



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

STANDARD GRADE
STANDAARDGRAAD

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503-2/1

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

Marks: 150
Punte : 150



2½ Hours
2½ Ure

This question paper consists of 9 pages and an ADDENDUM of 14 pages.
Hierdie vraestel bestaan uit 9 bladsye en 'n ADDENDUM van 14 bladsye.

X05



INSTRUKSIES AAN KANDIDATE

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

1. Hierdie 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 uit dieselfde tema te beantwoord.
6. Beantwoord DRIE 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:

TERM	BETEKENIS
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 THREE 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:

TERM	MEANING
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 TWEE 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

Bespreek die redes vir die koalisie tussen die Nasionale Party en die Suid-Afrikaanse Party in 1933 en die gevolglike samesmelting in 1934.

[50]

OF

VRAAG 1B

Verduidelik die faktore wat tot die verkiesingsoorwinning van die Nasionale Party in 1948 bygedra het.

[50]

VRAAG 2: DIE PERIODE 1948 TOT 1976

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

VRAAG 2A

Beskryf die aard van die passiewe weerstand teen apartheid in die periode 1948 tot 1958.

[50]

OF

VRAAG 2B

Verduidelik die onderdrukkingsmaatreëls van, en verskerpte weerstand teen, apartheid in Suid-Afrika tussen 1960 en 1976.

[50]

SECTION A: ESSAY QUESTIONS

Answer at least ONE question and not more than TWO 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

Discuss the reasons for the coalition between the National Party and the South African Party in 1933 and the resulting fusion in 1934.

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

Explain the factors which contributed to the election victory of the National Party in 1948.

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

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

QUESTION 2A

Describe the nature of passive resistance to apartheid in the period 1948 to 1958.

[50]**OR****QUESTION 2B**

Explain the repressive measures and intensified resistance to apartheid in South Africa between 1960 and 1976.

[50]

VRAAG 3: DIE PERIODE 1976 TOT 1994

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

VRAAG 3A

Bespreek die bydrae van die vakunies in die stryd om bevryding van Suid-Afrika gedurende die 1980's.

[50]

OF

VRAAG 3B

Beskryf die verzet teen P W Botha se hervormings tussen 1983 en 1989. Bespreek beide interne en eksterne verzet in jou antwoord.

[50]

QUESTION 3: THE PERIOD 1976 TO 1994

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

QUESTION 3A

Discuss the contribution of trade unions during the 1980s to the struggle for liberation in South Africa.

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

Describe the opposition to P W Botha's reforms between 1983 and 1989. In your answer discuss both internal and external opposition.

[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 die ADDENDUM.

VRAAG 4: DIE PERIODE 1924 TOT 1948**4.1 DIE ROL VAN DIE AFRICAN NATIONAL CONGRESS JEUGLIGA (YOUTH LEAGUE - ANCYL) EN ANTON LEMBEDE IN DIE STRYD OM DEMOKRASIE**

Gebruik Bronne 4A, 4B en 4C oor die rol van die African National Congress Jeugliga (ANCYL) en Anton Lembede in die stryd om demokrasie in die beantwoording van die volgende vrae:

- 4.1.1 Volgens Bron 4A, wat het Bopape omtrent die lidmaatskap van die ANC gesê? (2 x 1) (2)
- 4.1.2 Lees Bron 4B.
- (a) Hoekom het die lede van die ANCYL die ANC se nie-rassige beleid bevraagteken? (1 x 2) (2)
- (b) Hoe het die leiers van die ANC op die jeug se houding rakende nie-rassigheid gereageer? (1 x 2) (2)
- 4.1.3 Wat vertel die inligting in Bron 4C ons omtrent Anton Lembede se karakter? (4 x 1) (4)
- 4.1.4 Verwys na Bronne 4B en 4C. Verduidelik hoe Lembede se standpunt oor Afrika nasionalisme verskil het van die ANC s'n. (2 x 2) (4)
- 4.1.5 Gebruik die inligting uit Bronne 4A, 4B, 4C en jou eie kennis. Skryf 'n paragraaf vir jou skool se geskiedenis tydskrif oor die onderwerp: (10)
- 'ANCYL en Anton Lembede: In die stryd om demokrasie.'* (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 ROLE OF THE AFRICAN NATIONAL CONGRESS YOUTH LEAGUE (ANCYL) AND ANTON LEMBEDE IN THE STRUGGLE FOR DEMOCRACY**

Use Sources 4A, 4B and 4C on the role of the African National Congress Youth League (ANCYL) and Anton Lembede in the struggle for democracy to answer the following questions:

- 4.1.1 According to Source 4A, what did Bopape say about the ANC membership? (2 x 1) (2)
- 4.1.2 Read Source 4B.
- (a) Why did the members of the ANCYL question the ANC's policy of non-racism? (1 x 2) (2)
- (b) How did the ANC leadership respond to the concerns of the youth regarding non-racism? (1 x 2) (2)
- 4.1.3 What does the information in Source 4C tell us about Anton Lembede's character? (4 x 1) (4)
- 4.1.4 Refer to Sources 4B and 4C. Explain how Lembede's view on African nationalism differed from the ANC's. (2 x 2) (4)
- 4.1.5 Using the information from Sources 4A, 4B, 4C and your own knowledge. Write a paragraph for your school's history magazine on the topic:
- 'ANCYL and Anton Lembede: In the struggle for democracy.'* (10)
- (24)**

4.2 DIE GEES VAN WEERSTAND VAN DIE 1940's SE BUSBOIKOTTE IN ALEXANDRA

Gebruik Bronne 4D, 4E, 4F en 4G oor die 1940's se busboikotte in Alexandra om die volgende vrae te beantwoord:

- 4.2.1 Volgens Bron 4D, wat het in Alexandra gebeur nadat die busreisgeld na vyf pennies verhoog is? (2 x 1) (2)
- 4.2.2 Lees Bron 4E. Wat vertel hierdie lied vir jou omtrent die gemoedstemming (gevoel en reaksie) van die 1940's se busboikotters van Alexandra? (3 x 2) (6)
- 4.2.3 Bestudeer Bronne 4F en 4G. Hoe het die Alexandra-busboikotters volgens hierdie bronne by die werk gekom? (2 x 1) (2)
- 4.2.4 (a) Ondersteun die bewyse in Bronne 4D en 4E die bewyse in Bronne 4F en 4G? (2)
- (b) Haal aan uit elk van Bronne 4D en 4E om jou antwoord te staaf. (2 x 2) (4)
- 4.2.5 Gebruik die inligting uit al die bronne. Skryf 'n kort paragraaf om die gees van die weerstand van die 1940's se busboikotte in Alexandra te verduidelik. (10)
- (26)
- [50]

VRAAG 5: DIE PERIODE 1948 TOT 1976

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

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

- 5.1.1 (a) Verwys na Bron 5A. Het die Wet op die Afskaffing van Naturellepasse van 1952 beteken dat die dra van passe afgeskaf is? (2)
- (b) Gee redes vir jou antwoord. (4 x 1) (4)

4.2 THE SPIRIT OF RESISTANCE OF THE 1940s BUS BOYCOTTS IN ALEXANDRA

Use Sources 4D, 4E, 4F and 4G on the 1940s bus boycotts in Alexandra to answer the following questions:

- 4.2.1 What, according to Source 4D, happened in Alexandra when the bus fare was increased to five pennies? (2 x 1) (2)
- 4.2.2 Read Source 4E. What does this song tell you about the mood (feeling and reaction) of the 1940s bus boycotters of Alexandra? (3 x 2) (6)
- 4.2.3 Study Sources 4F and 4G. According to these sources, how did the Alexandra bus boycotters get to work? (2 x 1) (2)
- 4.2.4 (a) Does the evidence in Sources 4D and 4E support the evidence in Sources 4F and 4G? (2)
- (b) Quote from each of Sources 4D and 4E to support your answer. (2 x 2) (4)
- 4.2.5 Use the information from all the sources. Write a short paragraph to explain the spirit of the resistance of the 1940s bus boycotts in Alexandra. (10)
- (26)
- [50]

QUESTION 5: THE PERIOD 1948 TO 1976

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

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

- 5.1.1 (a) Refer to Source 5A. Did the Abolition of Passes Act of 1952 mean that the carrying of passes was abolished? (2)
- (b) Give reasons for your answer. (4 x 1) (4)

- 5.1.2 Gebruik Bron 5B.
- (a) Watter kritiek het die Parlements lid op die Paswet gehad? (4 x 2) (8)
- (b) Hoekom beweer die Parlements lid dat die Paswet 'uiters ramspoedig' vir die verhouding tussen swartes en blankes sal wees? (2 x 2) (4)
- 5.1.3 Verwys na Bron 5C.
- (a) Hoe het Elias Motsoaledi gevoel toe hy gearresteer is? (2 x 2) (4)
- (b) Hoekom het Motsoaledi so gevoel? (2 x 2) (4)
- 5.1.4 Lees die paragraaf hieronder oor die belangrikheid van die groen Identiteitsdokument (ID) in Suid-Afrika vandag. Gebruik die inligting uit al die bronne om 'n paragraaf te skryf om die ooreenkomste tussen die Verwysingsboek en die Identiteitsdokument te toon.
- Fani M, 'n vlugteling, vertel van die volgende ervaring toe sy 'n bankrekening in Suid-Afrika wou oopmaak. Sy sê dat die verskillende banke haar meegedeel het dat sy 'n groen ID nodig het om 'n rekening oop te maak. Sy het nie 'n ID nie, want sy is 'n vlugteling. Sy moet voorts 'n belastingbetaler wees om 'n rekening te kan oopmaak, maar om 'n belastingbetaler te wees, het jy 'n groen ID nodig!*
- (S. Gunn and M. Tal: Torn Apart. Thirteen refugees tell their stories)* (8)
- (34)

5.2 DIE IMPAK VAN KLEIN-APARTHEID OP DIE LEWENS VAN SUID-AFRIKANERS

Gebruik Bronne 5D en 5E oor die impak van klein-apartheid op die lewens van Suid-Afrikaners om die volgende vrae te beantwoord:

- 5.2.1 Gebruik Bron 5D (Uittreksel 1). Verduidelik waarom Mary Ferguson onder die Ontugwet gearresteer is. (2 x 1) (2)
- 5.2.2 Verwys na Bron 5D (Uittreksel 2). Hoekom is swart en blanke Suid-Afrikaners nie toegelaat om saam sosiale funksies by te woon nie? (2 x 1) (2)
- 5.2.3 Verwys na Bron 5E. Wat probeer die spotprenttekenaar omtrent die beleid van klein-apartheid beklemtoon? (2 x 2) (4)

- 5.1.2 Use Source 5B.
- (a) What criticisms did the Member of Parliament make against the Pass Laws? (4 x 2) (8)
- (b) Why does the Member of Parliament claim that the Pass Laws would be 'completely disastrous' for the relationships between Africans and Whites? (2 x 2) (4)
- 5.1.3 Refer to Source 5C.
- (a) How did Elias Motsoaledi feel when he was arrested? (2 x 2) (4)
- (b) Why did Motsoaledi feel this way? (2 x 2) (4)
- 5.1.4 Read the paragraph below on the importance of the green Identity Document (ID) in South Africa today. Use the information from all the sources to write a paragraph to show the similarities between the Reference Book and the Identity Document.
- Fani M, a refugee, related the following experience when she tried to open a banking account in South Africa. She said that the different banks told her that she needed a green ID to open an account. She doesn't have an ID because she is a refugee. Furthermore she must be a taxpayer to open an account, but to be a taxpayer, you need a green ID!*
- (S. Gunn and M. Tal: Torn Apart. Thirteen refugees tell their stories)* (8)
- (34)

5.2 THE IMPACT OF PETTY APARTHEID ON THE LIVES OF SOUTH AFRICANS

Use Sources 5D and 5E on the impact of petty apartheid on the lives of South Africans to answer the following questions:

- 5.2.1 Use Source 5D (Extract 1). Explain why Mary Ferguson was arrested under the Immorality Act. (2 x 1) (2)
- 5.2.2 Refer to Source 5D (Extract 2). Why were black and white South Africans not allowed to attend social gatherings together? (2 x 1) (2)
- 5.2.3 Refer to Source 5E. What does the cartoonist try to highlight about the policy of petty apartheid? (2 x 2) (4)

- 5.2.4 Gebruik die inligting van al die bronne en jou eie kennis. Skryf 'n paragraaf oor waarom klein-apartheid onaanvaarbaar (verkeerd) in 'n demokratiese Suid-Afrika sal wees? (8)
(16)
[50]

VRAAG 6: DIE PERIODE 1976 TOT 1994

6.1 DIE ROL VAN DIE UNITED DEMOCRATIC FRONT (UDF) EN INKATHA IN DIE 1980's

Gebruik Bronne 6A, 6B en 6C oor die rol van die UDF en Inkatha in die 1980's om die volgende vrae te beantwoord:

- 6.1.1 Verwys na Bron 6A.
- (a) Wat was TWEE van dr. Allan Boesak se grootste vrese oor die 1983-grondwet? (Enige 2 x 1) (2)
- (b) Wat dink jy was Boesak se TWEE belangrikste sienswyses apartheid? (Enige 2 x 1) (2)
- Verduidelik jou antwoord. (1 x 2) (2)
- (c) Wat was Boesak se kritiek op die regering se veiligheidsmaatreëls? (Enige 2 x 1) (2)
- 6.1.2 Hoe ondersteun die bewyse in Bronne 6A en 6B mekaar in hul sienswyses omtrent die 1983-grondwet? (2 x 2) (4)
- 6.1.3 Verwys na Bron 6C.
- (a) Wat was dr. Buthelezi se houding oor die UDF? (3 x 2) (6)
- (b) Wat was VIER van die dreigemente wat Buthelezi na die vorming van die UDF gemaak het? (4 x 1) (4)
- (c) Verduidelik waarom hy hierdie dreigemente gemaak het. (1 x 2) (2)
- 6.1.4 Gebruik die inligting uit al die bronne. Skryf 'n paragraaf oor die verskillende menings wat in die bronne uitgespreek is oor die rol wat die UDF in die 1980's gespeel het. (8)
(32)

- 5.2.4 Using the information from all the sources and your knowledge, write a paragraph on why petty apartheid would be unacceptable (wrong) in a democratic South Africa?

(8)
(16)
[50]

QUESTION 6: THE PERIOD 1976 TO 1994

6.1 THE ROLE OF THE UNITED DEMOCRATIC FRONT (UDF) AND INKATHA IN THE 1980s

Use Sources 6A, 6B and 6C on the role of the UDF and Inkatha in the 1980s to answer the following questions:

6.1.1 Refer to Source 6A.

- (a) What were TWO of Dr Allan Boesak's main concerns about the 1983 constitution? (Any 2 x 1) (2)
- (b) What do you think were Boesak's TWO most important views on apartheid? (Any 2 x 1) (2)
- Explain your answer. (1 x 2) (2)
- (c) What were Boesak's criticisms of the government's security measures? (Any 2 x 1) (2)

6.1.2 How does the evidence in Sources 6A and 6B support each other in the views about the 1983 constitution? (2 x 2) (4)

6.1.3 Refer to Source 6C.

- (a) What was Dr Buthelezi's attitude towards the UDF? (3 x 2) (6)
- (b) What were FOUR of the threats made by Buthelezi after the formation of the UDF? (4 x 1) (4)
- (c) Explain why he made these threats. (1 x 2) (2)

6.1.4 Use the information from all sources. Write a paragraph on the different views expressed in the sources on the role played by the UDF in the 1980s.

(8)
(32)

6.2 DIE UITDAGINGS WAT VIR DIE NUWE SUID-AFRIKA IN 1994 VOORGELê HET

Gebruik Bron 6D wat fokus op die uitdagings wat vir die nuwe Suid-Afrika in 1994 voorgelê het om die volgende vrae te beantwoord:

- | | | | |
|-------|---|----------------|-------------|
| 6.2.1 | Hoe stel die spotprenttekenaar die verhouding tussen dr. Mandela en F W de Klerk voor? | (2 x 2) | (4) |
| 6.2.2 | Hoekom word die vorige eerste ministers en presidente voorgestel asof hulle negatief reageer op die nuwe president? | (2 x 2) | (4) |
| 6.2.3 | Maak 'n lys van VIER probleme, aangedui in die spotprent, waarmee die regering te make gekry het. | (Enige 4 x 1) | (4) |
| 6.2.4 | Verduidelik die mate waartoe hierdie probleme vandag te bowe gekom is. | | (6) |
| | | | (18) |
| | | | [50] |
| | | TOTAAL: | 150 |

6.2 THE CHALLENGES FACING THE NEW SOUTH AFRICA IN 1994

Use Source 6D that focuses on the challenges that the new South Africa faced in 1994 to answer the following questions:

- | | | | |
|-------|--|---------------|-------------|
| 6.2.1 | How does the cartoonist depict the relationship between Dr Mandela and F W de Klerk? | (2 x 2) | (4) |
| 6.2.2 | Why are the former prime ministers and presidents shown as reacting negatively to the new president? | (2 x 2) | (4) |
| 6.2.3 | List FOUR problems suggested in the cartoon that the government had to deal with. | (Any 4 x 1) | (4) |
| 6.2.4 | Explain the extent to which these problems have been overcome today. | | (6) |
| | | | (18) |
| | | | [50] |
| | | TOTAL: | 150 |