



DEPARTMENT OF EDUCATION  
REPUBLIC OF SOUTH AFRICA

DEPARTEMENT VAN ONDERWYS  
REPUBLIEK VAN SUID-AFRIKA

**SENIOR CERTIFICATE EXAMINATION - 2005**  
**SENIORSERTIFIKAAT-EKSAMEN - 2005**

**HISTORY P1 : SOUTH AFRICAN HISTORY**  
**GESKIEDENIS V1 : SUID-AFRIKAANSE GESKIEDENIS**

**HIGHER GRADE**  
**HOËR GRAAD**

**FEBRUARY/MARCH 2005**  
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**503-1/1**

HISTORY HG: Paper 1: South African  
Question Paper & Addendum

**Marks: 200**  
**Punte : 200**



**3 Hours**  
**3 Ure**

**This question paper consists of 9 pages and an ADDENDUM of 15 pages.**  
**Hierdie vraestel bestaan uit 9 bladsye en 'n ADDENDUM van 15 bladsye.**

**X05**



**INSTRUKSIES AAN KANDIDATE**

Lees die volgende instruksies sorgvuldig deur voordat besluit word watter vrae beantwoord gaan word:

1. Die vraestel bestaan uit AFDELING A en AFDELING B.
2. AFDELING A bestaan uit SES opstelvrae.
3. AFDELING B bestaan uit DRIE brongebaseerde vrae. Bronmateriaal wat gebruik moet word om hierdie vrae te beantwoord, is in die ADDENDUM.
4. MOENIE TWEE opstelvrae uit dieselfde tema beantwoord NIE.
5. Jy word toegelaat om EEN opstelvraag en EEN brongebaseerde vraag van dieselfde tema te beantwoord.
6. Beantwoord VIER vrae.
  - 6.1 Minstens EEN moet 'n opstelvraag wees en minstens EEN moet 'n brongebaseerde vraag wees.
  - 6.2 Jy moet minstens EEN vraag uit die verpligte tema beantwoord: SUID-AFRIKA, 1948 tot 1976 (óf 'n opstelvraag óf 'n brongebaseerde vraag).
7. Vrae en onderafdelings van vrae moet duidelik en korrek genommer wees.
8. Skryf duidelik en leesbaar.

**VERDUIDELIKING VAN TERME**

Verskeie woorde is in die verlede gebruik om Suid-Afrika se mense te beskryf. Die gebruik van sommige van hierdie terme is vandag vernederend. Dit is egter behou in die oorspronklike historiese bronne wat in hierdie eksamenvraestel gebruik is en behoort verstaan te word in die konteks waarin dit oorspronklik gebruik is. Die gebruik van hierdie terme moet nie geïnterpreteer word as 'n weerspieëling van die standpunte van die Nasionale Eksamenpaneel vir Geskiedenis nie.

Hieronder is sommige van die terme wat by tye algemeen gebruik is en hul betekenis:

<b>TERM</b>	<b>BETEKENIS</b>
Afrikane, Swartes, Naturelle, Bantoe	Het in die algemeen verwys na Suid-Afrikaners met 'n Afrika-oorsprong
Europeërs, Blankes, Wittes	Het in die algemeen verwys na Suid-Afrikaners wat hul oorsprong na Europa kon terugvoer
Indiërs, Asiërs, Asiate	Het in die algemeen verwys na Suid-Afrikaners wat hul oorsprong na Indië kon terugvoer
Kleurlinge, gekleurdes	Het in die algemeen verwys na Suid-Afrikaners van gemengde rasse-oorsprong
Nie-Europeërs, Nie-Blankes	Suid-Afrikaners wat nie van Europese oorsprong was nie

**INSTRUCTIONS TO CANDIDATES**

Read the following instructions carefully before deciding on which questions to answer:

1. This question paper consists of SECTION A and SECTION B:
2. SECTION A consists of SIX essay questions.
3. SECTION B consists of THREE source-based questions. Source material to be used to answer these questions is in the ADDENDUM.
4. Do NOT answer TWO essay questions from the same theme.
5. You are allowed to answer ONE essay question and ONE source-based question from the same theme.
6. Answer FOUR questions.
  - 6.1 At least ONE must be an essay question and at least ONE must be a source-based question.
  - 6.2 You must answer at least ONE question from the compulsory theme: SOUTH AFRICA, 1948 to 1976 (either an essay or a source-based question).
7. Questions and subsections of questions must be numbered clearly and correctly.
8. Write clearly and legibly.

**EXPLANATION OF TERMINOLOGY**

Various words have been used in the past to describe South Africa's people. The use of some of these terms is offensive today. However they have been kept in the original historical sources used in this examination question paper and should be understood in the context in which they were originally used. The use of such terms should not be interpreted as reflecting the views of the National Examination Panel for History.

Below are some of the terms that have been generally used at different times and their meanings:

<b>TERM</b>	<b>MEANING</b>
Africans, Blacks, Natives, Bantu	Generally referred to South Africans of African origin
Europeans, Whites	Generally referred to South Africans who traced their origins to Europe
Indians, Asians, Asiatics	Generally referred to South Africans who traced their origins to India
Coloureds, coloured	Generally referred to South Africans with mixed racial origins
Non-Europeans, Non-Whites	South Africans who were not of European origin

**AFDELING A: OPSTELVRAE**

Beantwoord ten minste EEN vraag en nie meer as DRIE vrae uit hierdie afdeling nie.

**VRAAG 1: DIE PERIODE 1924 TOT 1948**

Beantwoord óf VRAAG 1A óf VRAAG 1B. MOENIE albei vrae beantwoord NIE.

**VRAAG 1A**

Die veranderende politieke klimaat in Suid-Afrika na 1929 het generaal J B M Hertzog en generaal J C Smuts in 'n 'gerieflikheidshuwelik' ingedwing.

Stem jy met hierdie stelling saam? Motiveer jou antwoord deur na die periode 1929 tot 1934 te verwys.

**[50]****OF****VRAAG 1B**

Na sy triomf in die 1943-verkiesing het die Verenigde Party se ondersteuning begin afneem. Teen hierdie agtergrond was die nederlaag in die 1948-verkiesing nie onverwags nie.

Stem jy met die stelling saam? Motiveer jou antwoord deur na die gebeure wat die ommeswaai in ondersteuning na die Herenigde Nasionale Party (Nasionale Party) in die 1948-verkiesing beïnvloed het, te verwys.

**[50]****VRAAG 2: DIE PERIODE 1948 TOT 1976**

Beantwoord óf VRAAG 2A óf VRAAG 2B. MOENIE albei vrae beantwoord NIE.

**VRAAG 2A**

Evalueer die sukses van die weerstand teen apartheid in die periode 1948 tot 1958.

**[50]****OF**

**SECTION A: ESSAY QUESTIONS**

Answer at least ONE question and not more than THREE questions from this section.

**QUESTION 1: THE PERIOD 1924 TO 1948**

Answer either QUESTION 1A or QUESTION 1B. Do NOT answer both questions.

**QUESTION 1A**

The changing political climate in South Africa after 1929 forced General J B M Hertzog and General J C Smuts into a 'marriage of convenience'.

Do you agree with this statement? Substantiate your answer with reference to the period 1929 to 1934.

**[50]****OR****QUESTION 1B**

After its triumph in the 1943 general election, the United Party support began to decline. Against this background, the defeat in the 1948 general election was not unexpected.

Do you agree with the statement? Substantiate your answer by referring to events that influenced the swing in support to the Reunited National Party (National Party) in the 1948 general election.

**[50]****QUESTION 2: THE PERIOD 1948 TO 1976**

Answer either QUESTION 2A or QUESTION 2B. Do NOT answer both questions.

**QUESTION 2A**

Evaluate the success of resistance to apartheid in the period 1948 to 1958.

**[50]****OR**

**VRAAG 2B**

Na die Sharpeville-massamoord het beide die African National Congress (ANC) en die Pan Africanist Congress (PAC) besluit dat meer militante weerstand noodsaaklik was. Die Nasionale Party-regering was egter vasberade om enige weerstand met alles in sy mag te onderdruk.

Stem jy met die stelling saam? Ondersteun jou antwoord deur na die onderdrukking en weerstand tussen 1960 en 1976 te verwys.

**[50]****VRAAG 3: DIE PERIODE 1976 TOT 1994**

Beantwoord óf VRAAG 3A óf VRAAG 3B. MOENIE albei vrae beantwoord NIE.

**VRAAG 3A**

Die vakbonde het 'n betekenisvolle rol in die aftakeling (beëindiging) van apartheid gedurende die 1980's gespeel.

Assesseer die geldigheid van hierdie stelling deur bewyse uit die periode te verskaf om jou antwoord te ondersteun.

**[50]****OF****VRAAG 3B**

In watter mate was die interne weerstand en internasionale druk suksesvol in die beëindiging van apartheid?

Verduidelik jou standpunt deur bewyse uit die periode 1983 tot 1989 te gebruik.

**[50]**

**QUESTION 2B**

After the Sharpeville massacre both the African National Congress (ANC) and the Pan Africanist Congress (PAC) decided that more militant resistance was necessary. The National Party government, however, was determined to suppress any resistance with everything in its power.

Do you agree with the statement? Support your answer by referring to the repression and resistance between 1960 and 1976.

**[50]****QUESTION 3: THE PERIOD 1976 TO 1994**

Answer either QUESTION 3A or QUESTION 3B. Do NOT answer both questions.

**QUESTION 3A**

The trade unions played a significant role in the demise (ending) of apartheid during the 1980s.

Assess the validity of this statement by providing evidence from the period to support your answer.

**[50]****OR****QUESTION 3B**

To what extent were internal resistance and international pressure successful in bringing an end to apartheid?

Explain your point of view by using evidence from the period 1983 to 1989.

**[50]**

**AFDELING B: BRONGEBASEERDE VRAE**

Beantwoord ten minste EEN vraag uit hierdie afdeling. Bronmateriaal wat gebruik moet word om hierdie vrae te beantwoord, is in 'n ADDENDUM.

**VRAAG 4: DIE PERIODE 1924 TOT 1948****4.1 DIE STANDPUNTE VAN AFRIKANISTE OOR AFRIKA-NASIONALISME IN DIE 1940's**

Gebruik Bronne 4A, 4B, 4C en 4D oor die standpunte van Afrikaniste oor Afrika-nasionalisme in die 1940's om die volgende vrae te beantwoord:

- 4.1.1 Volgens Bron 4A, wat was Thloome se kritiek op die ANC? (3 x 1) (3)
- 4.1.2 Gebruik bewyse uit Bron 4A. Wat was die verskil tussen die denkwyses van die leierskap van die ANC en die ANC Youth League? (2 x 2) (4)
- 4.1.3 (a) Wat vertel Bron 4B vir ons oor hoekom die ANC Youth League gestig is? (2)
- (b) Ondersteun jou antwoord met bewyse uit die bron. (3 x 2) (6)
- 4.1.4 Verwys na Bronne 4C en 4D.
- (a) Wat is die ooreenkomste tussen Anton Lembede en Marcus Garvey se standpunte oor Afrika-nasionalisme? (3 x 1) (3)
- (b) Hoe het die ANC Youth League se standpunt oor Afrika-nasionalisme van dié van Anton Lembede en Marcus Garvey verskil? (3 x 2) (6)
- (24)**



**SECTION B: SOURCE-BASED QUESTIONS**

Answer at least ONE question from this section. Source material to be used to answer these questions is in the ADDENDUM.

**QUESTION 4: THE PERIOD 1924 TO 1948****4.1 THE VIEWS EXPRESSED BY AFRICANISTS REGARDING AFRICAN NATIONALISM IN THE 1940s**

Use Sources 4A, 4B, 4C and 4D on the views expressed by Africanists regarding African nationalism in the 1940s to answer the following questions:

- 4.1.1 According to Source 4A, what were Thloome's criticisms of the ANC? (3 x 1) (3)
- 4.1.2 Using evidence from Source 4A, what was the difference in thinking between the ANC leadership and the ANC Youth League? (2 x 2) (4)
- 4.1.3 (a) What does Source 4B tell us about why the ANC Youth League was formed? (2)
- (b) Support your answer with evidence from the source. (3 x 2) (6)
- 4.1.4 Refer to Sources 4C and 4D.
- (a) What are the similarities between Anton Lembede and Marcus Garvey's views on African nationalism? (3 x 1) (3)
- (b) How did the ANC Youth League's view of African nationalism differ from that of Anton Lembede and Marcus Garvey? (3 x 2) (6)
- (24)**

#### 4.2 DIE LEIERSKAP VAN DIE BUSBOIKOTTE IN ALEXANDRA GEDURENDE DIE 1940's

Gebruik Bronne 4E en 4F om die vrae te beantwoord omtrent die leierskap in die 1940's se busboikotte in Alexandra:

- 4.2.1 Verwys na Bron 4E. Verduidelik waarom daar verskille tussen 'RG' Baloyi en Gaur Radebe se menings oor die verhoging van die busgeld was. (2 x 3) (6)
- 4.2.2 Gebruik Bron 4E. Wat het Gaur Radebe en sy ondersteuners beplan om te doen oor die verhoging in die busgeld in Alexandra? (3 x 1) (3)
- 4.2.3 Volgens Bron 4E, wat dink jy het Gaur Radebe bedoel met: 'Elkeen van julle is 'n leier'? (2 x 2) (4)
- 4.2.4 Bestudeer Bron 4F. Wat was die swakhede wat die Kommunistiese Party van Suid-Afrika rakende hulle leierskap van die 1940's-busdispuut (boikot) in Alexandra geïdentifiseer het? (3 x 1) (3)
- 4.2.5 Gebruik die inligting in beide bronne om 'n kort paragraaf te skryf om te verduidelik hoe effektief die leierskap gedurende die 1940's-busboikotte in Alexandra was. (10)  
(26)  
[50]

#### VRAAG 5: DIE PERIODE 1948 TOT 1976

##### 5.1 DIE UITWERKING VAN DIE PASWETTE OP SUID-AFRIKANERS IN DIE 1950's

Gebruik Bronne 5A, 5B en 5C oor hoe die paswette die lewens van Suid-Afrikaners in die 1950's beïnvloed het om die volgende vrae te beantwoord:

- 5.1.1 Verwys na Bron 5A. Watter boodskap wil die fotograaf oordra rakende die onderdrukking van swart Suid-Afrikaners gedurende apartheid in die 1950's? (2 x 2) (4)
- 5.1.2 Gebruik Bron 5B.
- (a) Wat vertel die uittreksel ons omtrent die houding van die tronkowerhede in die 1950's? (2)
- (b) Verduidelik jou antwoord deur bewyse uit die bron te gebruik. (2 x 2) (4)

#### 4.2 THE LEADERSHIP OF THE BUS BOYCOTTS IN ALEXANDRA DURING THE 1940s

Use Sources 4E and 4F on the leadership of the 1940s bus boycotts in Alexandra to answer the questions:

- 4.2.1 Refer to Source 4E. Explain why there were differences between 'RG' Baloyi and Gaur Radebe's points of view on the increase in bus fares. (2 x 3) (6)
- 4.2.2 Use Source 4E. What did Gaur Radebe and his supporters plan to do about the increase of bus fares in Alexandra? (3 x 1) (3)
- 4.2.3 According to Source 4E, what do you think Gaur Radebe meant by: 'Each one of you is a leader'? (2 x 2) (4)
- 4.2.4 Study Source 4F. What were the weaknesses identified by the Communist Party of South Africa regarding their leadership of the 1940s bus disputes (boycott) in Alexandra? (3 x 1) (3)
- 4.2.5 Use the information in both sources to write a short paragraph to explain how effective the leadership during the 1940s bus boycotts in Alexandra was. (10)  
(26)  
[50]

#### QUESTION 5: THE PERIOD 1948 TO 1976

##### 5.1 THE EFFECT OF THE PASS LAWS ON SOUTH AFRICANS IN THE 1950s

Use Sources 5A, 5B and 5C on how the pass laws affected the lives of South Africans in the 1950s to answer the following questions:

- 5.1.1 Refer to Source 5A. What message does the photographer want to convey regarding the oppression of black South Africans during apartheid in the 1950s? (2 x 2) (4)
- 5.1.2 Use Source 5B.
- (a) What does the extract tell us about the attitude of the prison authorities in the 1950s? (2)
- (b) Explain your answer using evidence from the source. (2 x 2) (4)

- 5.1.3 Gebruik Bronne 5A, 5B en 5C.
- (a) Volgens jou mening, dink jy dat die paswetoortreders as misdadigers beskou moes word? Gee 'n rede vir jou antwoord. (2)
- (b) Deur bewyse uit die bronne aan te haal, verduidelik hoe paswetoortreders behandel is. (3 x 2) (6)
- 5.1.4 Verwys na Bron 5C. Watter rede het Motsoaledi vir die verkeerde spelling van sy naam gegee? (2)
- 5.1.5 Gebruik die inligting uit al die bronne en jou eie kennis. Skryf 'n paragraaf oor die uitwerking van die paswette op die lewens van die mense van Suid-Afrika. (10)  
(30)

## 5.2 DIE UITWERKING VAN DIE WET OP GROEPSGEBIEDE OP DIE MENSE VAN SOPHIATOWN IN DIE 1950's

Gebruik Bronne 5D, 5E en 5F oor hoe die implementering van die Wet op Groepsgebiede die mense van Sophiatown beïnvloed het om die volgende vrae te beantwoord:

- 5.2.1 Verwys na Bron 5D. Verduidelik die oogmerk van dr. Malan se Groepsgebiede-wetsontwerp. (2 x 2) (4)
- 5.2.2 Verwys na Bron 5E. Die regering het dikwels gesê dat mense vrywilliglik geskuif het. Hoe weerlê hierdie bron dit? (3 x 2) (6)
- 5.2.3 Verwys na Bron 5E. Wat was die betekenis van die verbod op 'byeenkomste' of vergaderings deur die regering? (2 x 2) (4)
- 5.2.4 Bestudeer Bron 5F.
- (a) Wat is die 'storie' wat deur die fotograaf vertel word? (2 x 1) (2)
- (b) Wat is die fotograaf se doel met die vertel van hierdie storie? (2 x 2) (4)  
(20)  
[50]

- 5.1.3 Use Sources 5A, 5B and 5C.
- (a) In your opinion, do you think that pass law offenders should have been regarded as criminals? Give a reason for your answer. (2)
- (b) Quoting evidence from the sources, explain how pass law offenders were treated. (3 x 2) (6)
- 5.1.4 Refer to Source 5C. What reason did Motsoaledi give for the misspelling of his name? (2)
- 5.1.5 Use the information from all the sources and your own knowledge. Write a paragraph on the impact of the pass laws on the lives of the people in South Africa. (10)  
(30)

## 5.2 THE EFFECT OF THE GROUP AREAS ACT ON THE PEOPLE OF SOPHIATOWN IN THE 1950s

Use Sources 5D, 5E and 5F on how the Group Areas Act affected the people of Sophiatown to answer the following questions:

- 5.2.1 Refer to Source 5D. Explain the intention of Dr Malan's Group Reservation Bill. (2 x 2) (4)
- 5.2.2 Refer to Source 5E. The government often said people moved willingly. How does this source contradict this? (3 x 2) (6)
- 5.2.3 Refer to Source 5E. What was the significance of banning 'assemblies' or gatherings by the government? (2 x 2) (4)
- 5.2.4 Study Source 5F.
- (a) What is the 'story' being told by the photograph? (2 x 1) (2)
- (b) What was the photographer's aim in telling this story? (2 x 2) (4)
- (20)**  
**[50]**

**VRAAG 6: DIE PERIODE 1976 TOT 1994****6.1 DIE UITWERKING VAN DIENSPLIG OP SUID-AFRIKANERS IN DIE 1980's**

Gebruik Bronne 6A, 6B en 6C oor die uitwerking van diensplig op Suid-Afrikaners om die volgende vrae te beantwoord:

- 6.1.1 Bestudeer Bron 6A. Waarom het hierdie verklaring geëis dat diensplig beëindig moes word? (4 x 1) (4)
- 6.1.2 Verwys na Bron 6A. Wat is die morele kwessies/mense-regtekwessies wat deur hierdie verklaring beklemtoon word? (3 x 2) (6)
- 6.1.3 Bestudeer Bron 6B. Watter boodskap probeer die plakkaat oordra? (3 x 2) (6)
- 6.1.4 Verwys na Bron 6C.
- (a) Wat was die regering se verklaarde doelwit met diensplig? (2 x 2) (4)
- (b) Hoe beskryf hierdie pamflet die doel van diensplig? (3 x 2) (6)
- 6.1.5 Gedurende die 1980's het jong mans wat geweier het om diensplig te doen, tronkstraf van tot ses jaar in die gesig gestaar. 'n Paar jong mans is op grond van godsdienstige redes vrygestel. Vir die meeste was die enigste alternatief egter om die land te verlaat en in ballingskap te leef.
- As jy na Standaard 10 (Graad 12) gedwing was om na die weermag te gaan, watter opsie dink jy sou jy moontlik gekies het? Verwys na die inligting in die bronne om jou te help om die redes vir jou keuse te verduidelik. (10)
- (36)

**QUESTION 6: THE PERIOD 1976 TO 1994****6.1 THE IMPACT OF CONSCRIPTION ON SOUTH AFRICANS IN THE 1980s**

Use Sources 6A, 6B and 6C on the impact of conscription on South Africans to answer the following questions:

- 6.1.1 Study Source 6A. Why did this declaration call for an end to conscription? (4 x 1) (4)
- 6.1.2 Refer to Source 6A. What are the moral issues/human rights issues being highlighted by this declaration? (3 x 2) (6)
- 6.1.3 Study Source 6B. What message does the poster try to convey? (3 x 2) (6)
- 6.1.4 Refer to Source 6C.
- (a) What was the government's declared purpose in having conscription? (2 x 2) (4)
- (b) How does this pamphlet describe the purpose of the conscription? (3 x 2) (6)
- 6.1.5 In the 1980s the young men who refused to do military service were faced with the prospect of a prison sentence of up to six years. A few young men were exempted on religious grounds. However, for the most, the only other alternative was to leave the country and go into exile.
- If you had been faced with having to go into the army after Standard 10 (Grade 12), which of the options do you think you might have chosen? Refer to the information in the sources to help explain the reasons for your choice. (10)
- (36)**

**6.2 DIE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) SE STANDPUNT OOR NIE-RASSIGHEID**

Gebruik Bron 6D oor die Congress of South African Students se standpunt oor nie-rassigheid om die volgende vrae te beantwoord:

- |       |   |             |
|-------|---|-------------|
| 6.2.1 | Wat was die probleme wat deur Wantu Zenzile geïdentifiseer is wat die stigting van 'n nie-rassige studenteliggaam verhoed het? (4 x 1)  | (4)         |
| 6.2.2 | Hoe het Wantu Zenzile voorgestel dat hierdie probleme hanteer moet word? (3 x 2)  | (6)         |
| 6.2.3 | Hoe pas die manier waarop Zenzile voorgestel het dat rassisme hanteer moet word, in by die COSAS-slagspreuk 'Elkeen, leer een'? (2 x 2) | (4)         |
|       |   | <b>(14)</b> |
|       |   | <b>[50]</b> |
|       | <b>TOTAAL:</b>  | <b>200</b>  |



**6.2 THE CONGRESS OF SOUTH AFRICAN STUDENTS' (COSAS) VIEW ON NON-RACISM**

Use Source 6D on the Congress of South African Students' view on non-racism to answer the following questions:

- |       |   |               |             |
|-------|---|---------------|-------------|
| 6.2.1 | What were the problems identified by Wantu Zenzile that prevented the formation of a non-racial student body? | (4 x 1)       | (4)         |
| 6.2.2 | How did Wantu Zenzile propose to deal with these problems?  | (3 x 2)       | (6)         |
| 6.2.3 | How does the way Zenzile proposed to deal with racism fit in with the COSAS slogan 'Each one, teach one'?     | (2 x 2)       | (4)         |
|       |   |               | <b>(14)</b> |
|       |   |               | <b>[50]</b> |
|       |   | <b>TOTAL:</b> | <b>200</b>  |