



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
MID-YEAR EXAM 2019**

MARKS: 100

TIME: 2 hours

This question paper consists 4 of pages and an addendum 5 of pages.



INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE BASED QUESTIONS

QUESTION 1: CIVIL RESISTANCE, 1970s to 1980s: SOUTH AFRICA
The challenge of Black Consciousness to the apartheid state

SECTION B: ESSAY QUESTIONS

QUESTION 2: CIVIL RESISTANCE, 1970s to 1980s: SOUTH AFRICA
The crisis of apartheid in the 1980s

2. This paper is set out of 100. Each question counts 50 marks and they are compulsory.
3. When answering questions, learners are required to demonstrate application of knowledge, skills and insight.
4. Rewriting of the source as answers will disadvantage learners.
5. Source Based Questions should be answered by referring to the addendum provided
6. Start each question on a new page and skip a line after each answer.
7. Write neatly and legibly.



SECTION A: SOURCE BASED QUESTIONS

QUESTION 1: HOW DID THE FORMATION OF THE SOUTH AFRICAN STUDENT ORGANISATION (SASO) CHALLENGE THE APARTHEID REGIME'S POLICY OF BANTU EDUCATION IN THE 1970s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

- 1.1 Consult Source 1A.
- 1.1.1 Why, according to the source, did African students break away from NUSAS? (1 x 2) (2)
State THREE ways in which Biko proposed how 'blacks should take matters into their own hands' (3 x 1) (3)
- 1.1.2
- 1.1.3 Define the concept *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.4 Why do you think Biko stated that black South Africans should free themselves from their 'psychological chains'? (2 x 2) (4)
- 1.2 Study Source 1B.
- 1.2.1 What messages does the cartoon convey about SASO? (2 x 2) (4)
- 1.2.2 Comment on why SASO responded in the manner it did to 'white' students as portrayed in the cartoon. (2 x 2) (4)
- 1.3 Explain how the information in Sources 1A and 1B support each other regarding the formation of SASO. (2 x 2) (4)
- 1.4 Read through Source 1C.
- 1.4.1 What **TWO** pieces of evidence in the source indicate that the influence of SASO was not only confined to students studying at universities? (2 x 1) (2)
- 1.4.2 Name any **FOUR** places in South Africa where SASO branches were established. (4 x 1) (4)
- 1.4.3 Explain the role that 'formation schools' played in the political education of African children in a South African context in the 1970s. (2 x 2) (4)
- 1.4.4 Name any **ONE** leader who graduated from the 'formation schools'. (1 x 1) (1)
- 1.5 Refer to Source 1D.
- 1.5.1 Using the evidence in the source as well as your own knowledge, explain why OR Tiro was expelled from Turfloop university in 1972 (2 x 2) (4)
- 1.5.2 Explain the usefulness of this source to a historian studying the reasons for the expulsion of Tiro from Turfloop university in 1972. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how SASO challenged the apartheid regime's policy of Bantu education in the 1970s. (8)

[50]



QUESTION 2: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

SECTION B: ESSAY QUESTION

N.B. This is the only essay question that should be answered

Your essay should be about THREE pages long.

Explain to what extent the international response to apartheid in South Africa was successful in forcing the South African government to abandon its (apartheid) policies.

[50]

TOTAL 100