieve*
 - The Nine were barred from entry and, three weeks later, were only able to enter by being snuck in through a side door. Rioting broke out on the streets when the mob found out about this. Eisenhower had to send troops to retain order, although the latter had **been wary of doing so before this as he had said he would not use federal troops to enforce desegregation** – *shift in the position of Federal Government to more direct enforcement suggests success in prompting government action.*
 - The troops remained at the school for the full school year, and the children were still **subject to bullying, racism, and harassment**; *thus, a mixed result for the NAACP and CRM, more generally as they had publicised the problem of integration, had succeeded in getting the children into the school, but their education was still being impeded and could be judged not yet truly equal*
 - The next year, Faubus closed all schools in the district as *the Governor still had significant power to prevent integration despite the work of the Civil Rights Movement*
- **Ruby Bridges (1960)** [optional content – evidence of extra reading]
 - First black elementary school student in the South (Louisiana)
 - Four years after *Brown*, the Federal government had ordered schools in Louisiana to desegregate – *there had been some progress in accessing equal education, but it was slow*
 - *Access to education was still unequal* as black students had to write an entrance exam to enrol, whereas white students were not required to do so. Bridges was one of only six black students in New Orleans to pass this exam
 - Federal marshals had to accompany Bridges to school, and only one teacher was willing to teach her in a separate class – *although she had access, it was not equal.* In addition, her father was fired, and her grandparents were evicted from their land
- **James Meredith (1962) ***
 - **Wanted to enrol in the University of Mississippi (Ole Miss), a segregated university.** Mississippi governor Ross Barnett wanted to block this enrolment, and the University denied his admission and would not respond to his queries
 - Meredith sued the University, and the case eventually went to the Supreme Court with the help of the NAACP – *although Southern states tried to ignore the Brown decision, African Americans did have legal recourse because of the precedent set by the Brown case*
 - **The court ruled in his favour**, but Barnett still tried to block his entry and had to negotiate directly with Attorney-General Robert Kennedy in order to comply with the ruling. **Meredith was accompanied by 500 US Marshalls, who were attacked by a violent mob. Federal troops had to be sent in to stop the violence**, *indicating that eight years after Brown, there were still significant challenges to equal education*
 - **Meredith was able to complete his degree**, accompanied by US Marshals for an entire year, and graduated with a BA in 1963 – *a historic moment and victory*

- *The groundwork was laid by 1962 for equal education through continued actions by the Civil Rights Movement, but it would take many years for concrete change to be achieved*

OR

QUESTION 3

Critically assess the success of internal resistance in effectively challenging Botha's reforms between 1979 and 1989.

Argument:

Candidates should critically assess both the successes and failures (where appropriate) of internal resistance in opposing and challenging Botha's reforms. This essay focuses on the reforms and responses to these reforms, not on repressive measures (although examples of government repression may be used as part of an assessment of the success of resistance). Candidates do not have to show that the resistance was able to topple the regime entirely but rather challenge / stand against / confront / defy the proposed reforms.

Context:

- 1973 workers strikes and 1976 uprising had reinvigorated protest against apartheid
- Increasing attacks by MK, growth of the trade union movement despite legal restrictions, and growth of grassroots organisations put pressure on the Apartheid government
- Botha Prime Minister from 1978 and then President from 1984–1989
- Botha realised that he needed to make changes to the system but was totally unwilling to grant more political or economic power to the black majority. His reforms were largely cosmetic

Content:

[Core facts are marked with an asterisk]

- **Trade unions/ labour movement growth resisting Botha's legalisation of Black Trade Unions ***
 - After the 1973 strikes, Wiehahn Commission was appointed to investigate increased strike activity. Recommended the legalisation of black trade unions and abolishing job reservation (context)
 - Botha accepted these recommendations, believing they would help to quiet labour action, and **legalised black and multiracial trade unions in 1979**
 - Creation of federated unions immediately, e.g. FOSATU and later others such as CUSA, AZACTU, **COSATU**
 - Debate in trade unions about registration (until an amendment to the law in 1981 gave government oversight over unregistered trade unions – *a limitation to their success*) as well as debates about whether to deal only with worker issues (workerist) or also to tackle the greater political issues (populist) – *this could be seen as hindering the success of the labour movement to challenge the reforms*
 - By 1985, the populist position was stronger and led to the creation of COSATU, which allied to the ANC and SACP
 - **Trade unions brought the masses into the struggle against apartheid and renewed the vigour of mass protest; thus, the trade unions resisted Botha's attempts to control them and continued to grow, presenting an increasing challenge**
 - 1984 and 1987 mineworkers' strikes
 - 1988 general strike (1 million workers, COSATU)
- Involvement in the 1989 Defiance Campaign (selected examples may be used)

- TU involvement is a large reason for the increased pressure on Botha and the NP and their eventually being forced into negotiations
- *Thus, trade unions and the labour movement were able to present a challenge to the state*
- **Creation of new organisations to resist the Tricameral parliament ***
 - 1983 new constitution, attempt to draw Coloured and Indian people into the political system while still retaining white power
 - Creation of the Houses of Assembly, Delegates, and Representatives
 - The White House of Assembly is larger than the other two houses combined and could outvote. President & white Cabinet decided which issues were 'own affairs' or 'general affairs'. President had final say on any laws thus a token reform. Black people excluded (see BLAs below)
 - *Widespread dissatisfaction with the new constitution and boycotts of the elections*
 - **UDF *** and National Forum were created in 1983 to oppose the Tricameral Parliament *and became organisations that **coordinated increased protests** against apartheid in the 1980s. These organisations were thus successful in challenging the reforms*
 - Successful **boycotts of the elections** (only 10% of eligible voters voted) stripped the new system of legitimacy *and thus had a high degree of success, although the **government persisted with the Tricameral system***
 - 1984 Million Signatures Campaign
 - UDF continued to coordinate protests throughout the 1980s
 - Allied to ANC, COSATU, SACP
 - Largest and most effective internal protest organisation
 - *Structure as a loose front/umbrella organisation made it difficult for the government to control the UDF. UDF had been formed directly to oppose one of Botha's reforms and grew into a broader mass movement that challenged the state throughout the 1980s*
 - **Government banned UDF temporarily limiting its success**, but affiliated organisations reformed under the banner of the **Mass Democratic Movement**
 - Year of Mass Action/1989 Defiance Campaign – *the final protests against apartheid that signalled the success of resistance in that the continued defiance forced the government to abandon their hopes of reforming but maintaining apartheid, and drove them to the negotiating table*
 - UDF went on to be involved in national campaigns against the apartheid state and the 'reforms' such as:
 - Support for defiance of the Homelands policy (e.g. in Ciskei, Mdantsane Bus Boycott)
- **Creation of Civics** to defy the Black Local Authorities Act * (may be discussed as part of the Township Uprising or vice versa)
 - Botha's reforms created Township Councils to oversee township affairs, rent, and services – answerable to state
 - Creation of civics to oppose the BLAs and as alternative grassroots institutions in the townships
 - Wholesale rejection of the BLAs in the townships – violence against councillors, forcing them to resign or flee
 - *Civics became a powerful organising force in the increased protest against the NP, coordinating and enforcing boycotts and stay-aways. Thus, internal resistance was directly and successfully able to defy Botha's reforms.*

- **Township Uprising 1984–1986 ***

- Candidates must speak in some way to violence/ conflict/ uprising in the townships and at a grassroots level but do not penalise if the reference is not specifically to the Township Uprising by that name. Candidates may also weave this discussion into their discussion as it crosses a number of reforms/ resistance organisations
- Starts in the Vaal Triangle in 1984 due to police violence in response to rent boycotts (also Gugulethu and Mitchells Plein)
- Sustained uprising against apartheid, coordinated by UDF and Civics – **rent, school and bus boycotts; violence against 'collaborators'; strikes and stay-aways**, e.g. November 1984 largest student and worker stay away since the 1960s; violence between police/army and township residents; ANC/IFP hostilities; 1985 call by ANC to **'make the townships ungovernable'**
- Only quelled with difficulty by 1986, and simmering uprisings remained
 - Candidates may discuss how the success of this resistance was limited/ weakened by divisions between groups in the townships
- *The Township Uprising was the largest, most widespread and sustained uprising against apartheid that had yet to occur, demonstrating that internal resistance defied the reforms and presented a substantial challenge.*
 - Candidates may also discuss the following internal resistance examples (optional) but must tie them to reforms
 - ECC and the Black Sash
 - White groups increase their action against apartheid in the 1980s
 - Religious opposition
 - 1985 Kairos Document (Christian denominations)
 - Tutu, Chikane, Naude, SACC
 - Call of Islam and Jews for Justice
 - Students and youth
 - 1979 formation of COSAS and AZASO
 - Increased militance of NUSAS
 - National Education Crisis Committee

SECTION B EXTENDED WRITING**QUESTION 4**

Explain how the United States created a sphere of influence in Europe by 1955 by answering the following questions:

- (a) **What led to the United States creating a sphere of influence in Europe after 1945?**
 - (b) **What actions did the United States take to create a sphere of influence in Europe by 1955?**
 - (c) **What impact did the United States's sphere of influence in Europe have on the Cold War?**
- **Post-war conferences and Soviet penetration into Eastern Europe**
 - **Yalta and Potsdam** – decisions on the future of post-war Europe, **decisions about Germany** in particular – division of Germany and Berlin, tension around possible spheres of influence
 - Increasing tension between the USSR and the United States, disagreements about a second front, the Atomic Bomb – **breakdown of the Grand Alliance/ mistrust between USA and USSR** led the United States to fear possible Soviet strength
 - **USSR had control of Eastern Europe** after liberating those countries from Nazi rule, had annexed the Baltics in 1941, and installed 'People's Democracies' with a high degree of control from Moscow in spite of the agreements at Yalta and Potsdam. The **United States wanted to prevent further spread** by creating her own sphere of influence
 - Kennan's Long Telegram and **Churchill's 'Sinews of Peace' speech/ Iron Curtain** increased US fear of Soviet intentions and helped convince Truman of the need to intervene in European affairs
 - **Post-war situation in Europe and the Truman Doctrine**
 - **Post-war destruction and poverty**, harsh winters, poor harvests, dissatisfaction
 - **The UK could no longer support the governments of Greece and Turkey against communist insurgencies** and withdrew funding
 - In response, **1947 Truman Doctrine** replaced the Monroe Doctrine and pledged the United States to **intervene in European countries facing 'armed minorities'** – **Policy of Containment**
 - US aid to Greece and Turkey allowed both to **resist communist uprisings, fell into the US sphere of influence and later become members of NATO**
 - French and Italian governments emboldened by this and expelled communist from their governments, fell into the US sphere of influence
 - **The Marshall Plan**
 - Proposed by George Marshall in 1948 – **aid to countries in need of assistance**. Offered to all European countries; only accepted by Western European countries and Yugoslavia (pressure from the USSR)
 - An **attempt to influence Europe through economic means, and prevent the further spread of communism (containment)**
 - The OEEC was set up to strengthen ties between Marshal Aid recipients; aid came without conditions but still served to strengthen the capitalist democracies of Western Europe and draw them into the US sphere of influence
 - **Soviet responses** (detail not needed – may be used to speak to the impact of US actions in creating a sphere of influence/ further division in Europe)

- Saw TD and MP as **'economic imperialism' and 'dollar diplomacy'**, infringing on the sovereignty of European nations, saw the United States as aggressive and a threat
- COMINFORM (1947)
- Soviet-sponsored communist strikes in Italy and France attempted to undermine the recovery and cast negative image on capitalism
- COMECON – economic alliance of Eastern European states and Soviet Union, but SU unable to send aid to assist recovery
- **Two opposing economic associations now in Europe, each under the influence of a Cold War superpower, thus worsening Cold War tensions** – (must speak in some way to the idea of division/ idea of split/ increasing tensions)
- Impact of the TD and MP and the **Berlin Blockade and Airlift**
 - Massive **recovery of Western Europe** as opposed to Eastern Europe
 - Contrast most evident in the divided Berlin
 - Conflict within the Allied Control Council/ creation of Bizonia and Trionia, **currency crisis led to the Berlin Blockade and Airlift** – moment of severely increased tension in the Cold War, **worsening the rift between East and West**
 - **USSR saw the United States as a threat** and vice versa
 - May speak to 1953 protests and US food aid, as well as increasing movement of people from East to West after 1953 [optional]
 - **Creation of FDR and DDR** – more permanent division
- **NATO and the Warsaw Pact**
 - Peacetime military alliance **drawing the US's sphere of influence even closer together**
 - Created after the Berlin Blockade
 - **FDR joined NATO in 1955, prompting the creation of the Warsaw Pact**
 - Europe, by **1955, divided into two armed camps**, increasing the Cold War threat

OR

QUESTION 5

Explain how the anti-war and student movements opposed the United States government in the 1960s and 1970s by answering the following questions:

- (a) What led to the growth of the anti-war and student movements in the United States in the 1960s?**
 - (b) What methods did the anti-war and student movements use to oppose government policy in the 1960s and 1970s?**
 - (c) What impact did the anti-war and student movements have on the United States by the 1970s?**
- Causes of the growth of the anti-war and student movements
 - Dissatisfaction with and **distrust of government**
 - **Baby boomers – increased numbers in university** by the mid-1960s (credit understanding of the concept even if term not used)
 - **Inspired by CRM**, many had taken part in voting rights campaigns, e.g. Freedom Summer; with the achievement of the Civil Rights Act and Voting Rights Act, attention turned to the Vietnam War, nuclear weapons

- Increasing understanding/**awareness of world affairs – television news, images of Vietnam War – 'television war'**
- Increased prosperity and economic security in the 1950s and 1960s allowed more people to go to university and be exposed to new ideas. **Universities are overcrowded, and increasing dissatisfaction with outdated curricula**
- **Horrors of the threat of nuclear war, the Vietnam War, alienation from the Cold War mentality**
- Growth of New Left ideologies & increasing **radicalisation of protest**
- Often identified with the aims of the BPM
- Organisations and groups
 - **Students for a Democratic Society**
 - Founded 1960
 - New Left – Port Huron Statement, **radical, believed in participatory democracy** (should show some understanding of beliefs or approach)
 - Student and anti-war activism
 - **Vietnam Veterans Against War**
 - Radical groups, e.g. Weathermen, Yippies [optional]
- Examples of protest/opposition (candidates may discuss select examples – the focus of the question is on the methods, and these should be illustrated by selected examples)
 - Women Strike for Peace marches (1961) [optional]
 - **Draft dodging, draft card burning, and handing in draft cards**
 - 1965 Washington Rally against Vietnam War (SDS)
 - 1968 Jeanette Rankin Brigade pacifist women's group march [optional]
 - **1970 Kent State protest**
 - 1971 Vietnam **Veterans' protests** (VVAW) – laid wreaths at Arlington Cemetery, some tried to hand themselves over as war criminals at the Pentagon, threw medals at the Capitol building, demonstrations at the Supreme Court, occupied the Statue of Liberty
 - SDS – **rallies, speeches, occupations of university buildings, teach-ins**, SDS newspaper, protests at Dow Chemicals, 1968 student strike
 - **Free Speech Movement** (credit understanding even if term not used)
 - Universities banned political action on campuses when students were recruiting for the Freedom Summer; some students expelled (esp. University of California, Berkeley)
 - Mario Savio 'Bodies upon the gears' speech – **demands for free speech, political activity, and academic freedom on campuses**
 - Occupations of university buildings, e.g. Sproul Hall (1964), University of Chicago admin building (1966)
 - Hippies (credit mention but do not penalise if left out as not specified in question) – counterculture as a method of opposing government, removing selves from society, living in community, Woodstock as opposition to government
- Impacts of the anti-war and students' movements
 - Increased **distaste for the Vietnam War**
 - Sustained anti-war protests put **increasing pressure on the government. Johnson does not run for a second term**
 - Nixon proposed 'peace with honour'/Vietnamisation, at least in part as a result of the protests
 - Kent State massacre shocked even the American public who had not been anti-war
 - Sustained anti-war protests were a major reason for the US withdrawal from Vietnam
 - Universities broadened their curricula and allowed more political freedom
 - Lowered voting age

OR

QUESTION 6

Explain how the international community challenged the apartheid state in the 1980s by answering the following questions:

- (a) **What led to the international community taking economic action against the apartheid state in the 1980s?**
- (b) **What economic actions did the international community take to oppose the apartheid state in the 1980s?**
- (c) **What was the impact of these economic actions on the apartheid state by 1989?**

- **Anti-apartheid movement origins**
 - Heightened in the 1960s after the Sharpeville Massacre and further heightened after the 1976 uprising/ **increasing repression**
 - Increased criticism of NP government at the UN
 - **Opposed to repression of the black majority and the increasing violence of the state – refer to Total Strategy/ increased repression**
 - Creation of **British and Irish Anti-Apartheid Movements**, influenced by exiled South Africans. Sweden and the Netherlands supported the ANC
 - British AAM started as a boycott movement in 1959, gained the support of Trevor Huddleston, the Labour Party (but withdrew support when they came to power) and British trade unions [optional content]
 - Irish AAM formed in the mid-1960s, the role of Kader Asmal [optional content]
 - US and UK governments opposed sanctions on South Africa, Thatcher and 'Constructive Engagement'. Cold War and fear of communist influence prompted the UK and US governments to avoid isolating South Africa despite the increasing vociferousness of civil society in those countries
- **Economic boycotts**
 - **Civil society boycotts of South African goods** (should give some examples)
 - fruit, wine
 - Dunnes Stores fruit boycott
 - Irish boycotts of coal and food products from SA
- **Disinvestment**
 - AAM demonstrated outside businesses active in SA to convince them to disinvest
 - May refer to earlier 1977 Sullivan Principles (United States) – guidelines for US companies doing business in South Africa that the SA companies they are doing business with should not have racist practices, unequal pay
 - By 1985 **18 US companies had withdrawn or substantially reduced their South African businesses (General Electric, IBM, Coca-Cola)**
 - **1985 Chase Manhattan denied roll-over of South African loans**
 - **Barclays Bank (UK) withdrew from SA**
 - **1986 US Comprehensive Anti-Apartheid Act** – banned new investments in South Africa
- **Sanctions**
 - Supported by internal anti-apartheid activists, e.g. Tutu
 - May refer briefly to earlier 1977 UN arms embargo (Britain and France stopped the sale of military hardware to SA in 1978)
 - **Calls for further sanctions grew after Botha's 'Rubicon' speech in 1985 – selected examples**
 - European Economic Community banned the sale of Krugerrands, coal, iron, and steel from South Africa

- 1986 world conference on sanctions included UN, OAU, NAM
- 1987 UN voluntary oil embargo, but mandatory embargo vetoed by UK and USA
- 1987 Nordic nations total embargo on trade with SA in
- Impacts on the Apartheid state
 - **Drop in the exchange rate** led to massive **inflation** (but this was also due to the strengthening of the dollar)
 - South Africa plunged into **recession** (also as a result of a drop in the gold price)
 - **Economic stagnation** and loss of international capital (impacting ability to import goods), **pressure on South African businesses who in turn began to pressure the apartheid state for further reform**, some **business leaders met in secret with ANC** representatives
 - International **support for internal activism strengthened resolve**, especially of the trade unions
 - **Isolation** of South Africa (although limited as not all countries complied with sanctions, and African countries still relied on trade with South Africa)

Total: 100 marks