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Examiner: Mr K. Ndoda

Moderator Mr D. Christian

Time: 2 hours

Marks: 120

MEMORANDUM/ MARKING GUIDELINE

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. Please ensure that you have both **QUESTION PAPER** and **SOURCE BOOKLET**.
2. Read the questions carefully.
3. This paper consists of:

Section A, which includes

/ 50 Marks

- Source-based questions using the source booklet

AND

Section B, which includes:
Discursive Essay

/ 70 Marks

4. Number your answers exactly as the questions are numbered.
5. Leave a line open between your answers
6. Work in an orderly way and present your answers as neatly as possible
7. Candidates must pay attention to the mark allocation. Unless otherwise indicated 2 marks are awarded for a valid point. This means that a question carrying 4 marks requires two points.
8. Use the sources provided to formulate your answer unless specifically instructed to use your own knowledge.

SECTION A:	/ 50 Marks
SECTION B:	/ 70 Marks
Total Mark:	/ 120 Marks

QUESTION 1: CIVIL RESISTANCE IN SOUTH AFRICA: 1970s – 1980s: BLACK CONSCIOUSNESS

Key Question: What impact did the philosophy of Black Consciousness have in the lives of ordinary South Africans, during the 1970s?

1.1. Refer to Sources 1A and 1B:

1.1.1. Refer to Source 1A. Mention FOUR goals that the Black People's Convention managed to achieve before it was banned in 1973. (4x1)(4)

Successful publications/

It channelled funds to BC organisations so that they could hold conferences and seminars on a variety of issues/

The BPC encouraged and helped legitimise black caucusing/

This signalled the emergence of a more assertive black leadership in the mainline English churches/

ANY OTHER REASONABLE RESPONSE.

1.1.2. How, according to Source 1A, did Beyers Naudé provide assistance to Steve Biko? (2x1)(2)

Supported the actions of the Black Community programme/

Gave their blessing when the Black People's Convention was formed/

ANY OTHER REASONABLE RESPONSE.

1.1.3. Using your own knowledge, explain the concept treason, as seen in Source 1A. (1x2)(2)

Treason is an act that goes against the government and the good of the people//

ANY OTHER REASONABLE RESPONSE.

1.1.4. What new role did Beyers Naudé want the white community to play towards the black community, according to Source 1A? (4x1)(4)

Supportive, complementary role/

To get rid of the old spirit of paternalism/

To get rid of white liberalism/

To say to the black community: over to you.'/

ANY OTHER REASONABLE RESPONSE.

1.1.5. Using Source 1A, as well as your own knowledge, explain why the white community regarded supporting black people as wrong. (3x1)(3)

They saw it as treason/

They had been indoctrinated to believe that they were superior/

They believed that the black people should support themselves/

ANY OTHER REASONABLE RESPONSE.

1.1.6. Refer to Source 1A and Source 1B. Explain how the two sources are similar on issues of the Black Community Programmes. (2x2)(4)

Source 1A talks about handing over the future initiatives to black people//

Source 1B talks about the BCPs being done by black people for black people//

ANY OTHER REASONABLE RESPONSE.

1.1.7. Refer to Source 1B. Comment on how black people would have benefitted from community development projects. (2x2)(4)

It would instil a sense of human dignity within black people//

It would uplift the Black community//

ANY OTHER REASONABLE REPSONSE.

1.1.8. What challenges affecting black people would be addressed by community development projects? Quote from Source 1B to substantiate your answer. (3x1)(3)

Black people are alienated//

Black people are forced to live always concerned with matters of existence//

“the Black man is a defeated being who finds it very difficult to lift himself up by his boot strings”//

OR

“He is alienated... He is made to live all time concerned with matters of existence”//

ANY OTHER REASONABLE REPSONSE.

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1.2. Refer to Sources 1C and 1D:

1.2.1. Study Source 1C. What message might the photographer have wished to convey through this photograph? (2x2)(4)

How many people were involved//

How many people were against the use of Afrikaans in schools//

ANY OTHER REASONABLE RESPONSE.

1.2.2. Refer to Source 1C and Source 1D. In what way does the written source (1D) support the visual source (1C)? (2x2)(4)

The written source talks about how Biko’s ideas influenced South African socio-political life//

More than 10 000 people attended Biko’s funeral//

ANY OTHER REASONABLE RESPONSE.

1.2.3. Explain why Source 1C would be useful to a historian studying that time

period?

(2x1)(2)

It's a primary source/

It's reliable/

It gives insight into how people felt at the time/

ANY OTHER REASONABLE RESPONSE.

1.2.4. Using Source 1D, as well as your own knowledge, explain what role Biko and his philosophy of Black Consciousness played in the Soweto Uprising. (1x2)(2)

The influence of Black Consciousness ideas spurred students to fight an unjust system//

ANY OTHER REASONABLE RESPONSE.

1.2.5. Refer to Source 1D. What does the attendance of diplomats from 13 Western countries and well over 10 000 South Africans at Biko's funeral tell us about him? (2x2)(4)

It shows that Biko was well respected and well-loved in South Africa//

It also shows that Biko was well respected in other nations as well//

ANY OTHER REASONABLE RESPONSE.

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1.3. Paragraph Section:

Using the information in the relevant sources, as well as your own knowledge, write a paragraph of 8–10 lines assessing the impact of Black Consciousness on the lives of ordinary South Africans.

- *The use of the term "black" was a direct challenge to the apartheid term "non-white".*
- *Black Consciousness was a philosophy based on the belief that liberation for black people would only be accomplished if they removed the shackles of fear and inferiority.*
- *Black pride in identity, culture and history was emphasised.*
- *The movement aimed to promote a degree of separatism, by encouraging black people to stop working with white liberals in multi-racial organisations.*
- *The movement aimed to promote unity amongst black people.*
- *Students joined organisations to voice their anger and share their ideas.*
- *The Soweto Uprising was inspired by Black Consciousness.*
- *Students were protesting against the use of Afrikaans in schools.*

LEVE L 1	● Uses evidence in an elementary manner e.g. shows no or little understanding of the impact of Black Consciousness on the lives of ordinary South Africans. ● Uses evidence partially or cannot write a paragraph.	MARK S 0–3
LEVE L 2	● Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the impact of Black Consciousness on the lives of ordinary South Africans. ● Uses evidence in a basic manner to write a paragraph.	MARK S 4–5
LEVE L 3	● Uses relevant evidence e.g. demonstrates a thorough understanding of the impact of Black Consciousness on the lives of ordinary South Africans. ● Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARK S 6–8

/8/

[50 marks]

AND

QUESTION 2: CIVIL RESISTANCE IN SOUTH AFRICA: 1970s – 1980s: THE CRISIS OF THE 1980s: INTERNATIONAL RESPONSE

By themselves, internal forms of resistance to PW Botha's apartheid reforms would not have resulted in the end of apartheid by the early 1990s.

Synopsis

Learners need to take a stance and prove to what extent internal forms of resistance were not enough by referring to specific events and how these intensified the international criticism and resistance.

Introduction

Learners should set the scene for their argument, clearly showing which side they will be arguing without listing content.

- *Background*
 - *Botha's policy of Total Onslaught/Total Strategy*
 - *Reform measures (1983 Constitution, Tricameral Parliament 1984, "Koornhof Bills")*
 - *Declaration of the State of Emergency 1985 – 1986 by the PW Botha government.*
- *Growth of AAM out of Boycott movement.*
 - *Aimed to inform people of Britain and other parts of the world of apartheid*
 - *Campaigned for international action to bring apartheid to an end*
 - *Co-operation with SA organisations campaigning against apartheid*
 - *Introduced boycotts and sanctions against SA.*
- *Sports boycotts*
 - *SA rugby team in Britain 1969 and 1970*
 - *SA suspended from 1974 Tokyo Olympics*
 - *Commonwealth countries cut ties with SA*
- *Cultural boycotts*
 - *International artists only performed for non-segregated audiences*
 - *Banning of international films in SA 1963*
- *Academic boycotts*
 - *Book boycott*
 - *SA scholars isolated*
- *Consumer boycotts*
 - *Embargo on oil sales to SA*
 - *SA oranges boycotted*
 - *Import of raw materials from SA banned*
- *Disinvestment*
 - *Foreign investments dropped by 30%*
 - *British disinvestment from Simon's Town naval dockyard*
 - *General Motors and Barclays Bank pulled out of SA*
- *Sanctions*
 - *Botha's Rubicon speech forced the international community to apply policy of sanctions*
 - *In 1982 UN called for total sanctions against SA*
 - *Student uprisings in USA demanded companies trading with SA to withdraw*
 - *Chase Manhattan Bank in USA cut ties with SA in 1985*
 - *EEC decided to stop new investments in SA*
 - *European and Japanese sanctions*

- General Electric, Pepsi, General Motors, Mobil, and IBM all stopped activities in SA
- Israel stopped contracts of defence with SA in 1987
- One fifth of British companies were withdrawn from SA by 1988
- Sanctions, disinvestments, boycotts appear to be successful
 - Direct consequence of riots, protests, and strikes against apartheid SA.
- Free Mandela campaign all over the world.
- UN Security Council and UN General Assembly called for release of political prisoners.
- Mandela released on 11 February 1990.

Conclusion

Learners should conclude with the extent that internal forms of resistance were not enough to end apartheid by the early 1990s. No new content should be introduced.

[50 marks]

[TOTAL: 100 MARKS]