



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2014

HISTORY: PAPER II

Time: 2 hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 5 pages. Please check that your question paper is complete.
 2. Read the questions carefully.
 3. Answer **ONE** question from Section A, and **ONE** question from Section B.
 4. Accurate and adequate factual knowledge is essential; equally important is the ability to use relevant information critically in answering the questions.
 5. Start each question on a new page.
 6. Number your answers exactly as the questions are numbered in the question paper.
 7. It is in your interest to write legibly. Work in an orderly way and present your answers as neatly as possible.
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SECTION A DISCURSIVE ESSAY

Answer **ANY ONE** question from this section.

A discursive essay showing evidence of analysis, interpretation, explanation and argument is required. It should be approximately 800 – 900 words in length.

THEME INDEPENDENT AFRICA**QUESTION 1**

Although African states achieved uhuru*, many governments still faced challenges in creating political, economic and social stability in their countries.

Critically assess the accuracy of this statement by referring to the challenges faced by Tanzania between 1960 and 1980.

*uhuru = independence

[70]

OR

THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s**QUESTION 2**

The Peace Movements of the 1960s challenged authority to achieve a common goal; however, there were subtle* differences not only in their aims, but also in their methods.

Critically assess the accuracy of this statement by referring to the disarmament, students', anti-war and hippie movements in the USA during the 1960s.

*subtle = slight

[70]

OR

THEME CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s**QUESTION 3**

Botha's policy of total strategy aimed to strengthen National Party rule; instead it had the opposite effect.

Critically assess the accuracy of this statement by referring to Botha's reforms and the reactions to them in South Africa during the 1980s.

[70]

70 marks

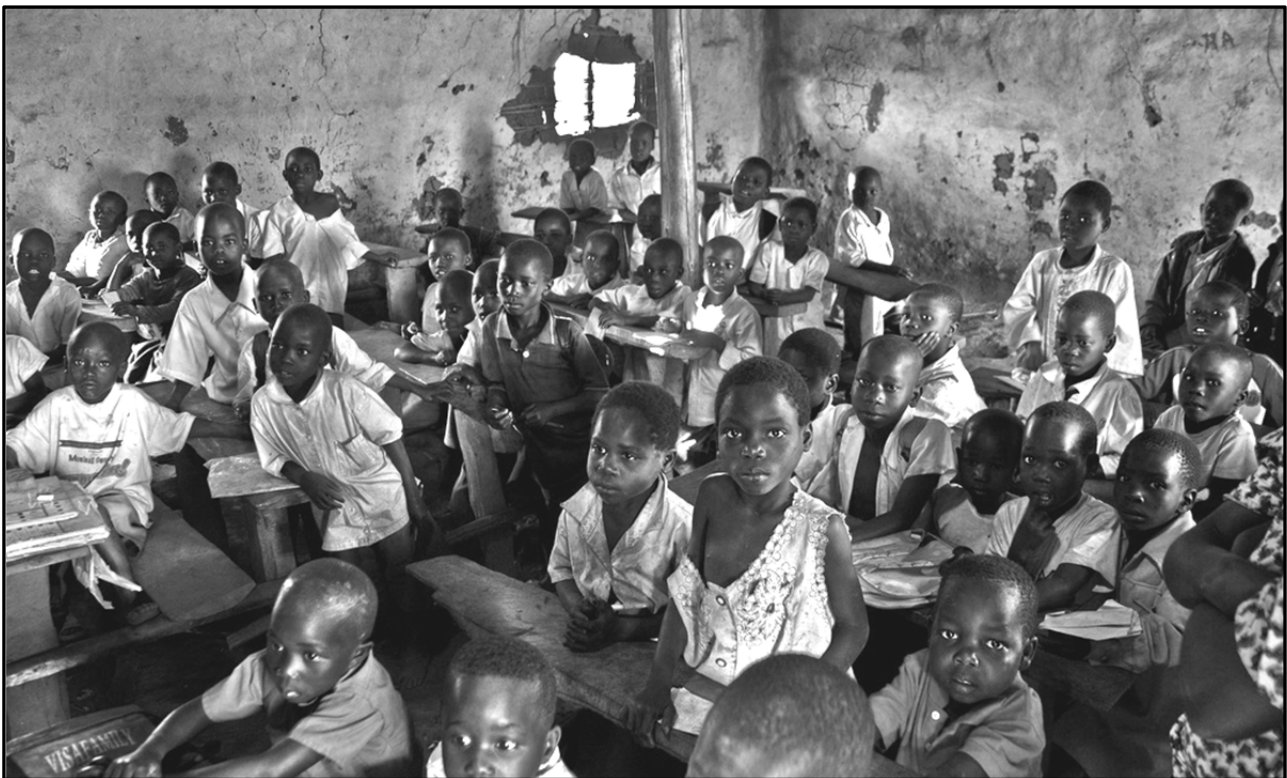
SECTION B EXTENDED WRITING

Answer **ANY ONE** question from this section.

Extended writing should be approximately 350 – 400 words in length. You should use your own knowledge and you may also refer to the stimulus to answer the questions.

THEME INDEPENDENT AFRICA**QUESTION 4**

This photograph, taken in 1974, shows primary school children in a classroom in the Congo (Zaire) after independence. The conditions are cramped and overcrowded and there is a lack of facilities.



[Congo classroom [Online]. Available at: <http://farm6.staticflickr.com/5013/5418183689_050561286b_b.jpg>
Accessed 19 December 2013]

Explain the role played by Mobutu Sese Seko in the Congo (Zaire) by answering the following questions:

- (a) What type of education system did the Congo inherit from the colonial period?
- (b) What educational and social policies did Mobutu implement after independence?
- (c) Explain how successful these policies were for the Congo.

[30]

OR

THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s**QUESTION 5**

In 1957 nine black students went to register at Central High School in Little Rock, Arkansas. In the photograph below, 15-year old Elizabeth Eckford, one of the Little Rock Nine, tries to enter Central High School on 4 September 1957. She was denied entrance by the soldiers of the National Guard and was shouted at by angry crowds of parents and school students.



[Bettman/Corbis, (1957), *Elizabeth Eckford* [Online].

Available at: <<http://www.scholastic.com/browse/article.jsp?id=3756953>> Accessed 6 January 2014]

Explain the role played by the Civil Rights Movement to end racial discrimination in the USA in the 1950s by answering the following questions:

- (a) What was the Civil Rights Movement and what were its aims?
 - (b) What did the Civil Rights Movement do in order to change the education system in the Southern States in the USA?
 - (c) Explain how successful the Civil Rights Movement had been in achieving its aims by 1960.
- [30]**

OR

THEME CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s**QUESTION 6**

This photograph, taken in 1985, shows Jean Sinclair, a founder member of the Black Sash, protesting against conscription. The poster's message is that soldiers should not be called up for compulsory military duty in order to maintain an Apartheid state.



[Gille de Vlieg, *Black Sash Jean Sinclair Protest* [1985]. Available at:
<http://www.saha.org.za/ecc25/jean_sinclair_founder_member_of_black_sash_jan_smuts_ave_johannesburg_gauteng_1985_05_30.htm/>
Accessed 7 January 2014]

Explain the role played by the End Conscription Campaign (ECC) and the Black Sash in helping to bring about the collapse of Apartheid in South Africa in the 1980s by answering the following questions:

- (a) What were the ECC and the Black Sash and what were their aims?
- (b) What did the ECC and the Black Sash do to challenge Apartheid in South Africa?
- (c) Explain how successful the ECC and the Black Sash were in achieving their aims.

[30]**30 marks****Total: 100 marks**