NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – MARCH 2019

HISTORY: PAPER II

Time: 3 hours | 200 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 8 pages and a Source Material Booklet of 6 pages (i–vi). Please check that your question paper is complete. Remove the Source Material Booklet from the middle of the question paper.

2. Read the questions carefully.

3. All questions must be answered.

4. This paper consists of:

   Section A (Question 1–3), which includes:
   - Visual source analysis
   - Textual source analysis
   - Current issue in the media

   AND

   Section B (Question 4–17), which includes:
   Source-based questions using the Source Material Booklet

   AND

   Section C, which includes a:
   Source-based essay using the Source Material Booklet

5. Number your answers exactly as the questions are numbered.

6. Leave a line open between your answers.

7. It is in your own interest to write legibly. Work in an orderly way and present your answers as neatly as possible.

8. Candidates must pay attention to the mark allocation. Unless otherwise indicated, two marks are awarded for a valid point. This means that a question carrying four marks requires two points.

9. Use the sources provided to formulate your answer unless specifically instructed to use your own knowledge.

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SECTION A INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL SOURCE ANALYSIS

This photograph, taken by American photojournalist, Pete Harris, shows Elizabeth Eckford trying to enter Little Rock Central High School on 4 September 1957.

[Adapted from: Kasher, S. *The Civil Rights Movement: A Photographic History 1954–1968*. New York: Abbeville Press, 2000. pp. 51]

1.1 Use your own knowledge to explain the historical context of this photograph. Your answer should consist of TWO points. (4)

1.2 Explain the attitude of the protesters towards Elizabeth Eckford. Support your answer with ONE visual clue from the photograph. (4)

1.3 Does this photograph show the local government's attitude towards desegregation in 1957? Support your answer using evidence from the source. (4)

1.4 In what way can this photograph be used as a form of propaganda? Explain your answer with reference to the main focus of the photograph. (4)

1.5 Would it be accurate to claim that Elizabeth Eckford was taking part in civil rights protest action in this photograph? Explain your answer using your own knowledge. (4)

[20]

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QUESTION 2 TEXTUAL SOURCE ANALYSIS

This is an extract from a memorandum sent by Nelson Mandela to FW de Klerk on 26 June 1992.

Our country is on the brink of a disaster. First there is the crisis in the negotiation process itself. The central blockage stems from the refusal of the NP government to move together with all of us in the process of truly democratising South Africa.

Secondly, the continuing direct and indirect involvement of the NP government, the state security forces and the police in the violence as well as your unwillingness to act decisively* to bring such violence to an end have created an untenable* and explosive situation.

The NP government persists in portraying the crisis as a creation of the ANC. This attitude is unhelpful and extremely dangerous. The NP government is placing party political interests above national interests by trying to minimise the seriousness of this crisis.

There is only one way forward. It is a road which must unmistakably and unequivocally* lead to the establishment of a democratic South Africa.

[Adapted from: Segal A and Cort S One Law, One Nation: The Making of the South African Constitution, South Africa, Constitution Hill Trust, Jacana, 2011, pp.100]

*decisively – assertively or firmly
*untenable – indefensible
*unequivocally – with no doubt or definitely

2.1 Provide a quote from the source that shows the seriousness of the situation in South Africa in June 1992. (2)

2.2 Use the source to define the concept "third force". (2)

2.3 Provide TWO quotes from the source that suggest negotiations had stalled. (4)

2.4 Identify the most important factor Mandela suggests prevented progress in the negotiation process. Provide ONE quote from the source to support your answer. (4)

2.5 Give TWO propaganda techniques used by Mandela and quote one phrase from the source for each technique to support your answers. (8)

[20]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

This is an extract from an article published by historian Anne Heffernan on 15 June 2016 on the online South African academic website, *The Conversation*.

Strategic lessons South Africa's students can learn from the leaders of 1976

This month forty years ago, thousands of Soweto schoolchildren took to the streets to protest the racism and inadequacy of Bantu Education. That moment has come to symbolise the role that young people have played and can play in shaping South Africa's political discourse*. It remains a touch point for student activists today … The marches in June 1976 took shape around a unifying issue of immediate importance to the students: the imposition of Afrikaans as a teaching medium in black classrooms, whose curriculum was dictated by the then Department of Bantu Education. **(Paragraph 1)**

… Forty years later South Africa is again in the midst of a political movement led by students – this time on university campuses across the country. Today's student activists are often compared to the generation of 1976. In mass marches through Johannesburg and Pretoria the form of their protest has prompted the comparison … In their articulation* of ideologies like Black Consciousness they echo some of the key thinkers of that period. But their protests remain largely constrained* by the campuses on which they happen … University students of 2015–16 have some key things in common with their 1976 predecessors*. They have changed the tenor* and shape of political discussion around education in South Africa more effectively than any other single movement since 1994. They have re-interrogated the ideologies that animated* students in 1976. Their engagement with Black Consciousness and Biko … has led to a movement to decolonise universities' faculty and curricula. **(Paragraph 2)**

But today's students have struggled to move their activism beyond universities. Notwithstanding significant gains in the movement to end the exploitative practice of outsourcing* jobs on campuses, for which the movements of 2015–16 deserve a great deal of credit, student movements today have yet to create enduring alliances with workers outside the university, or with school students. Beyond shared ideology, the 1976 generation and, perhaps even more so, the university students of the early 1970s who taught and inspired them, may offer some strategic lessons. **(Paragraph 3)**

[Anne Heffernan. Strategic lessons South Africa's students can learn from the leaders of 1976. 2016. The Conversation. [ONLINE] Available at: <https://theconversation.com/strategic-lessons-south-africas-students-can-learn-from-the-leaders-of-1976-60976>. [Accessed 26 December 2017].

*discourse – discussion or political language
*articulation – expression
*constrained – limited, restricted or confined
*predecessors – those that did these actions before or in the past
*tenor – direction
*animated – energetic and lively
*outsourcing – sub-contracting to cut costs

3.1 Use your own knowledge to explain the term "Black Consciousness". Your answer should consist of TWO points. (4)

3.2 Explain how the student protests of 2015 and 2016 have been characterised by the ideology of Black Consciousness. Give TWO points from Paragraph 2. (4)

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3.3 Explain why the Soweto Uprising of 1976 and the student protests in 2015 and 2016 are regarded as being similar in character. Your answer should consist of THREE points. (6)

3.4 Do you think the historian considers the student protests of 2015 and 2016 to be a successful example of mass action? Support your answer with evidence from Paragraph 2 and 3. (6)

[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS

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

Refer to Source A and Source B

4. Name the reform measure introduced by PW Botha that resulted in the establishment of the United Democratic Front. Describe this reform using evidence from BOTH sources. (6)

5. Use your own knowledge to explain why the journalist in Source B has described Botha's reforms as a divide-and-rule strategy. (2)

6. Does Source A confirm the journalist's interpretation of the effects of reform on protest against apartheid mentioned in Source B? Use evidence from BOTH sources to support your answer. (6)

7. Is Source A reliable for a historian studying protest action in South Africa during the 1980s? (6)

Refer to Source C

8. Use information from the source to explain how South Africa was becoming ungovernable. Your answer should consist of THREE points. (6)

Refer to Source D

9. Use your own knowledge and evidence from the source to explain what the Black [Local] Authorities Act was and why it was unpopular. Your answer should consist of TWO points. (4)

Refer to Source C and Source D

10. How did repression change the character of protest in the 1980s? Support your answer with evidence from BOTH sources. (6)

Refer to Source E

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

    11.1 Community-organised and -staged uprisings against unjust laws. (2)

    11.2 A temporary alliance between two or more groups or political parties. (2)

    11.3 A set of beliefs, values or opinions that forms the basis of a political or social group. (2)

    11.4 Customers stop buying a particular product or stop buying from a particular company as a means of protest. (2)

    11.5 An official government restriction that prohibits the freedom of movement requiring people to stay indoors after a specific time. (2)

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Refer to Source E

12. To what extent did government repression affect the work of the United Democratic Front? Explain your answer with evidence from Paragraph 1 and Paragraph 2. (6)

Refer to Source E and Source F

13. What action by the apartheid government resulted in the creation of the poster (Source F)? Support your answer with ONE quote from Source E and ONE clue from Source F. (6)

Refer to Source F

14. Would this poster be effective in encouraging protest action? Explain your answer with TWO pieces of evidence from the source. (6)

15. Explain the usefulness of this poster for the historian studying resistance to apartheid in the 1980s. Your answer should consist of THREE points. (6)

Refer to Source G

16. **Use Source G as well as your own knowledge to state whether the following statements are TRUE or FALSE. Write down only TRUE or FALSE. (No explanation is required)**

    16.1 COSATU was an umbrella organisation for workers that only participated in protests that fought to improve wages. (2)

    16.2 The Mass Democratic Movement challenged apartheid laws by occupying all-white beaches and challenging segregation in hospitals. (2)

    16.3 Repressive measures used by the government encouraged greater cooperation between organisations protesting against apartheid. (2)

Refer to Source H

17. **Use Source H to answer the following questions. Write down only the answer.**

17.1 Name the anti-apartheid organisation represented by women and write down ONE visual clue from the source to support your answer. (4)

17.2 Write down a clue from the photograph that suggests the women supported the End Conscription Campaign. (2)

17.3 Write down TWO clues from the photograph that show that the women supported democracy. (4)

17.4 Write down TWO clues from the source that show that the women did not believe in the use of violence. (4)

90 marks

SECTION C SOURCE-BASED ESSAY

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

To what extent was protest action against apartheid during the 1980s a response to PW Botha's reforms?

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

50 marks

Total: 200 marks

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