

HISTORY: PAPER II
JUNE EXAMINATIONS

TIME: 3 Hours

MARKS: 200

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 7 pages and a Source Material Booklet of 7 pages. Please check that your question paper is complete.
2. Read the questions carefully.
3. All questions must be answered.
This paper consists of:
Section A, which includes:
 - Textual Analysis
 - Visual Analysis
 - Media Analysis

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

4. Draw a marker's margin on all of your answer sheets and number your answers exactly as the questions are numbered.
5. Leave a line open between your answers.
6. It is in your own interest to write legibly. Work in an orderly way and present your answers as neatly as possible.
7. Candidates must pay attention to mark allocation. Unless otherwise indicated two marks are given for a valid point. This means that a question worth four marks requires two points.
8. Use the sources to formulate your answer unless specifically instructed to use your knowledge.
9. Write your name on your question paper and the Source Material Booklet and place them inside your answer booklet when handing the paper in.

QUESTION 1 VISUAL ANALYSIS

This is a photograph showing a group of young UNITA soldier practicing their rifle march during the Angolan Civil war.



Unita Rebels
 UNITA guerrillas on parade during the civil war in Angola. (Photo by Cloete Breytenbach/Getty Images)

- 1.1 Briefly outline the events, which led to the outbreak of civil war in Angola. Your answer must consist of **TWO** points (4)
- 1.2 Identify and discuss **TWO** visual clues which highlight the fact that these men were not experienced soldiers. (4)
- 1.3 Expand the acronym – UNITA; and list their main supporters. (4)
- 1.4 Provide an explanation for the following terms in the context of the Angolan Civil War:
 - 1.4.1. Guerilla warfare (2)
 - 1.4.2. War by proxy (2)
- 1.5 List **TWO** limitations of photographs. (4)

[20]

QUESTION 2 TEXTUAL ANALYSIS

An extract from Nelson Mandela's, *The Illustrated Long Walk to Freedom*, Robben Island: Beginning to Hope, page 148. Nelson Mandela is describing what happened on Robben Island following the June 16th 1976, Soweto Uprising.

In June 1976 we began to hear vague reports of a great uprising in the country. It was only when the first young prisoners who had been involved in the June 16 uprising began to arrive on Robben Island in August that we learned what had truly happened.

The events of that day reverberated* in every town and township of South Africa. The uprising triggered riots and violence across the country. Mass funerals for the victims of state violence became national rallying* points. Suddenly the young people of South Africa were fired with the spirit of protest and rebellion. Students boycotted schools across the country. ANC organisers joined with students to actively support the protest. Bantu Education had come back to haunt its creators, for these angry and audacious* young people were its progeny*. **Paragraph 1**

In September, the isolation section was filled with young men who had been arrested in the aftermath of the uprising. Through whispered conversations we learned first-hand what had taken place. My comrades and I were enormously cheered; the spirit of mass protest that had seemed dormant* during the 1960s was erupting in the 1970s. Many of these young people had left the country to join our own military movement, and then smuggled themselves back. Thousands of them were trained in our camps in Tanzania, Angola and Mozambique. There is nothing so encouraging in prison as learning that the people outside are supporting the cause for which you are inside. **Paragraph 2**

These young men were a different breed of prisoner from those we had seen before. They were brave, hostile and aggressive; they would not take orders, and shouted '*Amandla!*'* at every opportunity. Their instinct was to confront rather than co-operate. The authorities did not know how to handle them, and they turned the island upside down **Paragraph 3**

*reverberated – to have continuing and serious effects

*rallying – having the effect of calling people to action

*audacious – showing a willingness to take surprisingly bold risks

*progeny – an offspring/ children/ descendant of a creator or person

*dormant – temporarily inactive

*Amandla – meaning "power", it was often accompanied with the answer, Awethu; the whole phrase meaning:

"power to the people". The word is associated with anti-apartheid struggles against oppression.

- 2.1 Place this extract into its historical context. Provide a comprehensive answer. (4)
- 2.2 Explain why "the events of that day reverberated in every town and township of South Africa." (2)
- 2.3 Quote **ONE** word from paragraph 3 that is often used in present-day political speeches as an "us versus them" propaganda tool to make the audience feel like they are a part of the political speech. (2)
- 2.4 Explain what is meant when Mandela refers to, "*our own military movement.*" (4)

- 2.5 Using the source and your prior knowledge, explain in your own words, how the nature of resistance changed during the 1970s and 1980s following the 1976 uprising. Provide **ONE** quote from the source to support your answer. (6)
- 2.6 Evaluate why an eyewitness account of an event is limited in its usefulness (2)

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QUESTION 3**CURRENT ISSUE IN THE MEDIA**

Read the newspaper article below which was published in *The Mail and Guardian*, on 7 February 2020. It was written by Emsie Ferreira.

Ramaphosa faces Rubicon moment in SONA, says Steenhuisen

Taken from The Mail and Guardian

By Emsie Ferreira Feb 7, 2020

Parliament - President Cyril Ramaphosa faces his Rubicon moment when he delivers his fourth State of the Nation Address next Thursday, interim DA leader John Steenhuisen said on Friday...

...Mboweni cautioned last month: "If you cannot effect deep structural economic reforms, then game over!" **(Paragraph 1)**

In a newsletter, Steenhuisen pointed out that Ramaphosa's speech comes 30 years after South Africa's last white president, FW de Klerk, unbanned the ANC and other liberation movements in what became known as his Rubicon speech and marked the end of the apartheid era and the dawn of democracy. **(Paragraph 2)**

He said the transition required immense courage from De Klerk and South Africa's first black president, anti-apartheid icon Nelson Mandela, but three decades later economic freedom still had not followed political liberation. **(Paragraph 3)**

"Instead, the number of unemployed has risen from 3.7 million then to 10.3 million now"... "Our economy teeters on the brink of collapse." **(Paragraph 4)**

The main opposition is vehemently opposed to a proposal from the Congress of South African Trade Unions to use funds from the Government Employees Pension Fund, administered by the Public Investment Corporation, to reduce Eskom's debt by R250 billion. Ramaphosa and public enterprises minister Pravin Gordhan are reportedly favourably inclined to the idea. But the DA says the plan would mean that public service pensioners would "never see their money again". **(Paragraph 6)**

Steenhuisen wrote that it was likewise a "mad, bad idea" from mineral resources and energy minister Gwede Mantashe that the country needed a new state-owned electricity generating utility. "South Africa needs an energy market that is open and competitive, in which everyone capable of producing energy can do so and sell it to anyone who wants to buy it, at whatever price they agree upon," Steenhuisen said.

(Paragraph 7)

African News Agency/ANA

- 3.1 Explain what minister Tito Mboweni means by '...it's game over'. (2)
- 3.2 Identify former South African President FW de Klerk's 'Rubicon Moment'. (4)
Quote from the source to support your answer
- 3.3 Use the text to describe how economic freedom has still not been achieved in South Africa. (4)
- 3.4 How does the South African government propose to lower Eskom's debt? (2)

- 3.5 Discuss Gwede Mantashe's solution to the Eskom problem. Quote to support your answer. (2)
- 3.6 Evaluate the **BIAS** in this article. How can we know it may not be completely objective? (4)

[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS

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

Refer to Source A

4. Write down **TWO** ways in which the Brown vs Board of Education trial affected the women's movement in America (4)
5. Provide **ONE** piece of evidence from the source that describes how civil rights protestors were treated (2)
6. Use your knowledge to explain how the women's movement raised awareness of "*the legal and social discrimination between men and women*" (2)

Refer to Source B

7. What is the message that the photographer is trying to portray? Refer to **TWO** visual clues in the photograph that show how the photographer has used bias to achieve his intention. (6)
8. Explain the impact this photograph may have had on the women's movement in the US. (4)

Refer to Source C

9. According to the source, what is first-wave-feminism? (2)
10. What are **TWO** ways Friedan's book raised awareness within the women's movement? (4)
- 11 Explain why Friedan's book would have been a best seller. (2)

Refer to Source D

12. Using the source, provide **TWO** similarities and **TWO** differences between the women's and Civil Rights movements. (8)

Refer to Source E

13. According to Source E, what were **TWO** main successes that the women's movement achieved? (4)
14. What was the main issue facing the women's movement? Quote from the source to support your answer. (4)

Refer to Source F

15. Explain how the cartoonist has portrayed the work of MLK as unfinished. Give **TWO** points. (4)
16. What is the intention of the cartoon? (2)
17. Does this cartoon contain any bias? Use visual clues to support your answer. (4)

Refer to Source G

18. According to the source, was the Voting Rights Act a success? Quote from the source to support your answer. (4)
19. Use your own knowledge to explain why the least amount of change was visible in the Southern states. (2)

Refer to Source H

20. Identify a quote from the source that explains the notion of Historiography (2)
21. According to the source, is it fair to say that there is a revised historiography of the Civil Rights Movement? Explain your answer with **ONE** comprehensive point. (4)
22. According to Source H, what was the main barrier to equality facing African Americans? (2)
23. Using your knowledge as well as the source, explain whether the author is in favor of the Civil Rights movement. (6)
24. **Find a historical concept in Source D and G that best fits each of the following definitions. Write down only the historical concept. (No explanation is required.)**
 - 24.1. A law that removed all barriers for people of color, allowing for free and fair elections. (2)
 - 24.2. When many civil rights protestors were beaten by the police at the Edmund Petus bridge (2)
 - 24.3. A barrier to the ability to vote of African Americans (2)
 - 24.4. An organization that was firmly entrenched in the belief of using nonviolent means to achieve their goal (2)
 - 24.5. A radical organization that believed that African Americans had to maintain their culture and if necessary use violence to achieve that. (2)

25 Refer to Source A; B and C 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.)

25.1. One of the methods of resisting the treatment of women in society was to burn braziers outside of beauty pageants. (2)

25.2. The women's movement grew out of the success of the Civil rights Movement (2)

25.3. The perceived role of women and African Americans changed significantly after World War 2. (2)

25.4. The feminist movement can be likened to the concept of black pride within America in the 1960s (2)

25.5. Betty Friedan was an author who encouraged African Americans to take pride in their culture. (2)

90 marks

SECTION C SOURCE-BASED ESSAY

Use the Sources A to I in the Source Material Booklet to write a Source-Based essay on the following topic:

To what extent was the Civil Rights Movement more successful than the Women's Movement in achieving change during between the 1960s and 1980s?

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

50 marks

Total: 200 marks