



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**SENIOR CERTIFICATE EXAMINATION - 2005**

**HISTORY P1**

**STANDARD GRADE**

**OCTOBER/NOVEMBER 2005**

**Marks: 150**

**2½ Hours**

**This question paper consists of 8 pages and an ADDENDUM of 11 pages.**



**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 (6) essay questions.
3. SECTION B consists of THREE (3) source-based questions. Source material to be used to answer these questions is in the ADDENDUM.
4. You are allowed to answer ONE (1) essay question and ONE (1) source based question from the same theme.
5. Do NOT answer TWO (2) essay questions from the same theme.
6. Answer THREE (3) questions.
  - 6.1 At least ONE (1) must be an essay question and at least ONE (1) must be a source-based question.
  - 6.2 YOU MUST ANSWER AT LEAST ONE (1) QUESTION FROM THE COMPULSORY THEME: THE PERIOD 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.



**SECTION A: ESSAY QUESTIONS**

Answer at least ONE (1) question and not more than TWO (2) 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**

Describe the steps taken by General JBM Hertzog to secure South Africa's constitutional independence in the period 1926 to 1934.

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

Explain the circumstances which enabled Dr DF Malan of the National Party to become Prime Minister of South Africa in 1948.

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

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

**QUESTION 2A**

Discuss the passive resistance campaigns in South Africa from 1948 to 1958 as a brave attempt by the oppressed people to challenge the might of the apartheid 'regime'.

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

Describe the period of militant resistance from Sharpeville (1960) to Soweto (1976).

**[50]**

**QUESTION 3: THE PERIOD 1976 TO 1994**

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

**QUESTION 3A**

Discuss the role played by the trade union movements in the struggle against the apartheid government during the 1980s.

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

Describe how the political challenges of the early 1990s were overcome by the process of negotiations leading to a democratic South Africa in 1994.

**[50]**

**SECTION B: SOURCE-BASED QUESTIONS**

Answer at least ONE (1) 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 HOW DID THE PROCESS OF URBANISATION AFFECT BLACK SOUTH AFRICANS IN THE 1940s?**

Use Sources 4A, 4B and 4C to answer the following questions:

4.1.1 Refer to Source 4A.

- a) Why was it not possible for Mashini to educate herself beyond Standard Eight (tenth grade)? (2 x 1) (2)
- b) Why was Mashini regarded as a product of forced removals? (2 x 2) (4)
- c) Explain why the government was not in sympathy with the suffering experienced by Mashini and her parents. (2 x 2) (4)

4.1.2 Using Source 4B, describe the conditions under which black South Africans lived in the 1940s. (4 x 1) (4)

4.1.3 In what way does *Bantu World* (Source 4B) confirm Mashini's experience given in Source 4A? (2 x 2) (4)

4.1.4 Using the evidence from Source 4B, explain why the newspaper is not in support of the government's policy of forced removals. (3 x 2) (6)

4.1.5 Use Source 4C to answer the following.

- a) What were the differences between Walter Sisulu's and W Carr's views on James Mpanza? (4 x 2) (8)
- b) Explain why they differed in their views of James Mpanza. (3 x 2) (6)

4.1.6 Using all the sources and your own knowledge, write a paragraph of about 15 lines on how urbanisation affected black South Africans living in 'informal' (shack) settlements in the 1940s. (12)

**[50]**



**QUESTION 5: THE PERIOD 1948 TO 1976****5.1 WHAT WERE THE REASONS FOR AND REACTIONS TO THE FREEDOM CHARTER IN THE 1950s?**

Use Sources 5A, 5B and 5C to answer the following questions:

- 5.1.1 Refer to 5A.
- Why was it necessary for the ANC to co-operate with other groups, especially whites, in the drawing up of the Freedom Charter? (2 x 2) (4)
  - Explain how Pieter Beyleveld's presence helped to change the thinking that the Freedom Charter was anti-white. (2 x 2) (4)
  - What action did the government take against the key delegates who attended the meeting in 1955? (2 x 1) (2)
  - Explain the accuracy of the government statement that the Congress delegates wanted to overthrow the government by violent means. (2 x 2) (4)
  - Why did the government regard the Freedom Charter as a "radical" and "revolutionary" document? (2 x 3) (6)
- 5.1.2 Refer to Source 5B. What role did the volunteers play during the Congress of the People? (2 x 2) (4)
- 5.1.3 In what way does Source 5B support the evidence in Source 5A? (2 x 2) (4)
- 5.1.4 Refer to Source 5C.
- What were the Africanists' criticisms of the Freedom Charter? (2 x 2) (4)
  - Why did the Africanists challenge the statement that "South Africa belongs to all who live in it, black and white" in their resistance against apartheid? (2 x 2) (4)
  - In what ways were the Africanists' idea of the struggle within South Africa similar to the rest of the African continent? (2 x 2) (4)
- 5.1.5 We are commemorating 50 years of the Freedom Charter. Using information from all the sources and your own knowledge, write a paragraph of about 15 lines on the importance of the Freedom Charter in the present - day South Africa. (10)

**[50]**

**QUESTION 6: THE PERIOD 1976 TO 1994****6.1 WHY DID THE SOUTH AFRICAN GOVERNMENT IMPOSE THE STATE OF EMERGENCIES IN THE 1980s?**

Study Sources 6A, 6B and 6C to answer the following questions:

- 6.1.1 Refer to Source 6A. Explain the reasons for this State of Emergency. (2 x 2) (4)
- 6.1.2 Using the information in Source 6A identify any THREE (3) powers that the police and security forces had under the State of Emergency. (3 x 1) (3)
- 6.1.3 Refer to Source 6B. Explain how Colin Eglin reacted to the State of Emergency. (2)
- 6.1.4 Study Source 6C:
- a) Describe in your own words how June Mlangeni felt about the State of Emergency. (2 x 2) (4)
- b) What concerns did parents have about their children in detention under the State of Emergency? (2 x 2) (4)
- c) What were the THREE demands made by the women? (3 x 1) (3)
- 6.1.5 Using the statement "NO to a permanent emergency" in Source 6B, together with information from the other sources and your own knowledge, write a paragraph of about 12 lines on why you support or reject this statement. (10)  
**(30)**

**6.2 HOW DID DETENTIONS WITHOUT TRIAL AFFECT SOUTH AFRICANS IN THE 1980s?**

Study Sources 6D and 6E to answer the following questions:

- 6.2.1 Refer to Source 6D.
- a) Explain how useful Source 6D is in providing details about detentions without trial in the 1980s. (2 x 1) (2)
- b) The statistics given in Source 6D indicate that 2 106 out of 11 515 detainees in 1985 were children under the age of 16. What does this tell you about the government's attitude towards the rights of black children? (3 x 2) (6)



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|       |   |                     |             |
|-------|---|---------------------|-------------|
| 6.2.2 | Using statistics from Source 6D, explain whether the State of Emergency was effective in suppressing (putting down) black resistance. | (2 x 2)             | (4)         |
| 6.2.3 | What according to Berry in Source 6E, were the FOUR "BLACK FRUSTRATIONS"?   | (4 x 1)             | (4)         |
| 6.2.4 | Explain why detentions, as compared to the other "BLACK FRUSTRATIONS", were the most feared amongst South Africans in the 1980s.      |                     | (4)         |
|       |   |                     | (20)        |
|       |   |                     | <b>[50]</b> |
|       |   | <b>GRAND TOTAL:</b> | <b>150</b>  |

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**HISTORY P1**

**SG**

**ADDENDUM**

**OCTOBER/NOVEMBER 2005**



**QUESTION 4: THE PERIOD 1924 TO 1948****4.1 HOW DID THE PROCESS OF URBANISATION AFFECT BLACK SOUTH AFRICANS IN THE 1940s?****SOURCE 4A**

This is an extract by Emma Mashini, an activist, describing her early years as she was growing up in Johannesburg.

I was born in 1929 in the city center of Johannesburg, and have lived all my life in the urban areas. I am the one with the least education in a family of six. My eldest sister went to a boarding school and she managed to pass her matric exams there. I was the next eldest, and because my mother wasn't well, I had to assist her at home with my younger sisters, so I couldn't pursue my education any further than standard eight [tenth grade].

I am a product of many forced removals. My father was a dairy man, and he and my mother lived in the backyard of a white family when I was born. Then they moved to a place called Prospect Township – one of the first areas subjected to forced removals in the 1930s. People were forcibly removed from there to Orlando – the place which is called Soweto today. My parents, not wishing to go to Orlando, because it was like a very wild forest at that time, chose to go to Sophiatown. That's where I had my schooling. I went to Bantu High Secondary School – the same school that our Archbishop Desmond Tutu went to. Little did my parents know then that they and others would again be forcibly removed from Sophiatown.

**SOURCE 4B**

This is an extract from the *Bantu World* newspaper which reported on the conditions under which Africans lived in the 1940s.

The landless and homeless people were being evicted from white-owned farms.... because they failed to comply with the intolerable conditions imposed upon them by the farmer. Congestion (crowded) and abject (extreme) poverty drove them out of the reserves. How can starving men and women remain where they cannot obtain food?

Racial housing policies crammed more and more black people into 'locations'. During 1944, residents of Orlando township in Johannesburg became fed up with overcrowded housing conditions and moved onto vacant land nearby. There, they built shacks made out of sticks, sheets of tin and hessian sacks. They were led by a man called James Mpanza, who started the 'Sofasonke' (We shall all die together).



**SOURCE 4C**

Differing viewpoints on James Mpanza, leader of the 'Sofasonke' movement.

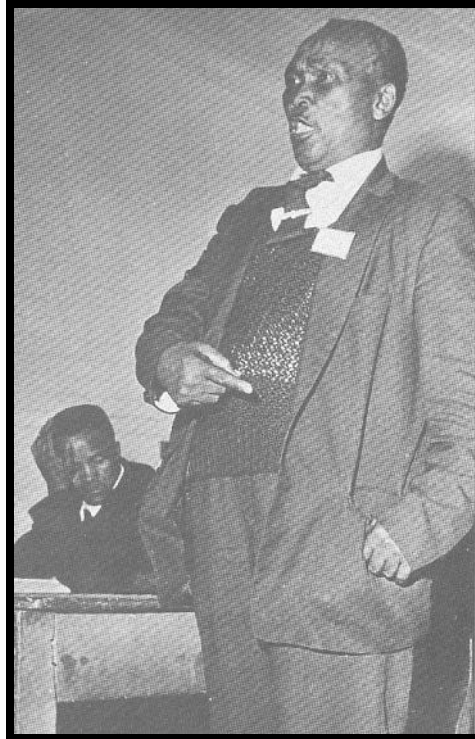
**Statement 1: Walter Sisulu**

J Mpanza was not a political man in the sense in which we are. His work was not recognised by many people. They didn't quite understand it was a militant struggle. He defied, he took the land. He decided that people should build there... At first when he spoke to me as an individual, I thought he was a bit crazy, but when he did it, I was compelled; and in fact got others to help. We went there to help in whatever way he wanted. Dr Xuma (President of the ANC) actually paid twenty-five pounds (approximately fifty rands) to help. That was also the contribution of the ANC.

**Statement 2: W. Carr** (Manager of the Johannesburg City Council's Non-European Affairs):

Mpanza was a criminal; he was a thug. He extorted money from every possible source he could. He was a man of very bad character. He fathered more illegitimate children in that part of the world than anybody before or since. He stole money. He was always drunk. He was an unmitigated pest. He had nothing, nothing, to do with the subsequent development of the area.

**This is a photograph of James Mpanza addressing a meeting in 1944.**



**QUESTION 5: THE PERIOD 1948 TO 1976****5.1 WHAT WERE THE REASONS FOR AND REACTIONS TO THE FREEDOM CHARTER IN THE 1950s?****SOURCE 5A**

This extract focuses on the reasons for the Freedom Charter and the immediate reaction to it.

At the suggestion of the Cape Leader of the African National Congress, Professor ZK Matthews, the African National Congress, the South African Indian Congress, the Congress of Democrats, and the Coloured People's Organisation decided to hold a major national congress in which leftist sympathisers could indicate the changes they desired in South Africa. On 26 June 1955 a "Congress of the People" was held in Kliptown near Johannesburg, and was attended by 2 844 delegates from all over the country. In the absence of Albert Luthuli, the president of the African National Congress, and Dr TM Dadoo, the president of the South African Indian Congress, who were prohibited by banning orders from attending the meeting, a white man, Pieter Beylveid of the Congress of Democrats, was elected chairman. At the meeting a "Freedom Charter", in which a socialist democracy with equal rights for all races was demanded, was adopted. The document begins as follows: 'We, the people of South Africa, declare to all our country and the world to know: that South Africa belongs to all who live in it, black and white, ...'

In the rest of the document the changes desired for South Africa were set out in greater detail. Although the Freedom Charter was free of communist terminology and concepts, it was nevertheless a document which propagated radical, indeed revolutionary, change in South Africa. The propagation of these revolutionary concepts did not please the government. In September 1955, the police searched the homes of hundreds of leftists and seized a large number of documents. These documents were carefully studied and, a year later, in December 1956, 156 persons, both white and non-white (blacks), were arrested on a charge of treason. The charge against them was that they had incited others to overthrow the government by violent means. The accused were released on bail but forbidden to attend political meetings.



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**SOURCE 5B**

This is a photograph of Freedom (Charter) Volunteers wearing posters depicting the Congress wheel, canvassing support for the Congress of the People in 1955.



**SOURCE 5C**

This extract is a response by dissident (dissatisfied) Africanists to the multi-national nature of the People's Congress and the moderateness of the Freedom Charter.

These Africanists broke away from the ANC and formed the Pan Africanist Congress.

In the mid-1940s a group of men within the ANC began calling themselves Africanists. This group included Robert Mangaliso Sobukwe, Potlako Leballo, and Ashley Peter Mda, and was increasingly unhappy with ANC policy in the 1950s. They opposed the multi-racialism of the Congress Alliance; believing that leadership of the struggle for liberation was being taken over by white and Indian communists. They rejected the Freedom Charter, particularly those sections which guaranteed minority interests, and the statement that South Africa belonged to all who lived in it, black and white. They believed in the slogan 'Africa for the Africans', and saw most whites as settlers without valid claim to the land they owned. The Africanists broke away from the ANC in 1958, and in April the following year formally established the PAC. Sobukwe, the leading theoretician among them and a lecturer in African languages at the University of the Witwatersrand, was elected president, with Leballo as national secretary. Most of the other members of the executive of the party were former ANC Youth League members..

The Africanists said that South Africa belonged to the African people; white colonisers had seized much of the land unlawfully. They identified the struggle for freedom in South Africa with that of Africans in other parts of Africa, and wanted to work together with Pan-Africanists elsewhere to establish a United States of Africa. They were inspired by the anti-imperialist leadership of Kwame Nkrumah of Ghana and Tom Mboya of Kenya, whose most famous saying was that whites should 'scram' out of Africa.



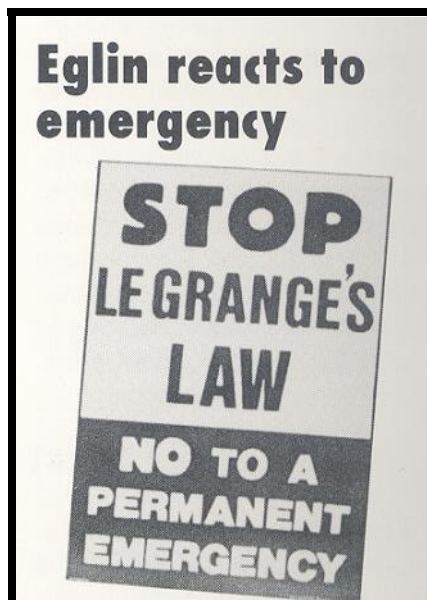
**QUESTION 6: THE PERIOD 1976 TO 1994****6.1 WHY DID THE SOUTH AFRICAN GOVERNMENT IMPOSE THE STATE OF EMERGENCIES IN THE 1980s?****SOURCE 6A**

This is an extract from *Soweto A History* which focuses on reasons for the imposition of the first State of Emergency in South Africa.

From September 1984 to the end of July 1985, some 500 people were killed in the mounting insurrection (uprising) in the country, but more than 60 per cent of the victims died at the hands of the security forces. On 21 July 1985, State President PW Botha stood before the television cameras and declared a State of Emergency. Under the new Emergency regulations, the powers of the police and army were virtually unlimited and they were given the authority to search homes and to arrest and interrogate people. They were protected from prosecution and, should any matter land before a court, all they needed to do was to prove that they had carried out their actions 'in good faith'. The police were also able to censor the media and news broadcasts.

**SOURCE 6B**

This is a poster from *The Star* newspaper that was published on 13 June 1986, on the reaction to the imposition of the State of Emergency by Colin Eglin, Leader of the Opposition.



**SOURCE 6C**

This is part of a press statement that was presented by June Mlangeni of the Federation of Transvaal Women (FEDTRAW) at a press conference on 11 December 1987. It was done to mark 18 months of the State of Emergency and to launch the 'Unlock Apartheid's Jails' campaign.

My dear brothers and sisters, we are facing 18 months of a siege as people; this way of life which forces us to live like caged animals in our homes is called a State of Emergency. As women we have to put up with our homes being raided by strangers. We constantly wait for the knock on the door at ungodly hours, that knock which will take yet another child.

We sit in our homes day after day wondering what is happening to our children who are in prison and those who live as moles (spies) underground because they must continue with our struggle. The effect of this type of worry causes the worst heartbreak any person can endure.

... At home the children's absence creates problems for the family and the daughters who are detained create worry because of the constant fear that they may be raped or killed by the police. The fear that other children may be accused by a legal system which protects the rights of a minority is always there.

The Emergency detainees can only be visited once every 14 days for 30 minutes – we are being robbed of watching our children grow and they are locked away from us. The State of Emergency affects even this part of our [mothers] lives – when we visit children we have to take unpaid leave – this only means less food can be bought.

No government has the right to do this to human beings who ask only for what is rightly theirs: Freedom!

We as women say:

- Away with the State of Emergency
- Unban the organisation of the people and give our leaders back to us
- No State of Emergency will ever crush the will of the people of South Africa!






**6.2 HOW DID DETENTIONS WITHOUT TRIAL AFFECT SOUTH AFRICANS IN THE 1980s?**

**SOURCE 6D**

This is a poster produced by the Students Community Action Group that was printed in 1986. It gives details of South Africans in detention.



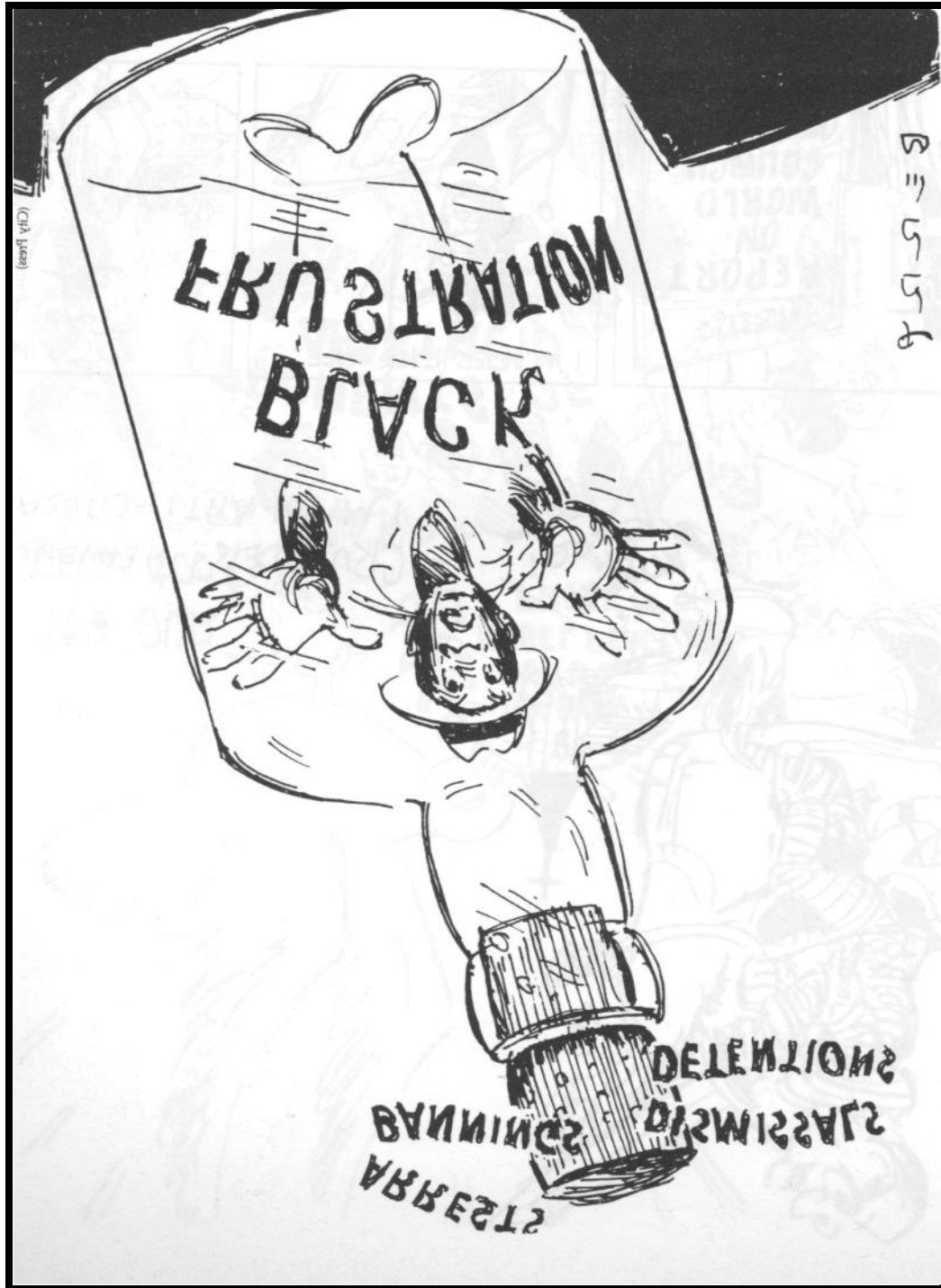
|  |               |
|--|---------------|
| Detentions under emergency regulations in 1985   | 7 878         |
| Detentions under security legislation in 1985    | 3 637         |
| <b>TOTAL DETENTIONS 1985</b>                     | <b>11 515</b> |
| Children under 16 detentions                     | 2 106         |
| <b>UCT Report: 1985</b>                          |               |
| Number arrested for political reasons            | 25 000        |
| Number tried                                     | 1 409         |
| Number convicted                                 | 35            |
| Number banned                                    | 16            |
| Number tortured                                  | 83            |
| <b>Daily Death Rates shown as a percentage %</b> |               |
| - Prior to emergency                             | 1, 68         |
| - Since emergency                                | 3, 68         |
| - Since press clampdown                          | 4, 10         |
| - For 1986                                       | 5, 47         |

**NATIONAL DETAINEES DAY**



**SOURCE 6E**

This cartoon entitled 'BLACK FRUSTRATION' by Abe Berry depicts the effects of the State of Emergency on black South Africans in the 1980s.



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## ACKNOWLEDGEMENTS

Extracts and visual sources used in this addendum were taken from the following publications:

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