



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2018

**HISTORY: PAPER II**

Time: 3 hours

200 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This question paper consists of 9 pages and a Source Material Booklet of 7 pages (i–vii). Please check that your question paper is complete. Remove the Source 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**, which includes:

- visual source analysis
- textual source analysis
- current issue in the media

**AND**

**Section B**, 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.

**SECTION A INDIVIDUAL SOURCE ANALYSIS**

**QUESTION 1 VISUAL SOURCE ANALYSIS**

**This photograph, taken by American photojournalist, Bill Hudson, shows the police response to civil rights demonstrators in Birmingham, Alabama, on 3 May 1963.**



[Kasher, S. *The Civil Rights Movement: A Photographic History 1954–1968*. New York: Abbeville Press, 2000. pp. 89]

- 1.1 Use your own knowledge to explain the historical context of this photograph. Your answer should consist of TWO points. (4)
- 1.2 Describe how the Birmingham policemen are being shown in the photograph. Provide ONE visual clue from the source to support your answer. (4)
- 1.3 Do the actions by the Birmingham policemen show the United States government's attitude towards desegregation in 1963? Use your own knowledge to support your answer. (4)
- 1.4 Provide ONE visual clue from the source that suggests that the demonstrators used peaceful methods of protest. (2)
- 1.5 Some historians have stated that the photographs of the Birmingham protests of 1963 have come to symbolise the character of all response to protest action against segregation in the United States in the 1960s. Use your own knowledge to explain whether this is accurate. (6)

**[20]**

**QUESTION 2      TEXTUAL SOURCE ANALYSIS**

**This is an extract outlining the views of President FW de Klerk and ANC activist and judge, Albie Sachs, on the events that led to the Record of Understanding signed on 26 September 1992.**

On 26 September 1992, Mandela and De Klerk sealed their new commitment to negotiation by signing the milestone\* Record of Understanding ...

**FW de Klerk held that:**

"The period between the break-up of CODESA and Bisho was crucial in the constitutional process. In this period the ANC was devoted to making the country ungovernable, which they promised when they walked out of CODESA ... They were anxious to save face because they failed – what they threatened did not materialise and so they returned to the negotiating table."

**For the ANC, Albie Sachs:**

Mass action was the decisive\* factor in the history of negotiation. It was also very important for morale in the ANC because people were becoming increasingly restive\*. We re-established for the world to know that the real strength of the country lay with this broad mass of black people living in the townships, organised in unions and civics who wanted change and wouldn't accept some Mickey Mouse kind of deal.

[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.106]

\* milestone – an important event in the history of a country

\* decisive – important or significant

\* restive – restless and on the verge of resisting state control

- 2.1 Explain how mass action affected the negotiation process in 1992. Support your answer with ONE quote from the source. (4)
- 2.2 Use your own knowledge to list ONE point included in the Record of Understanding that helped persuade the National Party to accept majority rule. (2)
- 2.3 How do FW de Klerk and Albie Sachs differ in their interpretation of how the commitment to the Record of Understanding was reached? Provide TWO quotes from the source to support your answer. (6)
- 2.4 Suggest TWO reasons why the interpretations of FW de Klerk and Albie Sachs differ. (4)
- 2.5 FW de Klerk and Albie Sachs made their claims in hindsight (after the event). How would this affect the reliability of this source for a historian studying the events in South Africa in 1992? (4)

**[20]**

### QUESTION 3 CURRENT ISSUE IN THE MEDIA

This is an extract from an article published in a popular South African women's magazine called *Marie Claire* on 27 October 2015. The article comments on the role of women in the #FeesMustFall student protest movement in South Africa.

... #FeesMustFall student protests were ground-breaking\* for many reasons: this was the largest, most widespread student protest since the 1976 Soweto uprising. The collective power of the students ... effected change in a very short space of time. They also illustrated the power of social media to rally and raise awareness. But one thing that stood out in particular, was the fact that women were leading the charge. **(Paragraph 1)**

Throughout South Africa's history, and the history of civil rights movements in general, feminism, and women, have often been sidelined. When it comes to social injustices, segregation and racism have historically taken precedence\* over women's issues ... Social media has played a large role in allowing the narrative\* of women leaders to gain publicity ... **(Paragraph 2)**

Under this hashtag there are young female students and older female workers at universities across the country that have risen to the task of leading and motivating crowds, even when faced with stun grenades, rubber bullets and water cannons ... Wits SRC presidents, Shaera Kalla ... and Nompandolo Mkatshwa ... have become two of the most iconic\* leaders of the protests. As the #FeesMustFall marches spread from Wits University to the rest of the country, culminating\* in the National Shutdown march to Luthuli House and the Union Buildings, they have demonstrated the power that comes from working together with students and workers of all political affiliations in an inclusionary\* way ... There is, however, still evidence that female leaders cause discomfort amongst some. Nompandolo has noted that when she speaks in public, the crowd's reaction is less enthusiastic than it is for her colleague, former SRC president, Mcebo Dlamini. **(Paragraph 3)**



[Adapted From: Devaksha Vallabhjee. 27 October 2015. *#MbokodoLead: The Women Leading The #FeesMustFall Movement*. [ONLINE] Available at: <<http://www.marieclaire.co.za>> (Accessed 1 January 2018)]

- \* ground-breaking – brand-new or landmark
- \* precedence – treated as more important
- \* narrative – the story or order of events
- \* iconic – famous
- \* culminating – concluding or ending
- \* inclusionary – to be included into a group on equal footing

- 3.1 Explain why the #FeesMustFall movement is compared to the Soweto Uprising in 1976. Provide ONE reason from your own knowledge and TWO reasons from Paragraph 1. (6)
- 3.2 Using the source and your own knowledge, explain what a "movement" is. (2)
- 3.3 Suggest FOUR characteristics that protest action by women in the #FeesMustFall movement had in common with the Women's Movement in the United States during the 1960s. (Refer to Paragraph 3.) (8)
- 3.4 How does this article show the changing role and position of women in South African society? Support your answer with reference to Paragraph 3. (4)
- [20]**

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| <b>60 marks</b> |
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**SECTION B SOURCE-BASED QUESTIONS**

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

**Refer to Source A**

4. List FOUR reasons, other than economic sanctions, that Roelf Meyer suggests caused the collapse of apartheid. (8)
5. According to Roelf Meyer, how did economic sanctions contribute to the collapse of apartheid? Your answer should consist of TWO points. (4)

**Refer to Source A and Source B**

6. Explain the impact of sanctions on some South Africans. Support your answer with ONE quote from Source A and ONE quote from Source B, Paragraph 5. (6)
7. Do you think all South Africans experienced the effect of sanctions in the same way? Use the sources and your own knowledge to explain your answer with TWO comprehensive points. (6)

**Refer to Source B**

8. Why would dismissing the "effectiveness of sanctions" be regarded by some as propaganda? (Paragraph 2.) Your answer should consist of ONE comprehensive point. (2)
9. Refer to this article by Alexander Lavery and explain the extent to which economic sanctions was regarded as the reason for the collapse of apartheid. Your answer should consist of THREE comprehensive points. (6)

**Refer to Source B**

10. **Find a historical concept in Source B that best fits each of the following definitions. Write down only the historical concept. (No explanation is required.)**
- 10.1 The withdrawal of trade and financial support from a country in order to pressure the government to change political or social policies. (2)
- 10.2 Biased or misleading information used to promote a political cause or point of view. (2)
- 10.3 A system of segregation and discrimination based on race. (2)

**Refer to Source C**

11. Provide ONE piece of evidence from the source that shows that the Anti-Apartheid Movement encouraged boycotts. (2)
12. Suggest TWO reasons why the Anti-Apartheid Movement used the 1976 image in their poster. (4)
13. Explain the usefulness of this poster for the historian studying resistance to apartheid in the 1980s. Your answer should consist of TWO points. (4)

**Refer to Source D and Source E**

14. **Use Sources D and E to answer the following questions. Write down only the answer.**
  - 14.1 Name the anti-apartheid campaign to which BOTH sources refer. (2)
  - 14.2 Provide TWO clues from Source E that support your answer to the question above. (4)
  - 14.3 Write down TWO quotes from Source D to show that the campaign was successful. (4)
  - 14.4 Can the campaign referred to in both sources be classified as an economic sanction? Explain your answer. (4)

**Refer to Source F**

15. Write down evidence from the source that implies that Margaret Thatcher followed a policy of constructive engagement with, rather than sanctions against, South Africa. (2)
16. Use evidence from the source to provide TWO reasons why Margaret Thatcher used constructive engagement with South Africa. (4)

**Refer to Source G**

17. **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.)**
  - 17.1 The South African economy was unstable before sanctions were put in place to pressure the government in the 1980s. (2)
  - 17.2 The Anti-Apartheid Movement in Britain worked alone to achieve boycotts of South African products. (2)
  - 17.3 Sanctions functioned as a symbol against apartheid and were not effective in the fight to end apartheid. (2)
  - 17.4 Boycotts against South Africa were only economic in character. (2)
  - 17.5 The Anti-Apartheid Movement used peaceful protest against the apartheid government in South Africa. (2)

**Refer to Source G and Source H**

18. Would it be accurate to state that protest by the public rather than economic sanctions helped to destroy the apartheid regime? Explain your answer with evidence from BOTH sources. (6)

**Refer to Source H**

19. **Find a historical concept in Source H that best fits each of the following definitions. Write down only the historical concept. (No explanation is required.)**
- 19.1 The refusal, as a peaceful form of political protest, to obey certain laws considered unjust. (2)
- 19.2 The decision by countries not to trade with or invest in apartheid South Africa. (2)
- 19.3 A constitutional right to reject a decision or proposal made by a law-making body. (2)

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| <b>90 marks</b> |
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**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 were economic sanctions responsible for the collapse of apartheid?*

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

**50 marks**

**Total: 200 marks**