NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2023

HISTORY: PAPER II

Time: 3 hours 200 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 10 pages and a Source Material Booklet of 7 pages (i–vii). Please check that your question paper is complete. Remove the Source Material Booklet from the middle of the question paper.

2. This paper consists of:

   Section A, which includes:
   - visual analysis
   - textual analysis
   - current media/textual analysis

   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

3. Read the questions carefully.

4. All questions must be answered. Draw a 2 cm right-hand margin. Do NOT write in it.

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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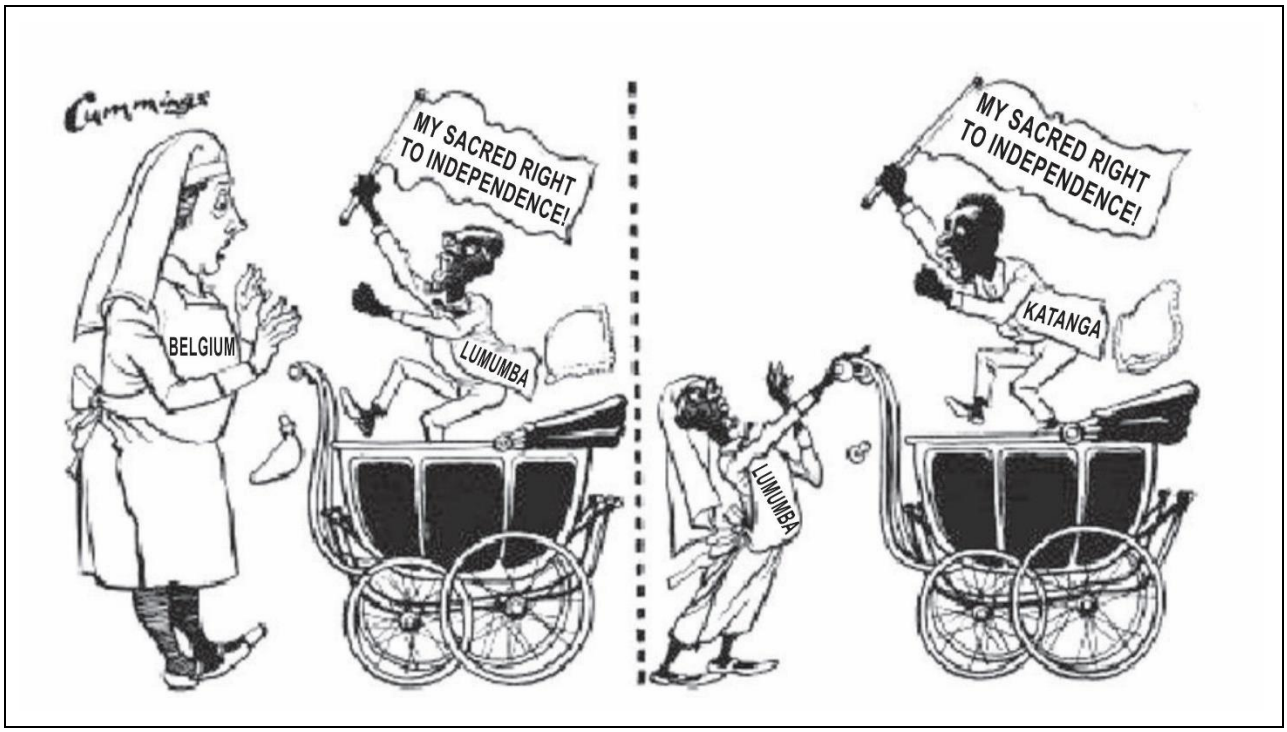
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SECTION A

QUESTION 1 VISUAL SOURCE ANALYSIS

This is a cartoon by Michael Cummings that appeared in the *Daily Express* on 2 August 1960. The cartoon depicts (shows) two events in Congo's history: on the left side of the cartoon – the granting of independence to the Congo in 1960 and on the right side of the cartoon – the secession (breakaway) of Katanga province from the Congo after independence.



[Available online at: <https://pdst.ie/sites/default/files/The%20Secession%20of%20Katanga%2C%201960-1965.pdf> Accessed on 18 February 2022]

1.1 1.1.1 How is Belgium depicted in the cartoon? Refer to ONE visual clue in your answer. (4)

1.1.2 Suggest a reason for this depiction. (2)

1.2 Refer to THREE visual clues that show that the cartoonist believed that there were similarities between the two events. (6)

1.3 What point did the cartoonist make about Lumumba? (2)

1.4 Using your own knowledge, briefly explain what led to Katanga breaking away from the Congo. Make TWO comprehensive points. (4)

1.5 Briefly explain ONE limitation of THIS cartoon as historical evidence. (2)

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QUESTION 2 TEXTUAL SOURCE ANALYSIS

This is an extract from an online article written by Chris Erasmus (a journalist who worked for various SA newspapers and founder of a number of SA magazines), called: 'Will The Murder Of Black Leader Chris Hani Send South Africa Hurtling Towards A Bloody Race War?' published on 26 April 1993.

If there was any question what the assassination of black liberation leader Chris Hani would mean to South Africa and its struggle for peace, there could be no clearer answer than the mayhem* that engulfed central Cape Town and other major cities last week … black youths went on an arson, looting and vandalism rampage* on April 14 that shocked the nation to its core. **(Paragraph 1)**

For a generation of young blacks, Hani, the … secretary general of the South African Communist Party and chief of staff of the African National Congress's (ANC) armed wing, Spear of the Nation, represented the proud face of righteous* rebellion. His violent death at the hands of a white extremist unleashed their growing frustration with the slow pace of political change. As the debris* from the rampage was being swept away … two overriding* questions remained. Has the ANC and its allies in the anti-apartheid movement lost control of the angry and embittered youth? And if so, is there any hope for peace, …? **(Paragraph 2)**

… they were burning questions on the lips of ordinary South Africans, black and white, … It was not just that another senior ANC official had been killed. Or even that a white man with known neo-Nazi connections had been arrested for the murder. It was that Hani, 50, was the ANC's most popular figure after Mandela himself … he had earned the respect, admiration and love of the largely alienated youth. **(Paragraph 3)**

Speaking on national television in the wake of the Cape Town riot, Hani's close friend and fellow revolutionary, Tokyo Sexwale, warned ... 'The government has to realize that there is no more time and that we cannot continue to contain the anger' … 'We must have interim* rule and joint control over the security forces very soon. We have to deliver something to our people now.' **(Paragraph 4)**

[Adapted and available online at: <https://archive.macleans.ca/article/1993/4/26/burning-questions> Accessed 15 February 2022]

*mayhem – disorder, chaos
*rampage – a large group of people moving through a place in a violent and uncontrollable manner
*righteous – morally right
*debris – scattered pieces of rubbish or remains
*overriding – more important than anything else
*interim – in the meantime, temporary

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2.1 According to the source, why did black youths go on the 'rampage' after Chris Hani was killed? Provide THREE reasons. (Paragraphs 1, 2 and 3) (6)

2.2 How concerned were South Africans about the impact of Hani's death and the protest that followed? Give TWO pieces of evidence to support your answer. (Paragraphs 2 and 3) (6)

2.3 Quote TWO phrases from paragraph 4 that show that Tokyo Sexwale shared other South Africans' feeling that a peaceful, negotiated settlement was at risk. (4)

2.4 Using your own knowledge of the period 1990 to 1994 in South Africa, explain whether the fears, about the negative impact that Hani's death could have had on South Africa's transition to democracy, came true. (4)

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QUESTION 3 CURRENT ISSUE IN THE MEDIA

This is an extract from an article by James L Gibson (Professor of Government at Washington University in St Louis) and Amanda Gouws (Distinguished Professor of Political Science at Stellenbosch University) published in *The Daily Maverick* newspaper on the 30 January 2022.

Desmond Tutu's legacy and the TRC: Can truth reconcile a divided nation?



… Initiated in 1995, South Africa's TRC … laboured to create a collective memory for South Africa ('truth') under the hope that producing a documentary record of the country's apartheid past would contribute to 'reconciliation'. This bold undertaking to mould the country's fate consumed much of the country's energy during the initial years of its transition to democracy. Tutu led this effort. **(Paragraph 1)**

How successful was the truth and reconciliation process in South Africa? … Many complain that exposing the misdeeds* of both the apartheid government and the liberation forces exacerbated* racial tensions in the country. Some … reject … that 'truth' ever leads to reconciliation, claiming instead that uncovering the details about the horrific events of the past only embitters people, making them far less willing to coexist together. **(Paragraph 2)**

… vast majorities of every racial group in South Africa — including whites — believe that apartheid as implemented in their country was a crime against humanity. Most importantly, those who accept the TRC's truth about the past are more likely to embrace reconciliation, to be politically and racially tolerant, to hold human rights in high regard, and to accept the legitimacy of the new political dispensation* in the country … **(Paragraph 3)**

Perhaps the most important lesson promulgated* by the TRC is that 'both sides in the Struggle did horrible things' … Because the process was open, humanised and procedurally fair, the TRC was able to penetrate the consciousness of all segments of the South African populace with its message ... **(Paragraph 4)**

… Tutu and Mandela were no doubt instrumental* in getting people to accept the TRC's collective memory and therefore to get on with reconciliation. Tutu's message of forgiveness, though irritating to many, set a compelling frame of reference* for understanding the atrocities uncovered ... 'The Arch' was certainly not the only contributor to the success of South Africa's truth and reconciliation process. But throughout the transitional period, Tutu stood as a beacon of reconciliation for all South Africans. **(Paragraph 5)**

[Adapted and available online at: < https://www.dailymaverick.co.za/article/2022-01-30-desmond-tutus-legacy-and-the-trc-can-truth-reconcile-a-divided-nation/> Accessed on 15 February 2022]

*misdeeds – wicked or illegal acts
*exacerbated – made worse
*dispensation – a political system
*promulgated – promote, make widely known
*instrumental – one of the most important influences
*compelling frame of reference – important overall idea that helps to understand something

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3.1 Using your own knowledge, explain the concept of 'restorative justice'. (2)

3.2 Why did the Truth and Reconciliation Commission adopt this method of dealing with crimes against humanity in South Africa? (2)

3.3 There were many South Africans who criticised the TRC process. Using your own words, provide TWO points that these critics argued against the process. (Paragraph 2) (4)

3.4 Using the source, evaluate Tutu's role in promoting reconciliation in South Africa. Write FOUR points. (8)

3.5 How useful is this source to a historian researching Tutu's role in the reconciliation process in South Africa? Write ONE point to support your answer. (4)

[20]

60 marks

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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 successes of the women's movement in the 1970s, according to the source. (8)

5. Provide THREE quotes that show that the women's movement was not completely successful. (6)

Refer to Source B

6. 6.1 Describe the mood in this photograph. (2)

   6.2 Provide ONE visual clue that supports your answer to Question 6.1. (2)

   6.3 Is the mood in the photograph justified? Using your own knowledge, provide ONE piece of evidence to support your answer. (4)

Refer to Source C

7. What evidence is there in the source to suggest that the Women's Rights Movement had limited success? Provide THREE comprehensive points. (6)

8. According to the source, how successful was the women's movement, despite any failings? Provide TWO pieces of evidence from the source to support your answer. (6)

9. Using your own knowledge, name THREE methods that the Women's Rights Movement used to promote their cause. (6)

Refer to Source D

10. How extensive was Phyllis Schlafly's support, according to this source? Refer to TWO clues from the source to support your answer. (6)

Refer to Source E

11. **Answer TRUE or FALSE, using Source E and your own knowledge. No explanation is required:**

   11.1 The Women's Liberation Movement paraded a sheep on stage to protest against beauty pageants. (2)

   11.2 The 'radical' movement mentioned in the source refers to the Women's Liberation Movement. (2)

   11.3 Gloria Steinem and Betty Friedan were part of the more radical group fighting for women's rights. (2)

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11.4 According to the source, those women who used 'legislation and social pressure' to fight for women's rights achieved very little. (2)

11.5 Gloria Steinem and Betty Friedan wrote the book *The Feminine Mystique* together. (2)

Refer to Source F

12. **Use source F to answer the following questions. Write down ONLY the answer.**

12.1 Is this a primary or a secondary source? (2)

12.2 The cover shows several images of the stereotypical roles of women, as seen by men in the 1950s, against which the women's movement fought.

Identify TWO visual clues (images) and explain to which role each one refers. (8)

12.3 Why was the publishing of this magazine unique? (2)

Refer to Source G

13. 13.1 In what way does Source G support Source D? (2)

13.2 Support your answer to Question 13.1 with evidence from BOTH sources. (4)

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

14.1 The basic principles and laws of a nation that determine the powers and duties of the government and guarantee certain rights to the people in it. (2)

14.2 Compulsory recruitment for military service. (2)

14.3 Those who promote the social, economic and political equality of women. (2)

14.4 The ordinary people in a society or organisation. (2)

Refer to Source H

15. Using the source, list FOUR achievements of the Women's Rights Movement that had a significantly positive impact on women's lives in the United States. (8)

90 marks

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SECTION C SOURCE-BASED ESSAY QUESTION

QUESTION 16

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

To what extent can the Women's Movement in the United States during the 1960s and 1970s be characterised as successful?

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

50 marks

Total: 200 marks

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