



EXAMINATIONS COUNCIL OF ESWATINI

Eswatini General Certificate of Secondary Education

History (6891)

Examination Report for 2024

Table of Contents

Subject Code:	Name of Component:	Page No:
6891	History P1	3 - 7
6891	History P2	8 - 12
6891	History P3	13 - 17

EGCSE HISTORY

Paper 6891/01

International Relations

Key messages

Candidates are reminded that part (a) questions require the recall and development of specific details. In part (b) questions candidates should identify the factors and then support them with specific relevant evidence. The evidence should be elaborated in relation to the question.

Teachers and candidates are reminded to write all responses only in the spaces provided.

Teachers and candidates are reminded about the importance of the skill of evaluation in part (c). The skill carries a reserved grade of two (2) marks which translates to a total of six (6) marks.

Candidates demonstrated a general understanding of the demands of the questions, however, some candidates lacked the relevant content to respond to the questions. Most candidates were able to utilise the spaces provided to answer questions, some created additional spaces to write the responses of the parts (b) and (c). A majority of candidates were able to follow instructions for choosing and answering questions, few candidates attempted more than the stipulated number of questions while others attempted less than the stipulated number of questions. Thus, teachers and candidates are advised to adhere to the instructions.

Comments on Specific Questions
International Relations, 1919-c.1989**Question 1**

Most candidates attempted this question, however, most candidates struggled to provide the relevant content to respond to part questions (a) and (b) questions. In as much as most candidates provided two-sided explanations for the part (c) question, some candidates could not attain the highest level.

- (a) This part question required candidates to **describe three ways in which the Health Committee of the League of Nations improved health conditions after World War 1**. Most candidates were unable to recall specific content to respond to the question. Most candidates lacked specific details as they turned out to be general. For instance, they gave current answers such as the provision of COVID-19 vaccines, and HIV/AIDS, while some candidates gave responses about the UN Health Committee.

An example of a response showing identification and development:

It helped to fight the outbreak of diseases such as leprosy and malaria. It educated people on health and sanitation through the establishment of research institutions in London, Singapore and Copenhagen. It also campaigned against drug abuse and smuggling such as opium.

- (b) This part question required candidates to **explain two ways in which the treaties signed outside the League of Nations in the 1920s undermined its work**. Candidates struggled to provide proper explanations of the two ways as they could not identify the treaties which were signed outside the League of Nations in the 1920s. Most candidates used content related to the peace treaties to answer the question while others were able to identify the Locarno Treaties but failed to use it in relation to the question.

A model answer showing the two explanations:

The treaties did not fully address disarmament. For example, the Washington Conference of 1921 only outlined how much each country could build up its army instead of encouraging countries to disarm. This did not support the League's aim of disarmament.

The Treaties created tension between countries in Europe. For example, the Locarno treaties where Britain and Italy vowed to protect France when Germany violated the agreements. This undermined the League as countries decided to team up against other countries.

Candidates were required to evaluate whether **the League of Nations would have failed even if the United States of America was a member**. Most candidates were able to provide two well-explained points on why the League would have failed even if the United States of America was a member or not. However, most candidates have a challenge with the evaluation part of the question.

A model answer showing the two sides of the argument with an evaluation:

I agree with the statement that the League of Nations would have failed even if the United States of America was a member. This is because the League had a power of veto which delayed decision-making. Permanent members of the Council misused the power of veto to pursue their self-interest.

However, some may argue that USA would have backed the League in imposing sanctions. The presence of the USA could have meant that more effective sanctions were imposed on defiant countries such as the Japanese invasion of Manchuria. The League would have been more successful in imposing meaningful sanctions on aggressive states.

Evaluation: *Even though the USA would have helped impose sanctions on aggressive nations, member states which had the power of veto would have exercised their rights to veto the League's decision thus making it difficult for the League to solve disputes.*

Question 2

This was a popular question even though most candidates could not provide accurate content to respond to the part (a) and (b) questions. As a result, the performance in this question was below average. Candidates often used irrelevant content to respond to the questions.

This part question required candidates to **describe three ways in which Hitler's foreign policy violated the terms of the Treaty of Versailles**. Most candidates provided general responses that lacked specific evidence on how Hitler's foreign policy violated the terms of the treaty.

An example of a response showing identification and development:

In 1936, Hitler marched 22, 000 German troops into the Rhineland in direct contravention of the Treaty of Versailles which had rendered the area as a demilitarized zone. In 1936, Hitler introduced conscription as an attempt to undo the Treaty of Versailles which banned conscription. Lastly, in 1938, he invaded Austria and declared an Anschluss which was forbidden by the Treaty of Versailles.

This part question required candidates to explain two ways in which Germany's occupation of the Sudetenland worsened international relations in the late 1930s. Most candidates used content about Germany's occupation of the Sudetenland in relation to the policy of appeasement instead of how the occupation of the Sudetenland worsened international relations.

A model answer showing the two explanations:

It encouraged Hitler's aggression because after the occupation of the Sudetenland, Hitler then set his eyes on invading Poland which escalated tension in Europe.

It caused mistrust between countries. In the Munich Agreement, Russia and Czechoslovakia were not consulted when they gave Hitler the Sudetenland. This made Russia to end up signing the Nazi-Soviet Pact which sparked World War II.

Candidates were required to evaluate **whether Britain and France could have stopped Hitler's aggressive foreign policy**. Candidates had the challenge of explaining how Britain and France could have stopped Hitler's aggressive foreign policy instead they gave a narration on Hitler's foreign policy.

A model answer for this question:

I agree with the statement because they could have intervened when Hitler remilitarized the Rhineland. The French army at the time outnumbered the German army by an overwhelming margin. Also, the German Army was very weak and was even ordered to retreat if attacked. Unfortunately, the French Government did not intervene, and Hitler got away with his gamble.

However, some historians may disagree because Hitler was determined as he planned his actions. For example, when planning to invade Poland, he signed the Nazi-Soviet pact with the USSR as a way of avoiding an attack from both the western and eastern fronts. This allowed Hitler to continue with his aggression which resulted in war.

EVALUATION: *All in all, I feel Britain and France could have stopped Hitler the moment he remilitarised the Rhineland which could have easily crippled his planned action thus failing his aggressive foreign policy.*

Question 3

This question was also popular. Candidates who attempted the question performed relatively well.

- (a) This part question required candidates **to describe three ways in which the Allies helped their German zones after the end of World War II**. A majority of the candidates were unable to provide fully developed descriptions of how the Allies helped their German zones as they were giving changes brought by the USA in Europe such as Marshal Aid and Truman Doctrine.

A model answer showing the description of the three actions:

They combined their zones to form one zone which enabled the recovery of the economy of West Germany. They introduced Capitalism or Democracy in their zones which allowed them to have free elections and free enterprise. Lastly, they reformed their currency which was the Deutsche Mark which improved the German economy.

This question required candidates to **explain two reasons why the USA was concerned about Berlin falling solely under the Soviet control**. The performance was above average in this question as some candidates were able to explain reasons why USA was concerned about Berlin falling solely under the Soviet control.

A model answer showing the two explanations:

Truman wanted Berlin to be a symbol of freedom behind the Iron Curtain. He hoped that this would propel the people of Eastern Europe into rebellion against USSR domination when they saw the successes of capitalism and Democracy. He believed that this would weaken the Soviet influence in East Germany.

Secondly, the USA wanted to spread its ideology in the soviet sphere. USA practised the system of Capitalism contrary to Communism which was practised by the USSR. So, the USA wanted Berlin to be run in a capitalist way rather than a communist way thus spreading their ideology.

- (c) Candidates were required to **evaluate whether the USSR was justified in blockading Berlin in 1948**. Candidates had a challenge as they turned to describe the event while others described the Berlin Wall instead of answering the question. Candidates often used the same reason to argue on both sides. They further struggled to provide a proper evaluation.

A model answer for this question:

I agree with the statement because the Western Allies were rebuilding Germany which had always been a threat to the USSR. Germany had attacked the USSR twice during the first and second world wars. Thus, when the Western Allies began rebuilding West Berlin, the Soviet Union blockaded Berlin in fear of having a powerful Germany in the future.

However, others may disagree because Stalin wanted to cripple Berlin economically. The USSR was looting resources from Berlin, yet the Western Allies believed in improving the economy to avoid repeating the mistakes of Versailles which could potentially lead to another war.

EVALUATION: *All in all, I feel the main reason was that Stalin used the blockade as a way of destroying Germany's economy which was a threat to him while the Allies were reviving their zones.*

Question 4

- (a) This part question required candidates to **describe three functions of the International Court of Justice in the United Nations Organization**. Candidates lacked specific details on the functions of the International Court of Justice in the United Nations Organisation. Candidates often described organs of the UNO and of the League of Nations instead of responding to the question.

A model answer showing identification and development:

To settle legal disputes submitted by member states by international law. To pass legal judgement such as providing a fair legal judgement in territorial disputes. Lastly, to interpret treaties between countries brought forward by the organisation.

- (b) This part question required candidates to **explain two reasons why many countries joined the United Nations Organisation when it was formed**. Most candidates provided general responses that lacked specific evidence such as they joined the UN because the League failed.

A model answer showing the two explanations:

It promised peace and security to the world as countries were from fighting in the Second World War. Therefore, an organisation that upheld peace and security was attractive to many countries affected by the war.

For economic development. The United Nations Organisation agencies such as the United Nations Development Programme provided technical assistance and financial support to member countries. This helped address issues such as poverty and inequality between countries.

- (c) Candidates were required to **evaluate whether the United Nations Organisation was successful in the Congo War of 1960-63**. Very few candidates were able to provide two-sided arguments and a proper evaluation of this question. This led to candidates attaining lower marks in this question.

A model answer for this question:

I agree with the statement because Congo was reunited. In 1963 UN troops successfully brought the province of Katanga under full control. Shortly after this, Katanga was reunited with the rest of Congo, thus the UN was successful in the war.

However, some people may disagree because Congo fell under the control of a corrupt and cruel dictator Mobutu Sese Seko. Under this rule, there was chaos and civil war once again returned to Congo which was a continuation of the 1960 Congo War. This means that the UN failed to permanently end the war.

EVALUATION: *Overall, the reuniting of Congo shows a significant role played by the UN in the Congo War despite the continuation of the war as it would have been worse.*

EGCSE HISTORY**Paper 6891/02****Depth Study****Key messages****Key messages**

The paper comprises of six (6) source based questions. The candidates in this paper are expected to answer **all** the questions. Total marks allocated for the paper is fifty (50) marks.

The following aspects are crucial when preparing for this paper.

- Teachers are encouraged to train candidates to use only the space provided in the question paper to answer questions.
- The ability to interpret sources is a critical skill that candidates must possess in order to effectively answer questions on this paper. Teachers are therefore urged to help candidates learn the skill of source interpretation.
- Teachers and candidates are reminded to pay attention to the demands of the questions, particularly where they are required to either utilise information from the sources and/or contextual knowledge in answering the questions.
- Candidates are further encouraged to refer to sources by name (e.g. Source A...) when answering questions.
- Teachers are encouraged to assist candidates to cover content on the depth studies, as some candidates ended up using content from other topics in answering the questions.

Candidates demonstrated a general understanding of the demands of the questions. Most candidates were able to provide responses to all the questions in the paper, a very limited number of candidates left questions unanswered. Candidates were also able to use the spaces provided to answer questions, very few candidates created additional spaces.

Few candidates were able to interpret sources to big message level and apply them to their responses. Therefore, most candidates were unable to receive the full number of marks allocated for the question because they frequently used the sources' details rather than the points of view to support their arguments. Candidates also struggled to provide high quality responses on questions that required them to utilize two sources, for example, questions two (2) and three (3).

Comments on Specific Questions

Question 1

This question required candidates to interpret the big message of Source A, select relevant evidence from the source to support the big message and provide an elaboration. Most candidates were only able to provide sub-messages, while others described the details of the cartoon when answering the question. Few candidates had the ability to interpret Source A for its big message.

A model message of the source:

The message of Source A is that when Americans accepted Prohibition they did not anticipate that it would cause problems in the future. This is because Source A shows a preoccupied man, representing the American public, agreeing to marry a woman, representing Prohibition. The woman eventually abuses him, and he is left with no means of leaving the marriage.

Question 2

This question required candidates to interpret Sources B and C for big messages, compare these two big messages for agreement and disagreement at the point of view level. Candidates were then expected to select the relevant evidence from Sources B and C to support the agreement and disagreement. Most candidates were only able to compare the sources at sub-message level or compared the details of the two sources. A very limited number of candidates were able to compare the sources at point of view or big message level to attain maximum marks allocated for the question.

A model response showing comparison:

Source B and Source C agree that Prohibition was unpopular among the American public hence it had to be repealed. Source B says that those who had elected the Republican 'dry Hoover' now voted for the wet Franklin Roosevelt. Similarly, Source C says Prohibition was supported in the beginning but later lost support.

Source B and C disagree about the reasons for the repeal of Prohibition as Source B states that Prohibition had to be repealed to boost the American economy while Source C says that prohibition had to be repealed because it brought social problems to the USA.

Question 3

Candidates were required to interpret the big message of Sources D and E, consider the context and purpose of each source to explain whether Source D proves that Source E was lying. Few candidates were able to meet the demands of this question and were only able to use details or sub messages of the sources to answer the question. Most candidates were unable to use the provenance to establish the context and purpose of the sources which would then be used to explain the reliability of both sources.

A model response showing reliability of sources D and E based on the big messages and provenance:

Source E does not prove that Source D is lying because Source D, which was published in 1926 at the time when Prohibition faced many challenges, shows a figure representing the American law struggling to deal with the problems of bootlegging, bribery and organized crime associated with Prohibition.

Source E on the other hand was produced in 2001, a long time after Prohibition had been repealed, shows the positive effects of Prohibition despite the challenges it faced when it was introduced. This is because Source E states that alcohol consumption levels dropped by about 30% in the 1920s and Prohibition gained support in some states, particularly the rural areas.

Question 4

The question required candidates to make a cross-reference between Source F and contextual knowledge to explain why they are not surprised by the source. This involves candidates interpreting the source for a big message, establishing its context and purpose before explaining why the candidate is not surprised. A majority of candidates were only able to make arguments based on everyday empathy or used internal logic to explain, which meant they attained low marks. Other candidates utilized the provenance of the source to establish how the source was propaganda of Republicans.

A model response showing cross-referencing explaining why not surprised by Source F. *I am not surprised by Source F because at this time Prohibition had been tried for ten years and most Americans, including Republicans and economists were convinced that Prohibition was unworkable and the best way to rebuild the economy was to repeal it. The Republican Senator in the source states that he was not against the repeal and urged the Congress to suggest other solutions to alcoholism besides Prohibition.*

Question 5

This question required candidates to explain the purpose of publishing Source G in the context of the 1930s in the USA. This demanded that the candidate interpret the big message of Source G and then find

its purpose with a clear statement on the intended impact of the source on the audience. Most candidates were able to interpret the source and explain the purpose of the source, however struggled to explain it in

the context of the USA in the 1930s. The performance of most candidates in this question was above average. There were however some candidates that failed to explain the purpose of Source G and on only gave sub-messages.

A model response showing the purpose of Source G in the context of the 1930s:

Source G was published to encourage all Americans to vote for the Democrats so that they could repeal the Prohibition laws which brought a lot of disorder in the USA up to the 1930s and were being blamed for the economic depression of 1929. In the source, Roosevelt was speaking as a presidential candidate in 1932 when he stated that prohibition in most parts of the USA had been accompanied by complete and tragic failure.

Question 6

The question required learners to evaluate the sources as whether they proved that the repeal of Prohibition was justified. This question required candidates to synthesise the sources based on a given statement. The question also required candidates to make an assertion, select appropriate evidence, explain the evidence according to the statement and evaluate at least two sources for biasness. Candidates performed below average in this question as they were only able to provide one-sided arguments. Some candidates misread the statement or did not make assertions which negatively affected their arguments. Another reason for the low performance in this question was caused by candidates mixing the sources in their arguments. Candidates often confused the repeal of Prohibition with the introduction of Prohibition when making assertions which often compromised their arguments. Few candidates were able to evaluate the minimum two sources for biasness, therefore failed to score the full marks allocated in this question.

A model response on synthesis:

Source A proves repeal was justified. The source shows the American public having problems with Prohibition seven years after 'marriage'. Source A also does not prove in that during the times of war around 1918, it was the American public that gladly accepted Prohibition. Or it does not prove as this is a propaganda source used by opponents of prohibition to show its bad effects on the lives of Americans.

Source B proves in that repeal would replace the tax revenues that were lost under Prohibition which meant it was justified. Source B also does not prove as the source states that at some point Americans believed there was a link between prohibition and prosperity, therefore repealing prohibition was unjustified.

Source C also does not prove as it states that at the beginning, Prohibition was popular in America, therefore repealing it was wrong. However, Source C also agrees in that Prohibition created a demand for illegal alcohol that criminals sold and also gave birth to organized crime.

Source D proves it was justified as Prohibition led to other problems that included bribery, gang rule and organized crime. However, this source does not prove as it was a biased source used by anti-prohibitionists to exaggerate the effects of Prohibition.

Source E does not prove as it revealed that Prohibition was not a total failure as there were arrests of people breaking the law numbered at 4392 and the level of alcohol consumption fell about 30% in the 1920s.

Source F proves in that even Republicans, who favoured Prohibition, were open to its repeal.

Source G does not prove as this was propaganda used by Roosevelt, who was anti-Republican, to ensure that Prohibition introduced by Republicans was repealed. However, Source G also proves in that Roosevelt stated that Prohibition encouraged lawlessness, corruption, crime and disorder, therefore its repeal was justified.

EGCSE HISTORY

Paper 6891/03

Aspects of the History of Southern Africa

Key messages

- Candidates should read the questions carefully taking note of the key words and the marks allocated to each question.
- Candidates should provide the relevant content to be able to write an account or discuss the specified factors.
- Candidates should follow the commands of the questions which quantifies the responses they give to avoid lengthy responses.
- Educators are encouraged to train their learners to provide one argument per side in the (c) part question and further train them to evaluate their responses.

General comments

- Some candidates committed rubric errors where they answered more than the required number of questions/answered all the questions in each section.
- Some candidates were failing to differentiate between social, economic and political factors.
- A reasonable number of candidates were able to show an understanding of the skill of writing an account, discuss and evaluation. However, some candidates are still failing to provide an evaluation on the (c) part question.

Comments of specific questions

Section A: The Kingdom of Eswatini 1945-c. 2015

Question 1

This was a popular question with the candidates and most candidates who attempted this question did very well.

- (a) This part of the question required candidates to **write an account of the activities of the World Food Programme in Swaziland up to 2015**. Most candidates were able to write an account of the activities of WFP in Swaziland.

Example of a correct answer:

The World Food Programme had been able to work with the Ministry of Education through the feeding scheme project in schools by supplying food to school going children.

- (b) This part of the question required candidates to **discuss two ways in which the United Nations Development Programme was of benefit to Swaziland up to 2015**. This question was poorly done as candidates didn't understand the role of the UNDP as they gave roles of the different UN agencies.

An example of correct answer:

The United Nations Development Programme had promoted gender equality. This was done through empowering women and girls by advocating and encouraging policy dialogue with the Government of Swaziland. This helped to promote women's rights and incorporate sexual and reproductive health into the government development plan, policies and budgets.

- (c) This part of the question required candidates to evaluate **how significant has been the change of the social role of women in Swaziland between 1945 and 2010**. This question was poorly done as most candidates did not demonstrate the change of social role of women for agreement and also failed to discuss the changed role for disagreement.

An example of correct answer:

The social role of women in Swaziland changed significantly between 1945 and 2010 as more women in Swaziland were educated. Education became more accessible to girls with the establishment of more schools and especially girls only schools. As a result, the social role of women changed significantly as they were also considered for professional jobs.

On the other hand, the role of women changed in Swaziland between 1945 and 2010 as more women were engaged in different professions. They are now police officers, engineers and bankers etc. These professions were previously reserved for men.

Even though more women were able to be employed in different professions such as being police officers, those jobs would not have been attained if women were not educated. Thus education played a significant role in changing the roles of women from 1945 to 2010.

Question 2

This was not a popular question and candidates who attempted this question performed fairly well.

- (a) This part of the question required candidates to **write an account of the ways which Swaziland and South Africa cooperated between 1968 and 2015**. Instead of writing an account of the ways in which Swaziland and South Africa co-operated between 1968 and 2015, some candidates wrote an account of the relationship between Swaziland and the ANC.

An example of a correct answer:

Swaziland and South Africa established cooperation on several binational projects. For instance, partnerships for the construction of dams to be used as shared water resources for mutual advantage, such as Maguga Dam were established.

- (b) This part of the question required candidates to **discuss ways in which the loss of land to South Africa has impacted on Swaziland**. This question was fairly done. However, some candidates discussed the effects of the Land Partition Act of 1907 instead of the effect of the land lost to South Africa.

An example of correct answer:

Swaziland lost its mineral resources when land was taken by South Africa. Much of the land taken by South Africa was rich in mineral deposits such as coal and gold. These minerals could be benefitting Swaziland economically.

- (c) This part of the question required candidates to evaluate **how significant was the landlocked status of Swaziland contributed to the economic dependence on South Africa**. Most candidates lacked an understanding of the meaning of landlocked status thus they failed to link landlocked with the dependence of Swaziland to the economy of South Africa.

An example of a correct answer:

The landlocked status made Swaziland vulnerable as it had no access to the sea. This meant that Swaziland depended on South Africa to import and export goods through ports such as Durban and Richards Bay in trading with the international community. Thus, the Swazi economy was heavily dependent on the South Africa economy.

On the other hand, the currency of Swaziland, the Lilangeni was linked to the South African Rand which compelled Swaziland to market its products and trade using the South Africa currency. Thus, for its economic benefit, the country had to maintain good relations with South Africa.

The currency link with South Africa was more significant since even if Swaziland had an option of another seaport to import and export goods to international market, the currency used was still South African Rand. Thus, the landlocked status of Swaziland was not significant to the economic dependence on South Africa.

Question 3

This was a popular question and was fairly done.

- (a) This part of the question required candidates to **write an account of the ways in which the Bantu Education Act of 1953 promoted apartheid policies in South Africa**. This part of the question was fairly done, however some candidates only described the Bantu Education Act.

An example of a correct answer

It trained African children for unskilled jobs. Through the Bantu Education Act, Africans were given education that was meant to produce unskilled workers that would be employed in jobs such as house cleaning, gardening and farm laborers. Whites on the other hand were educated to get skilled jobs which made them superior to Africans.

- (b) This part of the question required candidates to **discuss two reasons why the Pass System was hated by the non-whites in South Africa**. This part of the question was fairly done.

An example of a correct answer

Non-whites hated the Pass System because it limited their freedom of movement. The Abolition of Passes Act of 1952 required Africans to carry passes every time they moved around in urban areas. This infuriated them as it helped the Nationalist Government to control where they lived and worked.

- (c) This part of the question required candidates to evaluate **how significant the separate development of races to the establishments of apartheid in South Africa was**, some candidates didn't understand the separate development of races in apartheid and other candidates didn't know the other factors which established apartheid.

An example of a correct response

The main aim of apartheid was to separately develop South Africans according to their races. This was to ensure that whites were given high living standards which meant that they were more economically and socially developed than non-whites in South Africa. Therefore, it was necessary to separate South Africa into white and non-white areas.

On the other hand, apartheid was introduced to ensure that whites continued to control the economy. Apartheid reserved more opportunities and employment for whites and afforded limited opportunities to non-whites which was the main reason whites introduced the system.

The control of the economy was more significant for the establishment of apartheid since it was being only with economic power that the government separated and developed the races separately.

Question 4. This was not a popular question but candidates who attempted it performed well.

- (a) This part of the question required candidates to **write an account of P.W Botha's 'total strategy**.

An example of a correct answer

It strengthened armed forces by introducing conscription for all white males above 18 years. This included the increase in non-whites troops into the South African army.

- (b) This part of the question required the candidates to **discuss two reasons why the ANC won the national election in 1994**. This part of question was well answered by most candidates who attempted it.

An example of a correct answer:

The ANC won the national election because it was supported by a majority of the people in South Arica. The non-whites were the largest racial group and most gave their support to the ANC which gave them a numerical advantage over the other political parties thus winning the 1994 national election.

- (c) This part of the question required candidates to **evaluate how significant De Klerk's personal beliefs in the introduction of reforms in South Africa were**. Some candidates didn't understand De Klerk's beliefs, while others only discussed De Klerk's reforms. Nevertheless, some candidates did well in this part question.

An example of a correct response

De Klerk believed that it was his divine call to direct the Nationalist government to a new dispensation. Thus, he felt obliged to be the forerunner in ushering democratic changes.

However, South Africa was no longer governable as there was widespread violence. For instance, black on white violence in the urban areas in the late 1980's promoted government to declare a state of emergency to deal with it. The government eventually introduced reforms to bring peace and order in South Africa.

In conclusion, it was the widespread violence that forced the government to introduce reforms as it made it hard to govern the country even if De Klerk personally believed apartheid would continue.