NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2024

# HISTORY: PAPER II

Time: 3 hours 200 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This question paper consists of 8 pages and a Source Material Booklet of 6 pages (i–vi). 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. 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
   - knowledge-based questions

   **AND**

   **Section C**, which includes a:
   - source-based essay using the Source Material Booklet

4. All questions must be answered.

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.

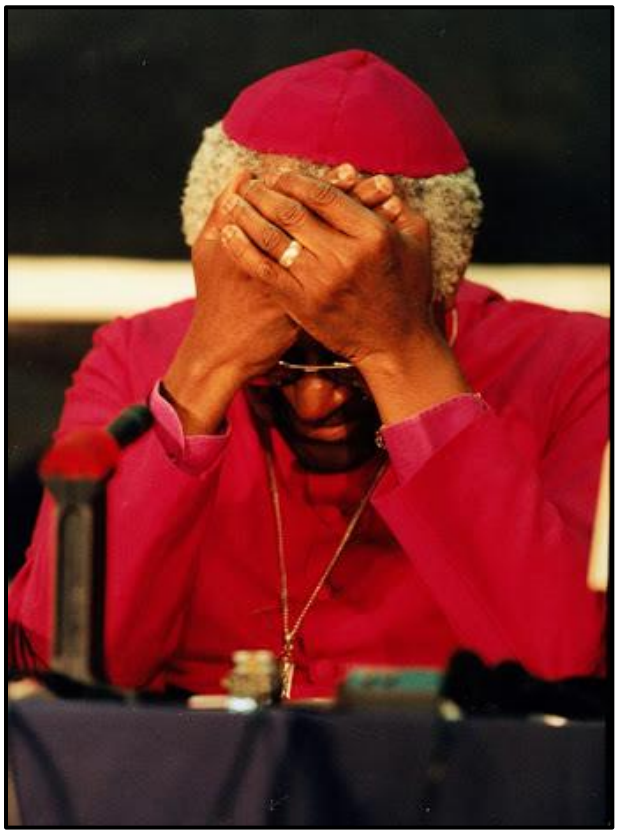
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## SECTION A INDIVIDUAL SOURCE ANALYSIS

## QUESTION 1 VISUAL SOURCE ANALYSIS

**The following is a photograph of Archbishop Desmond Tutu, taken by *Sunday Times* newspaper photographer Raymond Preston in 1997 at a Truth and Reconciliation Commission hearing. The photograph was also used in a *Sunday Times* newspaper article in 2016, which looked back at the Truth and Reconciliation Commission.**



[Available ONLINE: <https://www.timeslive.co.za/sunday-times/opinion-and-analysis/2016-04-10-20-years-after-the-trc-hearings-south-africas-pain-persists/> (Accessed on 16 March 2023)]

1.1 Use your historical knowledge to describe the purpose of the Truth and Reconciliation Commission. Give TWO points. (4)

1.2 Name the position Archbishop Tutu occupied on the TRC. (2)

1.3 1.3.1 How would you describe Archbishop Tutu's reaction to what he is hearing? Refer to TWO visual clues in the photograph which support your answer. (6)

1.3.2 Use your historical knowledge to give ONE example of any case that was heard by the TRC. (2)

1.4 1.4.1 Provide a suitable caption for the photograph if it had appeared in a National Party newspaper. (2)

1.4.2 Provide a suitable caption for the photograph if it had appeared in an ANC newspaper. (2)

1.5 Give ONE limitation of THIS photograph. (2)

**[20]**

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## QUESTION 2 TEXTUAL SOURCE ANALYSIS

**The following extract describes Mobutu Sese Seko's rise to power and the elimination of Patrice Lumumba.**

> … Colonel Mobutu was in his grand military office, … when he received a telephone call. It was Kasavubu. 'Colonel,' he gabbled, 'I order you to go and arrest Prime Minister Lumumba.' Next on the line was Lumumba, furious and in a state of panic. 'Colonel,' he said, 'I order you to detain ex-president of the Republic Kasavubu.' It didn't take long for Mobutu to make a decision. He would obey them both … **(Paragraph 1)**
>
> The army would take charge of the Congo until the year's end … in the meantime, there was the awkward question of what to do with Lumumba … Mobutu needed him out of the picture, permanently, and there were already several plans afoot. The Belgians were actively plotting Lumumba's assassination, but the Americans were in the most advanced stages of preparation, ready to go whenever Larry Devlin* chose. The CIA had already sent him a phial* of poison to be slipped into Lumumba's food or toothpaste. Devlin was just waiting for the moment. President Eisenhower had been briefed and the scheme signed off. Over in Katanga, Moise Tshombe … also wanted him dead, blaming him for blocking the secessionist republic and the subsequent tribal fighting that had left so many dead … **(Paragraph 2)**

[Adapted from Paul Kenyon *The Dictatorland. The men who stole Africa.* Head of Zeus publishers. 2018. Pages 25–26]

*Larry Devlin – CIA (Central Intelligence Agency) station chief in the Congo
*phial – a small, cylindrical bottle

2.1 What position did Kasavubu hold in the Congo from 1960 to 1965? (2)

2.2 Use the source to explain what the relationship was like between Kasavubu and Lumumba. Provide ONE piece of evidence from paragraph 1 to support your answer. (4)

2.3 2.3.1 Why did Colonel Mobutu need Lumumba 'out of the picture'? Use your historical knowledge to answer. (2)

2.3.2 Using the source, explain why Moise Tshombe also wanted Lumumba 'out of the picture'. (2)

2.4 How accurate is it to say that foreign powers played a key role in trying to eliminate Lumumba as a political threat? Provide THREE pieces of evidence from the source to support your conclusion. (8)

2.5 Provide ONE word from paragraph 2 which refers to an attempt by people in a particular area to break away from the country to which they belong. (2)

**[20]**

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## QUESTION 3 CURRENT ISSUE IN THE MEDIA

**This is an extract from an article written online in December 2022 by senior reporter for the Sowetan newspaper, Nomazima Nkosi, about the release of Janusz Walus from prison.**

… Chris Hani's killer Janusz Walus has officially been placed on parole … Last month, the Constitutional Court ordered the department of justice and correctional services to release Walus out on parole after serving 28 years for the 1993 assassination of former South African Communist Party general secretary. The statement read: 'There is no question that offender Walus is a polarizing* figure in our budding constitutional democracy, and that his release has understandably re-opened wounds among some in society, especially the family of the late struggle icon Chris Hani. **(Paragraph 1)**

'Offender Walus' actions sought to derail the democratic project at its most critical, formative* stage, when the choice of either setting the country on a sustainable path of peace, democracy and reconciliation on the one hand, or chaos, civil strife and blood-letting on the other, was constantly one bad decision away. His killing of Hani was unqualifiedly among those actions that sought to condemn the country to the latter fate, had it not been for the inspired leadership of our nation's founders and the resolve of the people of South Africa.'… **(Paragraph 2)**

'It [SA's parole system] has proved to be a vital part of reformative treatment for the paroled person … This is consistent with the law; that everyone has the right not to be deprived of freedom arbitrarily or without just cause, and that sentenced offenders have the right to benefit from the least severe of the prescribed punishments,' Phiri* said. **(Paragraph 3)**

[Adapted and available ONLINE: <https://www.sowetanlive.co.za/news/south-africa/2022-12-07-janusz-walus-released-from-prison-on-parole/> (accessed 30 March 2023)]

*polarizing – causing strong disagreement between opposing groups
*formative – while it was being shaped and developed
*Phiri – Justice minister Ronald Lamola's spokesperson Chrispin Phiri

3.1 The author refers to the 're-opening of wounds', through the release of Walus. How did Chris Hani's family react to the news of his release? Explain the reason for this reaction. (4)

3.2 Why did Walus assassinate Chris Hani, according to paragraph 2? Provide TWO points. (4)

3.3 Using your historical knowledge, explain what the author means when he says that Chris Hani's assassination came at a 'most critical formative stage' in South Africa's history. (4)

3.4 How does the Justice Minister justify the release of Walus? (Paragraph 3) Give TWO points. (4)

3.5 The author refers to how '… the inspired leadership of our nation's founders and the resolve of the people of South Africa…' (Paragraph 2) saved South Africa from descending into chaos after the assassination.

Using your historical knowledge, explain how Nelson Mandela's action shortly after the assassination, fits the description above. (4)

**[20]**

**60 marks**

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## SECTION B SOURCE-BASED QUESTIONS

**Study the sources contained in the booklet and then answer the questions that follow:**

### Study Source A

4. Using the source, explain what impact the images coming out of Vietnam during the Tet Offensive had on the American public's perception of the war. Write THREE points. (6)

5. How significant was the American public's growing anti-war sentiment in the decision to de-escalate the Vietnam War after the Tet Offensive? Provide TWO pieces of evidence from the source to support your answer. (6)

6. Find a word in paragraph 1 which refers to people who support a system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs. (2)

### Study Source B

7. Is this a primary or a secondary source? (2)

8. Give TWO limitations of cartoons as historical evidence. (4)

9. 9.1 How does the cartoonist show that the soldiers dealt with the protestors in a heavy-handed manner? Refer to TWO clues in the cartoon in your answer. (4)

   9.2 How is Uncle Sam reacting to the news of the shootings? Support your answer with ONE visual clue from the cartoon. (4)

   9.3 Using your historical knowledge, give ONE reason why the Kent State shootings were a turning point in public perception of the Vietnam War. (2)

   9.4 Using your historical knowledge, give TWO reasons why so many Americans were against the Vietnam War by 1970. (4)

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## Study Source C

10. **Use Source C to state whether the following statements are TRUE or FALSE. Write down only TRUE or FALSE. (No explanation is required)**

10.1 President Nixon played a role in trying to end the Vietnam War. (2)

10.2 Nixon's advisors used a combination of force and diplomacy to try to bring the war to an end. (2)

10.3 The United States Congress was also responsible for facilitating the ending of the war in Vietnam by cutting off funding to South Vietnam. (2)

10.4 North Vietnamese officials played no role in trying to end the Vietnam War. (2)

10.5 The word 'regime' in the source, refers to the government. (2)

## Study Source D

11. To what extent does the photograph show that the anti-war protest was effective? Explain. (6)

12. Can historians reliably conclude from this photograph that an anti-war protest might have been effective in persuading the government to take steps to end the Vietnam War? Explain. (4)

13. Give TWO values of photographs as historical sources. (4)

## Study Source E

14. 14.1 Provide TWO points which explain why this source is reliable for historians researching the impact of anti-war protest. (4)

14.2 Provide TWO quotes which show that the protest by anti-war activists at Kent State University had an impact on President Nixon's actions. (4)

14.3 Explain the usefulness of this source for a historian trying to determine the impact that anti-war protests in the USA had on the soldiers fighting the Vietnam War. Provide ONE explanation. (2)

14.4 (a) According to the source, was the US military in Vietnam affected by the protests in the USA? (One word answer) (2)

(b) Provide TWO pieces of evidence from the text which support your answer to Question 14.4 (a). (4)

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**Study Source F**

15. Use the source to describe how the media and lawmakers in the USA played a role in trying to end America's involvement in Vietnam. Give TWO points. (4)

16. 16.1 According to this source, how successful were members of the Johnson administration in persuading the president to end the Vietnam War? Explain, using evidence from the source. (4)

    16.2 According to the source, which one of President Johnson's advisers probably played the most significant role in persuading him to withdraw from the Vietnam War? (2)

**Study Source G**

17. Use the source to explain how this author views the impact of the anti-war protests in the USA. Give TWO points. (4)

**Study Source H**

18. Provide ONE quote which shows that the public's opinion on the Vietnam War, changed by the media, successfully pressurised the government to change course in Vietnam. (2)

**90 marks**

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## SECTION C SOURCE-BASED ESSAY

### QUESTION 19

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

To what extent were anti-war protestors in the USA responsible for ending the Vietnam War?

**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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