



DEPARTMENT OF EDUCATION
REPUBLIC OF SOUTH AFRICA

DEPARTEMENT VAN ONDERWYS
REPUBLIEK VAN SUID-AFRIKA

SENIOR CERTIFICATE EXAMINATION - 2004
SENIORSERTIFIKAAT-EKSAMEN - 2004

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

HIGHER GRADE
HOËR GRAAD

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503-1/1

Marks: 200
Punte : 200

3 Hours
3 Ure

This question paper consists of 9 pages and an ADDENDUM of 18 pages.
Hierdie vraestel bestaan uit 9 bladsye en 'n ADDENDUM van 18 bladsye.

HISTORY HG: Paper 1
Question Paper & Addendum



503 1 1

HG



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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 (6) opstelvrae.
3. AFDELING B bestaan uit DRIE (3) brongebaseerde vrae. Bronmateriaal wat gebruik moet word om hierdie vrae te beantwoord, is in die ADDENDUM.
4. MOENIE TWEE (2) opstelvrae uit dieselfde tema beantwoord NIE.
5. Jy word toegelaat om EEN (1) opstelvraag en EEN (1) brongebaseerde vraag uit dieselfde tema te beantwoord.
6. Beantwoord VIER (4) vrae.
 - 6.1 Minstens EEN (1) moet 'n opstelvraag wees en minstens EEN (1) moet 'n brongebaseerde vraag wees.
 - 6.2 Jy moet minstens EEN (1) 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 (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. Do NOT answer TWO (2) essay questions from the same theme.
5. You are allowed to answer ONE (1) essay question and ONE (1) source-based question from the same theme.
6. Answer FOUR (4) 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: 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 (1) vraag en nie meer as DRIE (3) 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

Generaal J B M Hertzog was vasbeslote om sy termyn as Eerste Minister te gebruik om Suid-Afrika se soewereine onafhanklikheid erken te kry.

Stem jy met hierdie stelling saam? Gebruik relevante gebeure vanaf 1924 tot 1934 om jou antwoord te ondersteun.

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

Die Verenigde Party is gevorm deur die samesmelting van partye met diepgaande ideologiese verskille. Met die uitbreek van die Tweede Wêreldoorlog in 1939 was hierdie politieke alliansie bestem om te misluk.

Analiseer hierdie stelling deur te verwys na die ideologiese verskille en die redes vir die ontstaan sowel as die skeuring van die Verenigde Party.

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

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

VRAAG 2A

Evalueer die bydraes van dr. D F Malan, adv. J G Strijdom en dr. H F Verwoerd tot die stigting van 'n 'slegs blankes'-republiek in Suid-Afrika in 1961.

[50]**OF**

SECTION A: ESSAY QUESTIONS

Answer at least ONE (1) question and not more than THREE (3) 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

General J B M Hertzog was determined to use his term of office as Prime Minister to have South Africa's sovereign independence recognised.

Do you agree with this statement? Use relevant events from 1924 to 1934 to support your argument.

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

The United Party was formed by the merging (coming together) of parties with deep-rooted ideological differences. When the Second World War broke out in 1939 this political alliance was bound to fail.

Analyse this statement by referring to the ideological differences and the reasons for the formation as well as the split of the United Party.

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

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

QUESTION 2A

Evaluate the contributions of Dr D F Malan, Adv. J G Strijdom and Dr H F Verwoerd to the establishment of a 'whites-only' republic in South Africa in 1961.

[50]**OR**

VRAAG 2B

Die Sharpeville-massamoord en die reaksie van die Nasionale Party-regering het die African National Congress en Pan Africanist Congress gedwing om hulle weerstandstrategie te wysig.

Stem jy met hierdie stelling saam? Verwys na die relevante gebeure vanaf 1960 tot 1976 om jou standpunt te verduidelik.

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

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

VRAAG 3A

Die United Democratic Front, as 'n grondvlak- en gemeenskapsgebaseerde organisasie, was die enigste interne beweging wat effektiewe massaweerstand teen P W Botha se beleid van totale strategie tussen 1983 en 1989 gebied het.

Bepaal die geldigheid van hierdie stelling deur bewyse uit die periode te gebruik om jou antwoord te staaf.

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

Ten spyte van geweld en onrus tussen 1990 en 1994 het die mense van Suid-Afrika 'n demokratiese 'wonderwerk' deur politieke onderhandelinge bewerkstellig.

Stem jy met hierdie stelling saam? Gebruik spesifieke gebeure vanaf 1990 tot 1994 om jou argument te ondersteun.

[50]

QUESTION 2B

The Sharpeville massacre and the reaction of the National Party government compelled (forced) the African National Congress and Pan Africanist Congress to change their resistance strategies.

Do you agree with this statement? Refer to relevant events from 1960 to 1976 to explain your point of view.

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

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

QUESTION 3A

The United Democratic Front, as a grassroots and community-based organisation, was the only internal movement that provided effective mass resistance against P W Botha's policy of total strategy between 1983 and 1989.

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

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

Despite violence and turmoil between 1990 and 1994, the people of South Africa were able to achieve a democratic 'miracle' through political negotiations.

Do you agree with this statement? Use specific events from 1990 to 1994 in support of your argument.

[50]

AFDELING B: BRONGEBASEERDE VRAE

Beantwoord ten minste EEN (1) 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 INVLOED VAN DIE POLITIEK OP DIE ONDERWYS VIR SWART SUID-AFRIKANERS GEDURENDE DIE 1940's**

Gebruik Bronne 4A en 4B oor die invloed van politiek op die onderwys gedurende die 1940's om die volgende vrae te beantwoord:

- 4.1.1 Verwys na Bron 4B. Watter regte, volgens dr. Language, het Bopape geëis? (2 x 1) (2)
- 4.1.2 Gebruik beide bronne.
- (a) Sou jy sê dat dr. Language (Bron 4B) Bopape se eise ondersteun het? (2)
- (b) Verduidelik jou antwoord. (2 x 2) (4)
- 4.1.3 Bron 4A is gebaseer op 'n onderhoud oor David Bopape.
- (a) Kan ons seker wees dat Luli Callinicos se verslag oor die onderhoud akkuraat is? (2)
- (b) Gebruik bewyse in albei bronne om jou antwoord te verduidelik. (3 x 2) (6)
- 4.1.4 Gebruik die inligting in beide die bronne om 'n paragraaf te skryf waarin jy die volgende vraag beantwoord:
- Wat, volgens hierdie bronne, was die invloed van politiek op onderwys gedurende die 1940's? (8)
- (24)**



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 THE IMPACT OF POLITICS ON EDUCATION FOR BLACK SOUTH AFRICANS DURING THE 1940s**

Use Sources 4A and 4B on the impact of politics on education during the 1940s, to answer the following questions:

- 4.1.1 Refer to Source 4B. Which rights, according to Dr Language, did Bopape demand? (2 x 1) (2)
- 4.1.2 Use both sources.
- (a) Would you say that Dr Language (Source 4B) supported Bopape's demands? (2)
- (b) Explain your answer. (2 x 2) (4)
- 4.1.3 Source 4A is based on an interview about David Bopape.
- (a) Can we be sure that Luli Callinicos reported this interview accurately? (2)
- (b) Use evidence from both sources to explain your answer. (3 x 2) (6)
- 4.1.4 Use the information in both sources to write a paragraph in which you answer the following question:
- What, according to these sources, was the impact of politics on education during the 1940s? (8)
- (24)**



4.2 DIE HOOFKWESSIES VAN DIE ALGEMENE VERKIESING VAN 1948

Gebruik Bronne 4C, 4D en 4E oor die Algemene Verkiesing van 1948 om die volgende vrae te beantwoord:

- 4.2.1 Waarom, volgens Bron 4C, was dit vir Smuts nodig om die kieserkorps te herinner om koers te hou ('Hou Koers')? (3 x 2) (6)
- 4.2.2 Verwys na Bron 4D. Wat sê die spotprenttekenaar oor 'liberalisme'? (3 x 2) (6)
- 4.2.3 Gebruik Bron 4C.
- (a) Watter politieke party, dink jy, het *The Cape Argus* ondersteun? (2)
- (b) Verskaf bewyse uit die bron om jou antwoord te ondersteun. (2 x 2) (4)
- 4.2.4 Gebruik al die bronne. Volgens die inligting in hierdie bronne, wat was sommige van die foute wat Smuts in die tydperk voor die 1948-verkiesing gemaak het? (4 x 2) (8)
- (26)**
[50]

VRAAG 5: DIE PERIODE 1948 TOT 1976**5.1 VERSKILLENDIGE GESIGSPUNTE OOR DIE TOTSTANDKOMING VAN 'n REPUBLIEK IN SUID-AFRIKA IN 1961**

Gebruik Bronne 5A en 5B. Beide het op 31 Mei 1961 verskyn toe die Republiek van Suid-Afrika tot stand gekom het, maar hulle gesigspunte oor die toekoms van Suid-Afrika verskil.

- 5.1.1 Hoe verskil die bronne met betrekking tot hulle gesigspunte oor die toekoms van Suid-Afrika? (2 x 3) (6)
- 5.1.2 Waarom dink jy verskil hulle met betrekking tot hulle gesigspunte oor die toekoms van Suid-Afrika? (1 x 2) (2)
- (8)**



4.2 THE MAIN ISSUES OF THE 1948 GENERAL ELECTION

Use Sources 4C, 4D and 4E on the General Election of 1948 to answer the following questions:

- 4.2.1 Why, according to Source 4C, was it necessary for Smuts to remind the electorate to 'Keep Steady'? (3 x 2) (6)
- 4.2.2 Refer to Source 4D. What is the cartoonist saying about 'liberalism'? (3 x 2) (6)
- 4.2.3 Use Source 4C.
- (a) Which political party do you think *The Cape Argus* supported? (2)
- (b) Provide evidence from the source to support your answer. (2 x 2) (4)
- 4.2.4 Use all sources. According to the information in these sources what were some of the mistakes that Smuts made in the run-up to the 1948 election? (4 x 2) (8)
- (26)**
[50]

QUESTION 5: THE PERIOD 1948 TO 1976**5.1 DIFFERENT VIEWS ON THE ESTABLISHMENT OF A REPUBLIC IN SOUTH AFRICA IN 1961**

Use Sources 5A and 5B. Both appeared on 31 May 1961 when the Republic of South Africa came into being but they differ in their views on the way forward for South Africa.

- 5.1.1 How do the sources differ in their views on the way forward for South Africa? (2 x 3) (6)
- 5.1.2 Why do you think they differed in their views on the way forward for South Africa? (1 x 2) (2)
- (8)**



5.2 DIE DOOD VAN HECTOR PIETERSEN IN DIE 1976-SOWETO-OPSTAND

Gebruik Bronne 5C, 5D en 5E oor die dood van Hector Pietersen om die volgende vrae te beantwoord:

- 5.2.1 Kyk na Bron 5E. Wat, volgens Sam Nzima, het die polisie gedoen direk nadat die leerders (studente) *Nkosi Sikelel' iAfrika* begin sing het? (4 x 1) (4)
- 5.2.2 Bestudeer Bronne 5C en 5D. Beide hierdie foto's is deur Sam Nzima geneem: een het 'n internasionale simbool van onderdrukking en jeugweerstand in Suid-Afrika geword.
- (a) Jy is 'n historikus wat hierdie foto's as bewyse gebruik. Wat is die verskille tussen die twee foto's? (3 x 2) (6)
- (b) Jy is 'n koerantredakteur wat vir die grootste trefkrag soek. Hoekom sou jy die foto in Bron 5D kies en nie die ander een nie? (2 x 2) (4)
- (c) Hoe betroubaar is hierdie foto's as historiese bewyse? Gebruik bewyse uit al die bronne om jou antwoord te verduidelik. (6)
- 5.2.3 Volgens Bron 5E het die fotograaf, Sam Nzima, onmiddellik die nuuswaardigheid van die gebeurtenis raakgesien en sonder om te dink, begin foto's neem. Hy het gesê dat hy nie gestop het om Hector Pietersen te help nie.
- Wat dink jy is die morele plig van fotografe/verslaggewers wanneer hulle met 'n soortgelyke situasie gekonfronteer word? (3 x 2) (6)
- 5.2.4 Gebruik Bron 5E.
- (a) Het Sam Nzima erkenning ontvang vir sy werk (die foto's in Bronne 5C en 5D)? (2)
- (b) Verduidelik jou antwoord. (2 x 2) (4)
- 5.2.5 Een van die kategorieë in die feesvieringe van die 10^{de} herdenking van Suid-Afrika se demokrasie is '*Nooit Weer Nie*'. Gebruik die inligting in al hierdie bronne om 'n paragraaf vir jou skoolkoerant te skryf onder die opskrif:
- 'Soweto 1976 – *Nooit Weer Nie*' (10)

(42)
[50]



5.2 THE DEATH OF HECTOR PIETERSEN IN THE 1976 SOWETO UPRISING

Use Sources 5C, 5D and 5E on the death of Hector Pietersen to answer the following questions:

- 5.2.1 Look at Source 5E. According to Sam Nzima what did the police do directly after the students started to sing *Nkosi Sikelel' iAfrika*? (4 x 1) (4)
- 5.2.2 Study Sources 5C and 5D. Both these photographs were taken by Sam Nzima: one became an international symbol of repression and youth resistance in South Africa.
- (a) You are an historian using these photographs as evidence. What are the differences between these two photographs? (3 x 2) (6)
- (b) You are a newspaper editor looking for the greatest impact. Why would you choose the photograph in Source 5D and not the other? (2 x 2) (4)
- (c) How reliable are these photographs as historical evidence? Use evidence from all sources to explain your answer. (6)
- 5.2.3 According to Source 5E, the photographer, Sam Nzima, immediately saw the newsworthiness of the event and started to take photos without thinking. He said he did not stop to help Hector Pietersen.
- What do you think the moral obligations of photographers/ reporters are, when faced with a similar situation? (3 x 2) (6)
- 5.2.4 Use Source 5E.
- (a) Was Sam Nzima acknowledged for his work (the photographs in Sources 5C and 5D)? (2)
- (b) Explain your answer. (2 x 2) (4)
- 5.2.5 One of the categories for the celebrations of the 10th anniversary of South Africa's democracy is '*Never Again*'. Use the information in all these sources to write a paragraph for your school magazine, entitled:
- 'Soweto 1976 – *Never Again*' (10)
- (42)
- [50]



VRAAG 6: DIE PERIODE 1976 TOT 1994**6.1 P W BOTHA SE HERVORMINGSBELEID**

Gebruik Bronne 6A, 6B, 6C, 6D en 6E oor Botha se hervormingsbeleid om die volgende vrae te beantwoord:

- 6.1.1 Wat, volgens Bron 6A, was Botha se rasionaal (rede) vir die instelling van die hervormingsbeleid? (2 x 1) (2)
- 6.1.2 Gebruik Bron 6B. Verduidelik Aggrey Klaaste se reaksie op die hervormingsbeleid. (1 x 2) (2)
- 6.1.3 (a) Gee Bron 6C, deur Berry, 'n akkurate assessering van Botha se hervormingsbeleid? (2)
- (b) Verduidelik jou antwoord. (1 x 2) (2)
- 6.1.4 Verwys na Bronne 6D en 6E.
- (a) Verduidelik hoe Rian Malan se vader en Oliver Tambo se menings oor die hervormingstrategie van mekaar verskil het. (2 x 2) (4)
- (b) Waarom dink jy het hulle menings verskil? (2 x 2) (4)
- (16)**

6.2 DIE UITWERKING VAN MILITANTHEID VAN WERKERS OP DIE STRYD OM DEMOKRASIE

Gebruik Bronne 6F, 6G en 6H oor die uitwerking van militantheid van die werkers op die stryd om demokrasie om die volgende vrae te beantwoord:

- 6.2.1 Verwys na Bron 6F.
- (a) Waarom, volgens die bron, het die veiligheidsmagte John Gomomo gearresteer? (1 x 2) (2)
- (b) Hoe het die werkers gereageer toe Gomomo gearresteer is? (2 x 2) (4)
- (c) Die veiligheidsmagte het uiteindelik Gomomo en sy kollegas vrygelaat. Waarom dink jy het dit gebeur? (1 x 2) (2)
- 6.2.2 Verduidelik die simboliek van die vuus wat omhoog gehou word in Bron 6G. (2)



QUESTION 6: THE PERIOD 1976 TO 1994**6.1 P W BOTHA'S POLICY OF REFORM**

Use Sources 6A, 6B, 6C, 6D and 6E on Botha's policy of reform to answer the following questions:

- 6.1.1 According to Source 6A what was Botha's rationale (reason) for the introduction of the policy of reform? (2 x 1) (2)
- 6.1.2 Use Source 6B. Explain Aggrey Klaaste's response to the policy of reform. (1 x 2) (2)
- 6.1.3 (a) Does Source 6C by Berry give an accurate assessment of Botha's reform policy? (2)
- (b) Explain your answer. (1 x 2) (2)
- 6.1.4 Refer to Sources 6D and 6E.
- (a) Explain how Rian Malan's father's and Oliver Tambo's views on the reform strategy differed from each other. (2 x 2) (4)
- (b) Why do you think their views were different? (2 x 2) (4)
- (16)**

6.2 THE IMPACT OF WORKER MILITANCY ON THE STRUGGLE FOR DEMOCRACY

Use Sources 6F, 6G and 6H on the impact of worker militancy on the struggle for democracy to answer the following questions:

- 6.2.1 Refer to Source 6F.
- (a) Why, according to the source, did the security forces arrest John Gomomo? (2 x 1) (2)
- (b) How did the workers react when Gomomo was arrested? (2 x 2) (4)
- (c) The security forces eventually released Gomomo and his colleagues. Why do you think this happened? (1 x 2) (2)
- 6.2.2 Explain the symbolism of the raised fist in Source 6G. (2)



- 6.2.3 Gebruik Bronne 6F en 6G. Op watter wyse reflekteer die inligting in hierdie bronne die vakuniebewegings van die 1980's? (2 x 2) (4)
- 6.2.4 Gebruik Bron 6G en jou eie kennis. Wat dink jy beteken die woorde, 'EEN LAND EEN FEDERASIE', op die banier? (1 x 2) (2)
- 6.2.5 Gebruik Bron 6H. Wat het die organiseerders gehoop om met verbruikersboikotte te bereik? (2 x 2) (4)
- 6.2.6 Gebruik Bron 6H en jou eie kennis.
- (a) Was boikotte 'n effektiewe manier van massaweerstand in die 1980's? (2)
- (b) Gee 'n rede vir jou antwoord. (1 x 2) (2)
- 6.2.7 Verwys na Bron 6H.
- (a) Watter TWEE van die ge-itemiseerde woorde (langs 'bullets') dink jy reflekteer die verdrukking in die 1980's die beste? (2 x 1) (2)
- (b) Gee redes vir jou keuse. (2)
- 6.2.8 Gebruik die inligting van die SES ge-itemiseerde punte (langs 'bullets') in Bron 6H en jou eie kennis om 'n kort paragraaf oor die volgende te skryf:
- Ons vier nou 10 jaar van demokrasie in Suid-Afrika. In watter mate dink jy het die nuwe Suid-Afrika die SES kwessies op die plakkaat aangespreek? (6)
- (34)
- [50]

GROOTTOTAAL: 200



- 6.2.3 Use Sources 6F and 6G. In what way does the information in each of these sources reflect the trade union movements in the 1980s?
(2 x 2) (4)
- 6.2.4 Using Source 6G and your own knowledge, what do you think the words 'ONE COUNTRY ONE FEDERATION' on the banner mean?
(1 x 2) (2)
- 6.2.5 Use Source 6H. What were the organisers hoping to achieve with consumer boycotts?
(2 x 2) (4)
- 6.2.6 Use Source 6H and your own knowledge.
- (a) Were boycotts an effective means of popular resistance in the 1980s? (2)
- (b) Give a reason for your answer. (1 x 2) (2)
- 6.2.7 Refer to Source 6H.
- (a) Which TWO of the bulleted words do you think most reflect the repression in the 1980s? (2 x 1) (2)
- (b) Give reasons for your choice. (2)
- 6.2.8 Use the information from the SIX bulleted points in Source 6H and your own knowledge to write a short paragraph on the following:
- We are now celebrating 10 years of democracy in South Africa. To what extent do you think the new South Africa has addressed the SIX issues on this poster? (6)
- (34)
- [50]

GRAND TOTAL: 200

