NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2021

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 5 pages (i–v). 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, which includes:
   - Visual analysis
   - Textual 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

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, 2 marks are awarded for a valid point. This means that a question carrying 4 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 in May 1986, shows police watching mourners carrying an African National Congress (ANC) flag during a funeral procession in Alexandra, Johannesburg.



[Beyond the Barricades Collection, University of Cape Town Libraries. Available at: [ONLINE] <http://www.digitalcollections.lib.uct.ac.za/islandora/object/islandora%3A898/datastream/OBJ/view> Accessed 8 January 2019]

1.1 Use your own knowledge to explain why heavily armed police were in the townships in 1986. (2)

1.2 Identify the method of protest used by the people attending the funeral. Support your answer with ONE clue from the photograph. (4)

1.3 Describe the atmosphere in the photograph. Support your answer with TWO clues from the source. (6)

1.4 In what way could this photograph have been used as propaganda by the apartheid government? Explain your answer with reference to the photograph. (4)

1.5 List TWO limitations of using photographs as historical evidence. (4)

[20]

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QUESTION 2 TEXTUAL SOURCE ANALYSIS

This is an extract from an Irish newspaper article reporting on the death of Mobutu Seso Seko.

… How could Zaire-Congo's impoverished masses forget a man who so cynically* plundered his nation's wealth, buying a string of palaces across Europe and stashing billions of dollars in Swiss bank accounts?

The bespectacled tyrant and his trademark leopard-skin hat will long be synonymous with the worst excesses of corruption and greed. It is unlikely that many will mourn the passing of Mobutu … Having made himself head of state with full executive powers in 1965, Mobutu embarked on a course which would quickly reduce the former Belgian colony to a shambles.

In 1971, he proclaimed his doctrine of "authenticity", the Congo was renamed Zaire and people were urged to adopt a national costume of his own design. Not being one to hide his light under a bushel, the hotel cook's son Joseph-Desire became Mobutu Sese Seko Kuku Ngebendu wa za Banga, "the all-powerful warrior who, because of his endurance and inflexible will to win, sweeps from conquest to conquest leaving fire in his wake".

What he actually left in his wake was a country in name only. Roads, ports, railways, riverboats, schools, hospitals and public buildings were allowed to fall into such a state of disrepair that it will take the new regime many years to fix the mess. Any pretence at good governance or fiscal* accountability was dropped as Mobutu's cronies* dipped their hands in the public coffers* and his political opponents squabbled pointlessly among themselves.

In the village of his birth, he built a gaudy* palace, an equatorial pleasure dome complete with casino, ornamental gardens and a runway long enough to accommodate Concorde, which he leased from Air France for family shopping sprees in Europe. His cynical exploitation of the country was made possible by Western support during the Cold War.

In return for providing bases from which the United States could mount anti-communist operations, Mobutu was able to extract the maximum of aid and indulgence …

[Adapted from: Irish Times: Mobutu leaves legacy of chaos and corruption. 9 September 1997 01:00AM Available at; [ONLINE] <https://www.irishtimes.com/news/mobutu-leaves-legacy-of-chaos-and-corruption-1.104463> Accessed 20 October 2020]

*cynically – in a self-interested, self-serving manner
*fiscal – relates to government money, especially taxes
*cronies – close friends
*coffers – the country's store of money, funds
*gaudy – decoration that is overly done with bright, clashing colours

2.1 Using your own knowledge, provide a series of events that led to Mobutu Seso Seko becoming the "head of state with full executive powers in 1965". Write down THREE comprehensive points. (6)

2.2 Provide ONE piece of evidence from the source that shows how Mobutu Seso Seko implemented his doctrine of "authenticité" in the Congo. (2)

2.3 What impression does the source give of Mobutu Seso Seko's impact on Zaire? Provide TWO quotes to support your answer. (6)

2.4 To what extent is the author biased against Mobutu Seso Seko? Explain your answer with THREE points using evidence from the source. (6)

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QUESTION 3 CURRENT ISSUE IN THE MEDIA

This is an extract from an article published by an American news network comparing the Civil Rights Movement and the Black Power movement with youth movements in the 21st Century.

How Black Lives Matter (BLM) moved civil rights into the 21st century



… #BlackLivesMatter launched the 21st-century civil rights movement, led by young people who have picked up the mantle from past generations, bringing in elements from their elders while maintaining a style that makes this movement unique. The core objective is equal treatment for African-Americans by the criminal justice system.

"Black Lives Matter is an ideological and political intervention …" With this movement spearheaded* by millennials, there are … comparisons between BLM and the mid-20th-century Civil Rights Movement – when college students became Freedom Riders and were arrested at whites-only lunch counters, and school-aged children braved police dogs and fire hoses, while the Student Nonviolent Coordinating Committee devised strategies alongside the Rev. Martin Luther King Jr. There are markers of both movements in BLM, said Hasan Kwame Jeffries, associate professor of history at Ohio State University in Columbus. "I think in many ways it is more Malcolm (X) than Martin in the sense of what we see with Black Power is a more directly explicit critique* of American systems and structures, which is something that's less pronounced in the 1950s, 1960s civil rights era," said Jeffries … "Black Power is a return to a much more strident* critique of America as a whole. The Black Lives Matter movement is an extension of that and an evolution*," …

But comparisons between BLM and previous movements must be made with care, said Charles McKinney, an associate professor of history at Rhodes College. "You can make these comparisons, but we have to be very careful in how we make them. Black Lives Matter is a baby organisation" … BLM uses many of the tools and the lessons learned from past activists … But its founding by three black women, its unstructured leadership model and BLM's inclusion of all gender identities – its interconnectivity* – are far removed from the traditional structure of past movements …

[How Black Lives Matter moved civil rights into the 21st century, L.A. Moore, USA TODAY NETWORK, March 11, 30 March 2018, Available at [ONLINE] <https://www.commercialappeal.com/story/news/2018/03/11/black-lives-matter-moves-civil-rights-into-21st-century/1049310001/> Accessed 9 January 2019]

*spearheaded – led and organised
*critique – analysis
*strident – harsh and forceful
*evolution – gradual development
*interconnectivity – making connections with many other people or organisations

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3.1 Identify how the Black Lives Matter movement of 2018 is similar to the Civil Rights Movement of the 1960s. Provide TWO points. (4)

3.2 To what civil rights campaign or action does EACH of the following descriptions refer:

3.2.1 "… school-aged children braved police dogs and fire hoses …" (2)

3.2.2 "… arrested at whites-only lunch counters …" (2)

3.2.3 "… students test segregation laws at interstate bus terminals …" (2)

3.3 Identify THREE differences between the Civil Rights Movement and the Black Lives Matter movement. (6)

3.4 To what extent does Charles McKinney support the comparison between the Black Lives Matter movement and the CRM? Support your answer with evidence from the source. (4)

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60 marks

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SECTION B SOURCE-BASED QUESTIONS

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

Refer to Source A

4. How does Steve Biko imply the concept of *Black is Beautiful?* (2)

5. Does the source state that the Black Consciousness Movement was a political party? Provide THREE quotes to support your answer. (8)

Refer to Source B

6. Why was there a "political vacuum" in the 1970s? Provide evidence from the source. (4)

7. List TWO reasons why high school students could fill political leadership in the 1970s. (4)

8. What does the source state was the most important influence of Black Consciousness on the youth? (2)

Refer to Source C

9. List THREE methods used by the Black Consciousness Movement to spread ideas amongst students. (6)

10. According to the source, did the Black Consciousness Movement have a positive influence on the youth? Support your answer with THREE pieces of evidence. (8)

Refer to Source D

11. What does Nyanisile Jack consider to be the main cause of the 1976 Soweto Uprising? (2)

12. How reliable is the source for a historian studying the causes of the 1976 Soweto Uprising? (6)

Refer to Source E

13. List THREE factors other than Black Consciousness that may have inspired the 1976 Soweto Uprising. (6)

14. Did the Black Consciousness Movement only influence school students? Support your answer with TWO pieces of evidence from the source. (6)

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Refer to Source F

15. Provide THREE clues from the poster that show the principles of Black Consciousness. (6)

16. How useful is this poster for the historian studying Steve Biko? Your answer should consist of THREE points. (6)

Refer to Source F and Source G

17. Does Source F support what the apartheid government, according to Source G, feared? Explain your answer with evidence from BOTH sources. (6)

Refer to Source G and Source H

18. How do these sources differ in their interpretation of the importance of Black Consciousness to the liberation struggle in the 1970s? Your answer should consist of THREE points. (6)

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

    19.1 A political system started in South Africa in 1948 that separated people socially, economically and politically based on race. (2)

    19.2 A close relationship or partnership between political or social groups based on similar aims or principles. (2)

    19.3 A movement aimed at causing major change in society. (2)

    19.4 Civil society participates in protest on a large scale. (2)

    19.5 When large numbers of workers stop working in protest action. (2)

    19.6 The state of being barred from one's country for political reasons. (2)

90 marks

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SECTION C SOURCE-BASED ESSAY

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

To what extent was the Black Consciousness Movement responsible for the Soweto Uprising in 1976?

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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