NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2022

HISTORY: PAPER II

Time: 3 hours 200 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 9 pages and a Source Material Booklet of 8 pages (i–viii). 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-source analysis
   - textual-source 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

5. Number your answers exactly as the questions are numbered.

6. Leave a line open between your answers.

7. Draw a 2 cm right-hand margin. Do NOT write in it.

8. It is in your own interest to write legibly. Work in an orderly way and present your answers as neatly as possible.

9. 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.

10. 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 is a photograph taken in 1988 from *The Militant*, a socialist newspaper, of departing Cuban internationalist volunteers bidding farewell to Angolan combatants after assisting Angola's MPLA government defend itself against SA and UNITA attacks.



[Available at [ONLINE]: <https://themilitant.com/2020/02/08/fidels-leadership-was-decisive-in-defending-angola-independence/> (Accessed 24 March 2021)]

1.1 Using your own knowledge, explain why Cuba became involved in Angola. Write TWO points. (4)

1.2 Describe the atmosphere in the photograph. Refer to TWO visual clues in the photograph to support your answer. (6)

1.3 Which 'Angolan combatants' would the soldiers on the bank of the river most likely be? (2)

1.4 How might the Angolan government have used this photograph as a piece of propaganda? Give ONE comprehensive point. (2)

1.5 Explain the usefulness of this photograph for historians studying the Angolan Civil War. Provide THREE points. (6)

[20]

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QUESTION 2 TEXTUAL-SOURCE ANALYSIS

The following extract was published in 2014 in the *Imperial & Global Forum*, the blog of the Centre for Imperial and Global History at the History Department, University of Exeter. It refers to the Anti-Apartheid Movement (AAM) in Britain.

The British Anti-Apartheid movement (AAM) originated in 1959 as a small group of South African exiles and other African students in London promoting a boycott of South African goods … It quickly identified its aims: 'to inform the people of Britain about apartheid …; to campaign for international action to help bring the system of apartheid to an end; [and] to cooperate with and support South African organisations campaigning against apartheid'.

In practice much of its energy was spent on trying to persuade successive British governments to change their policies regarding South Africa. For many years this met with very little success ... Firstly, British business had huge investments in South Africa and the two-way trade between the two countries was considered vital to both. (For a long time even the British trade union movement supported this line for fear of job losses if this trade was threatened by sanctions.) Secondly, South Africa was regarded as an important military outpost of the Western anti-Soviet alliance during the Cold War, in particular as a deterrent* to Soviet naval expansion in the Indian Ocean.

… Ultimately the campaign to discourage economic collaboration with and investment in South Africa was probably the most significant and influential of all AAM's campaigns. It helped to stimulate an eventual worldwide reluctance to invest in, or lend to, South Africa that was the major external force in bringing the apartheid regime down …

… AAM experienced some difficulty in keeping up with, or agreeing to, some of the compromises the ANC felt compelled to make in those last years of the struggle … For some thirty-five years AAM maintained a multifarious* local and national campaign against apartheid … Not all of these and AAM's many other activities were outright successes …

[Adapted and available ONLINE: <https://imperialglobalexeter.com/2014/01/27/the-british-anti-apartheid-movement-a-brief-history/> (Accessed 26 March 2021)]

*deterrent – a thing that discourages or is intended to discourage someone from doing something
*multifarious – many and various types

2.1 Using the source, list THREE aims of the British Anti-Apartheid Movement. (6)

2.2 In your own words, provide TWO reasons from the source that explain why the British government continued to support the South African government, despite pressure not to do so. (4)

2.3 How successful was the AAM, according to the source? Provide TWO quotes to support your answer. (6)

2.4 Using your own knowledge, name TWO types of boycotts called for by the AAM to pressurise the South African government to change. (4)

[20]

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QUESTION 3 CURRENT ISSUE IN THE MEDIA

This is an extract written by Elliott Smith (a national social justice organiser for Repairers of the Breach and the Poor People's Campaign: A National Call for Moral Revival), which appeared in *The Guardian* newspaper on 7 March 2021.

On the anniversary of Selma, we are sadly reminded: voting rights are still imperilled*

… On 7 March 1965, the nation came to grips with one of the most iconic images synonymous* with the fight for voting rights and equality. Amelia Boynton, a matriarch* of the civil rights movement [and] lead strategist in the Selma Voting Rights Campaign … alongside the late congressman John Lewis and many others, staged a 52-mile march from Selma, Alabama, to the State Capitol in Montgomery to protest the murder of the voting rights activist Jimmie Lee Jackson at the hands of law enforcement [agencies] and to dramatize the struggle for the right to vote. **(Paragraph 1)**

… On this anniversary, let us honor our ancestors not by mere reflections and thoughts, but by continuing to push our lawmakers to invest in full democracy that requires … a new Voting Rights Act … my great-aunt Amelia would solemnly recount that day, which became known as Bloody Sunday, when she and other peaceful marchers fell victim to teargas and beatings … Bloody Sunday would mark one of the greatest struggles for freedom and liberation in modern times … However, as I look back at history and reflect on recent events, I can't help but wonder: what progress have we really made, as a society, to protect and expand our fundamental right to vote? **(Paragraph 2)**

The 6 January 2021 attempted coup at the US Capitol*, followed by the impeachment acquittal* of Donald Trump by Republican senators, was an assault on our democracy in real time. Perpetuated by Trump's conspiracy theories and aided and abetted* by many of his enablers, the false claims of a rigged election led to violence and death that day. Even more concerning, however, are those within power who still push the false conspiracy of voter fraud and election irregularities as a cover for widespread voter suppression tactics. According to the Brennan Centre for Justice, there have been 253 bills introduced in 43 states since the start of 2021 to restrict expanded voting opportunities … **(Paragraph 3)**

… we are very clear in our demands to protect and expand voting rights and civil rights. My great-aunt … knew that change happens only when people affected by racism come together in a movement and force the status quo* to change … This must be a movement led by those impacted, across geography, ethnicity, race and creed, to restore our democracy and push for passage of a new, landmark Voting Rights Act, so that our nation will not have to keep fighting the same battles that my great-aunt, others, and now myself continue to challenge. **(Paragraph 4)**

[Adapted from Elliott Smith.2021. *The Guardian: On the anniversary of Selma we are sadly reminded: voting rights are still imperilled.* [ONLINE] Available at: <https://www.theguardian.com/commentisfree/2021/mar/07/amelia-boynton-selma-anniversary-voting-rights> (Accessed 24 March 2021)]

*imperilled – put at risk of being harmed, injured, or destroyed
*synonymous – closely associated with something
*matriarch – an older woman who is powerful within a family or organisation
*Capitol – the seat of the US Congress in Washington DC
*acquittal – a judgment or verdict that a person is not guilty of the crime with which they have been charged
*abetted – encouraged or assisted (someone) to do something wrong
*status quo – the existing state of affairs

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3.1 Use the source to explain the aim of the march from Selma to Montgomery in March 1965 (paragraph 1). Write TWO points. (4)

3.2 3.2.1 Use your own knowledge to describe what the Voting Rights Act of 1965 stipulated with regard to voting. Write THREE points. (6)

3.2.2 Which piece of iconic civil rights legislation was passed in 1964, the year before the above-mentioned law was passed? (2)

3.3 3.3.1 Explain the link made in this article between the march from Selma and current issues in the US regarding voting rights. (2)

3.3.2 Provide THREE pieces of evidence from paragraph 3 that support the link referred to in Question 3.3.1. (6)
[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 questions that follow.

Refer to Source A

4. Explain why the Black Power movement marked a 'turning point' in black–white relations. (2)

5. The author suggests that blacks had the means to change their social and economic position in society. Provide ONE quote from paragraph 1 that shows how this could be done. (2)

6. How did the Black Power movement promote a sense of pride in heritage through arts and culture? Write THREE points. (6)

7. Using the source, explain TWO ways in which the Black Power movement hindered the fight for racial equality, according to the author. (4)

Refer to Source B

8. 8.1 How prominently did women feature in the Black Power movement? Provide TWO pieces of evidence from the source to support your answer. (6)

   8.2 How did the Black Power movement use education to promote equality? (2)

Refer to Source B and to Source C

9. How does the photograph (Source C) confirm the statements made in Source B about the community work that the Panthers did? Support your answer with evidence from BOTH sources. (4)

10 Provide a headline for this photograph, if it were to appear in a Black Panther newspaper. (2)

Refer to Source D

11. 11.1 Who was Malcolm X? Use your own knowledge. (4)

    11.2 Did the Nation of Islam have a positive impact on black Americans and civil rights groups? Provide TWO pieces of evidence from the source to support your answer. (6)

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Refer to Source E

12. Use Source E to answer the following questions. Write down only the answer. (No explanation is required.)

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

;

    12.2 To what does the word 'pigs' in the caption refer? (2)

    12.3 How might Black Power supporters have viewed this poster? (2)

    12.4 How might conservative white Americans have viewed this poster? (2)

    12.5 Name ONE advantage of using posters to promote your views. (2)

Refer to Source F and Source H

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

    13.1 The deliberate killing of a large group of people, especially those of a particular nation or ethnic group, with the aim to destroy that nation or group. (2)

    13.2 A group or person who exercises cruel or unjust treatment of others. (2)

    13.3 A forced overthrow of a government or social order, in favour of a new system. (2)

    13.4 A section of a city**,** especially a thickly populated slum area, inhabited predominantly by members of an ethnic or other minority group. (2)

    13.5 A public declaration of policy and aims by a political party. (2)

14. Explain what Huey Newton is saying about the purpose of the survival programmes in this extract. Provide THREE points. (6)

Refer to Source G

15. 15.1 Using the source, explain how the Black Power movement had a negative impact on the struggle for civil rights in the USA. Give TWO points and provide ONE quote to support EACH point. (8)

    15.2 The source claims that Dr Martin Luther King would strongly oppose Black Power.

    Use your own knowledge to provide ONE word or phrase that sums up Dr King's approach used during his campaigns to achieve civil rights in the USA. (2)

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Refer to Source H

16. 16.1 How reliable is this source for a historian researching the impact of the Black Power movement? (6)

16.2 Use Source H 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.)

16.2.1 Capitalism refers to an economic system in which the state has complete control over production and distribution of goods and services. (2)

16.2.2 Source H acknowledges the positive impact of the Panthers. (2)

16.2.3 Panther leaders were involved in illegal activities. (2)

16.2.4 Malcolm X is credited with first using the phrase 'Black Power'. (2)

16.2.5 The FBI's Counter-Intelligence Programme (COINTELPRO) was partly responsible for the decline of the Black Panther Party. (2)

90 marks

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SECTION C SOURCE-BASED ESSAY

QUESTION 17

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

To what extent can the impact of the Black Power movement be characterised as positive?

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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