



**KWAZULU NATAL DEPARTMENT
OF BASIC EDUCATION**

**HISTORY
GRADE 12**

**REVISION
PROGRAMME**

2010

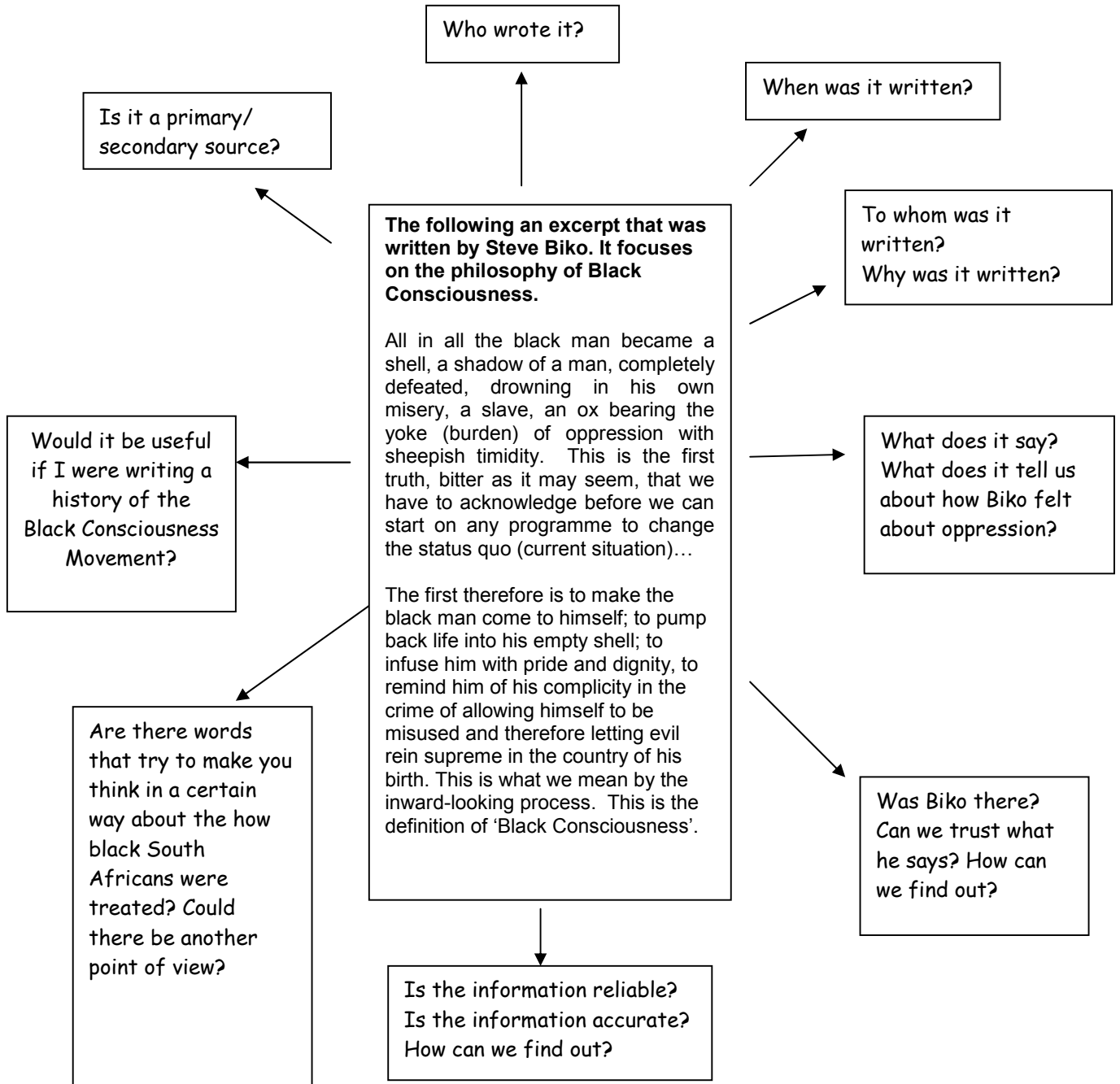
REVISION

FOCUS ON THE FOLLOWING

1. WORKING WITH SOURCES

- Focus on key question
- Variety of sources (about 4)
- How to work with sources?
- Techniques on how to answer questions
- Levels of questions – 1 to 3; linked to a variety of skills from mere extraction to complex interpretation of historical evidence; refer to the mark scheme
- Focus on LOs and ASs

A flow diagram on how to interpret a source



2. WRITING SKILLS

2.1 Paragraph writing

How does one plan a well-structured paragraph?

Text is normally divided into paragraphs in order to clearly structure the thoughts of the writer. Each paragraph usually represents a main idea and starts with the main idea. This is known as the topic sentence and all the other sentences in the paragraph should be related to the main idea, giving supporting evidence, examples, details and explanations. Do not add evidence in a paragraph that is not directly related to the topic within a paragraph. If evidence does not fit in with the paragraph topic it is an indication that it should be in a different paragraph.

There is no rule prescribing the length of a paragraph, but very long paragraphs will exhaust the reader. A very long paragraph can also be divided into two paragraphs each with a topic. The sentences in a paragraph should never be too long or too short. Try to vary the length of the sentences within a paragraph. Within a paragraph the sentences must follow in logical order. The meaning of each sentence should flow from that of the preceding sentence. When these sentences are linked in a paragraph they should form a coherent unit (Brits 1993: 78 – 81).

2.2 How does one plan extended writing?

An essay or assignment should be organised into a number of well-structured paragraphs. Each one of the paragraphs should develop the line of argument indicated in the introductory paragraph and this viewpoint should also be captured in the final paragraph. Extended writing in History tests the ability to interpret a topic/ question/ issue, formulate a logical and reasoned response and to present it in an attractive, readable way.

When one plans extended writing in history various aspects should be kept in mind. They are described below in **five distinct steps** and should be followed meticulously.

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STEP 1 – ANALYSE THE TOPIC/ QUESTION/ ISSUE

- Select the topic/ question/ issue (t/q/i) you are going to answer.
- You should now review what you know about the t/q/i.
- Analyse the t/q/i: carefully read the whole assignment; underline the key words; determine the requirements of the t/q/i.
- Now you must decide what your approach to, or point of view on the t/q/i is going to be.
- The next step is to select from the body of factual material at your disposal that material (evidence) which will help you to support your argument.
- In order to do this you need to distinguish between material which is topic relevant and material which is assignment relevant. The assignment relevant material will help you to support your argument.
- The importance of contrary evidence needs therefore to be downplayed and in some instances to be ignored.

STEP 2 – USE YOUR ANALYSIS

- Use your analysis constantly throughout the extended writing.
- Address the requirements of the assignment in the answer, for example: to agree or disagree with a statement; to establish a link between two series of events; etc.
- Remain focused on the essence of the assignment in your answer. The evidence (assignment relevant material) that you use must support your line of thinking or argument throughout your answer.
- Your ability to remain focused plays an important part in the assessment of your answer.
- The five minutes you spend on planning is not a waste of time because you may actually save time by not repeating yourself when writing.

STEP 3 – START WITH AN INTRODUCTION

- After reading the introduction to your assignment the person who is marking your assignment should know exactly what the assignment is about without having to read the phrasing of the assignment. He/ she should know precisely what the writer regards as the answer to the assignment.
- Keep the introduction short and do not exceed four/ five lines.
- Start to address the requirements of the assignment in the introduction.
- Use key words or phrases from the phrasing of the assignment to increase the focus of your introduction. Do not include background knowledge in the introduction.

STEP 4 – THE BODY OF THE ASSIGNMENT

- This section of the assignment contains the factual evidence that is relevant to the assignment and supports your line of argument or explanation.
- You only include those facts, which are relevant to the assignment.
- You need to explain in each case why you have decided to include the relevant evidence. The information must therefore always be linked to the assignment topic because it needs to substantiate your viewpoint or argument and support the requirements of the assignment.

STEP 5 – END WITH A CONCLUSION

- Always end your assignment with a conclusion to draw the argument or discussion to a close.
- The conclusion must indicate how the evidence included in the writing has been used in support of the argument or viewpoint.
- No new evidence or arguments should be included in the conclusion.
- Keep it short, to the point and do not exceed four/ five lines.

Or you may want to use the following template to help your learners to develop good writing skills.

3. HOW TO WORK WITH SOURCES?

3.1 TASK

- Study the following past question papers
- Critique the key question and the sources provided.
- Check if all the LOs and ASs are covered.
- Check if the appropriate levels of questions were used in the preparation of questions.
- Check if the correct marks were allocated per question.
- Make additions or reset questions that are provided.
- Prepare a detailed marking guideline, especially for the paragraph and extending writing questions.

PAPER ONE:

QUESTION THREE

HOW DID MARTIN LUTHER KING INFLUENCE THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA (USA)?

SOURCE 3A

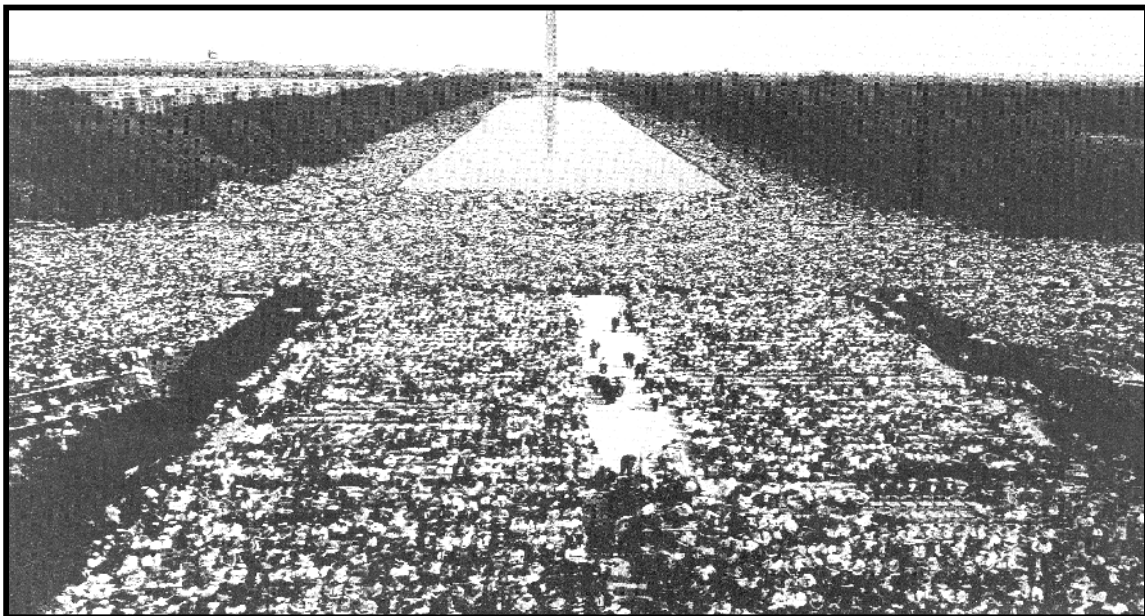
The following source comprises two parts: a written and visual source.

Written Source: This excerpt, which is taken from *Generation of Change* by G. Pergyl focuses on the events leading to the civil rights march from Lincoln Memorial to Washington on 28 August 1963.

They converged from all directions on the nation's capital. On the morning of the march on Washington, 21 chartered trains chugged into the Union Station. More than 100 chartered buses per hour streamed south through the Baltimore, Maryland Tunnel, filled with high-spirited demonstrators singing, 'Woke up this morning with my mind set on freedom.' It was the largest commingling [coming together] of blacks and whites that the country had ever seen - hundreds of thousands filling the vast spaces between the Washington Monument and the Lincoln Memorial to add the weight of their attendance to the cause.

Although many had predicted violence, the masses remained peaceful, almost enraptured [captivated], during a morning of song by movement stalwarts such as Odetta, Joan Baez, and Bob Dylan. The heavy August afternoon air was rent by the stirring words of dozens of speakers, each confined to seven minutes, but the day clearly belonged to the program's final orator, Martin Luther King. Casting aside much of his prepared text, King responded to the impassioned congregation like a preacher that he was...

Visual Source: This photograph taken from *The Civil Rights Movement and the legacy of Martin Luther King JR*, shows part of the approximately 250 000 people who attended the march to the Lincoln Memorial.



SOURCE 3B

This is part of the 'I have a dream' speech that Dr Martin Luther King delivered on the steps of the Lincoln Memorial during the historic march on Washington, 28 August 1963. Taken from *Generation of Change: The Civil Rights Movement in America* by G. Pergyl.

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was the promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness...

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plain of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force; and the marvellous new militancy, which has engulfed the Negro community, must not lead us to a distrust of all white people.

For many of our white brothers, evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And as we talk, we must make the pledge that we shall always march ahead. We cannot turn back...

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, *I still have a dream*. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed, 'We hold these truths to be self-evident, that all men are created equal.' I have a dream that one day on the red hills of Georgia, sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character... [So that one day] all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing the words of the old Negro spiritual 'Free at last! Free at last! Thank God almighty, we are free at last!'

QUESTION 3: HOW DID MARTIN LUTHER KING INFLUENCE THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA (USA)?

Use Sources 3A, 3B and 3C to answer the following questions.

3.1 Refer to Source 3A.

- 3.1.1 What were the circumstances that led to the march to Washington? (1 x 2) (2)
- 3.1.2 Explain what the words 'It was the largest commingling of blacks and whites' tell you about this march. (2 x 2) (4)
- 3.1.3 How did Martin Luther King respond to the gathering at Lincoln Memorial? (1 x 2) (2)
- 3.1.4 After studying the visual source (photograph), explain what you gather about the mass of people at Lincoln Memorial? (1 x 3) (3)
- 3.1.5 Explain which of the two sources (written or visual) is more appropriate to a historian researching the Civil Rights Movement. (2 x 2) (4)

3.2 Use Source 3B.

- 3.2.1 Explain why, in spite of the principles of the Constitution and the Declaration of Independence, the African-American community felt deprived as citizens of the USA. (1 x 3) (3)
- 3.2.2 What do the following words 'meeting physical force with soul force' tell you about King's philosophy? (1 x 3) (3)
- 3.2.3 What do you think was King's intention when he delivered the 'I have a dream' speech? (2 x 2) (4)
- 3.2.4 Using the information from the source and your own knowledge, explain why, according to King, blacks and whites had to share the same destiny? (1 x 2) (2)
- 3.2.5 After reading through the source, briefly explain how the following would have reacted to King's speech:
- (a) African-Americans
(b) Right-wing Americans (2 x 2) (4)

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- 3.3 Using all the sources and your own knowledge write a paragraph of about 6 lines (60 words) explaining the significance of the Civil Rights Movement in the 1960s. (6)
(45)

3.4 EXTENDED WRITING (Your response should be about 2 pages in length)

Answer ONE of the following questions: QUESTION 3.4.1 OR 3.4.2.

- 3.4.1 Martin Luther King ended his 'I have a dream speech' with the following words 'Free at last! Free at last! Thank God Almighty, we are free at last!'

Discuss this statement by making reference to the role and influence of Martin Luther King in the Civil Rights Movement. (30)

OR

- 3.4.2 Using the information from all the sources and your own knowledge, write a report for your local newspaper in which you explain why the Civil Rights march to Lincoln Memorial in 1963 was necessary for the liberation of all Americans. (30)
[75]

ADDITIONAL EXEMPLAR PAPER 2008

QUESTION 4: HOW DID STEVE BIKO'S BLACK CONSCIOUSNESS IDEAS INFLUENCE THE SOUTH AFRICAN LIBERATION STRUGGLE?

SOURCE 4A

The extract below appeared in a SASO newsletter called *I Write What I Like*, September 1979. It was written by Steve Biko and focuses on the philosophy of Black Consciousness.

All in all the black man became a shell, a shadow of a man, completely defeated, drowning in his own misery, a slave, an ox bearing the yoke (burden) of oppression with sheepish timidity. This is the first truth, bitter as it may seem, that we have to acknowledge before we can start on any programme to change the status quo [current situation] ...

The first therefore is to make the black man come to himself; to pump back life into his empty shell; to infuse him with pride and dignity, to remind him of his complicity in the crime of allowing himself to be misused and therefore letting evil reign supreme in the country of his birth. This is what we mean by the inward-looking process. This is the definition of 'Black Consciousness'.

SOURCE 4B

Below is an account of how Black Consciousness ideas spread from the 'black' universities to schools. It is adapted from *Twentieth Century South Africa* by W Beinart.

If university students and writers were the heart of Black Consciousness, school students proved to be its most effective political vanguard [people in the forefront]. Between 1950 and 1975, the number of African children at school rose from around one million to 3,5 million and the proportion at secondary schools from 3 per cent to over 8 per cent. Secondary expansion was especially dramatic between 1965 and 1975 when it increased nearly five-fold to about 280 000. Class sizes averaged over 60 in Soweto schools and reached 100. Under-trained teaching staff in acutely under-resourced schools found it difficult to cope and corporal punishment was commonplace. Schools became sites of expansion, of expectation, of deprivation and of explosive political potential.

The South African Students Organisation (SASO) was responsible for making school students more aware of Black Consciousness ideas. They were responsible for 'conscientising' [making politically conscious] high schools and black university students made a direct impact by taking up teaching posts in Soweto. Onkgopotse Tiro, a Black Consciousness leader who had been expelled from Turfloop University, took up a post teaching history at Morris Isaacson school in Orlando, Soweto. School students were made aware of the history of the struggle and Black Consciousness ideas at debating societies and through the Students Christian Movement, co-curricular activities that were encouraged by the school authorities.

SOURCE 4C

Below is a collage of photographs taken of the Soweto Uprising on 16 June 1976. Taken from *The Soweto Uprisings* by SM Ndlovu.



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PAPER ONE - ADDITIONAL EXEMPLAR PAPER - 2008

QUESTION 4: HOW DID STEVE BIKO'S BLACK CONSCIOUSNESS IDEAS INFLUENCE THE SOUTH AFRICAN LIBERATION STRUGGLE?

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

- 4.1 Refer to Source 4A.
- 4.1.1 What do you understand by the concept of Black Consciousness? (1 x 2) (2)
 - 4.1.2 Explain how Biko justified the need for Black Consciousness. (2 x 2) (4)
 - 4.1.3 What, according to Biko, needs to happen before any real change occurs in South Africa? (1 x 3) (3)
- 4.2 Refer to Source 4B.
- 4.2.1 What evidence in the source suggests that the number of African learners at secondary schools had increased between 1950 and 1975? (2 x 1) (2)
 - 4.2.2 Identify THREE challenges experienced by learners at secondary schools in Soweto. (3 x 1) (3)
 - 4.2.3 Explain how learners were made politically aware at schools in Soweto. (2 x 2) (4)
 - 4.2.4 How did schools contribute to the spread of Black Consciousness ideas? (1 x 2) (2)
 - 4.2.5 Explain whether this source would be useful to a historian studying the influence of Black Consciousness ideas at schools. (2 x 2) (4)
- 4.3 Use Source 4C.
- 4.3.1 Explain how this source complements Source 4B regarding the influence of Black Consciousness at schools. (2 x 2) (4)
 - 4.3.2 What does the photograph of armed policemen tell you about the government's response to 16 June 1976? (1 x 3) (3)
 - 4.3.3 Explain to what extent this source would be considered reliable by a historian investigating the events of the 1976 Soweto Uprising. (2 x 2) (4)
 - 4.3.4 Using the information from the source and your own knowledge, explain how the attitude of black South Africans were influenced by Black Consciousness. (2 x 2) (4)
- 4.4 Using the information from the sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining why schools were used to champion the cause of Black Consciousness. (6)
- 4.5 EXTENDED WRITING (The length of the essay should be about 2 pages)**
- Answer ONE of the following questions: QUESTION 4.5.1 OR 4.5.2.
- 4.5.1 Discuss how the ideas of Biko influenced the Black Consciousness Movement in the liberation struggle in the 1970s. (30)
- OR
- 4.5.2 Using all the sources and your own knowledge write an article for inclusion in a Heritage magazine on the contribution of the Soweto youth to the liberation struggle in South Africa. (30)
- [75]**

PAPER TWO: 2008 NOVEMBER PAPER

QUESTION THREE: WAS IT THE MAGNANIMITY (FAIRNESS) OF DE KLERK THAT PAVED THE WAY FOR A DEMOCRATIC SOUTH AFRICA?

SOURCE 3A

This is an extract from a speech President De Klerk made when he opened parliament on 2 February 1990.

'The General Elections on 6 September 1989 placed our country irrevocably on the road of drastic change. Underlying this is the growing realisation by an increasing number of South Africans that only a negotiated understanding among the representative leaders of the entire population is able to ensure lasting peace ... Today I am able to announce far-reaching decisions in this connection ... The steps that have been decided are the following':

- The prohibition of the African National Congress, the Pan Africanist Congress, the South African Communist Party and a number of subsidiary organisations is being rescinded.
- People serving prison sentences merely because they were members of one of these organisations ... will be identified and released.
- The media emergency regulations as well as the education emergency regulations are being abolished in their entirety .
- The restrictions in terms of the emergency regulations on 33 organisations are being rescinded .
- The period of detention in terms of the security emergency regulations will be limited henceforth to six months .

... the Government has taken a firm decision to release Mr Nelson Mandela unconditionally."

SOURCE 3B

This is an extract from *Long Walk to Freedom*, N. Mandela, 1994.

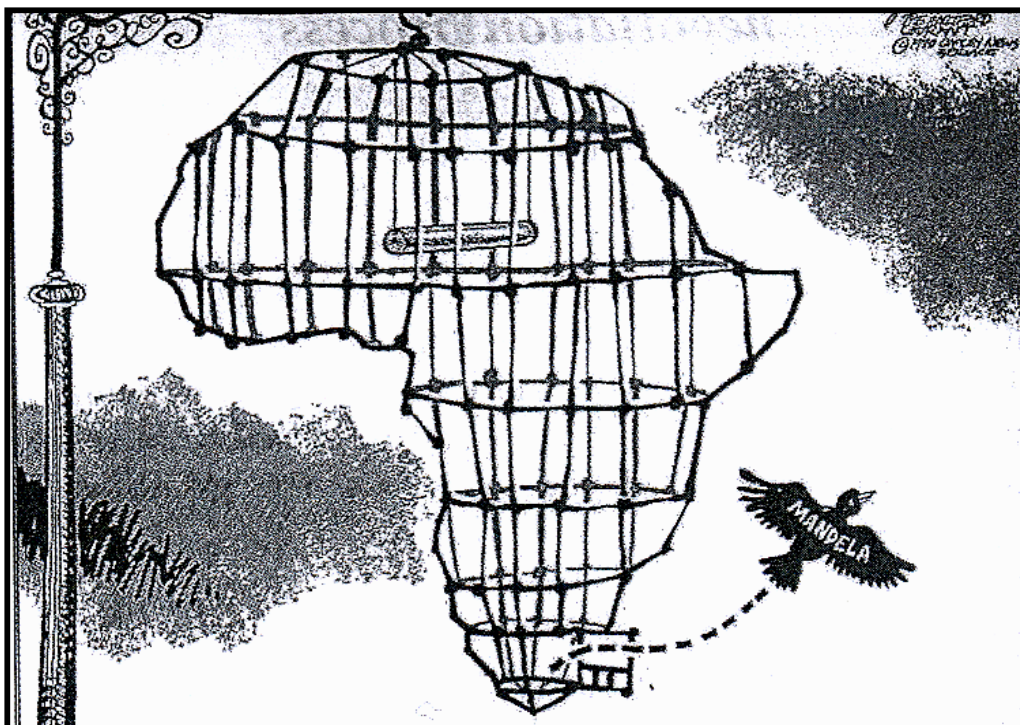
'I told the crowd that apartheid had no future in South Africa, and that the people must not scale down their campaign of mass action. "The sight of freedom looming on the horizon should encourage us to redouble our efforts." I encouraged the people to return to the barricades, to intensify the struggle, that we would walk the last mile together.

The First National Bank stadium was so crowded that it looked as though it would burst. I expressed my delight to be back among them, but I then scolded the people for some crippling problems of urban life. "Students must return to school. Crime must be brought under control." I told them that I heard of criminals masquerading (pretending) as freedom fighters, harassing innocent people and setting alight vehicles, these rogues (crooks) have no place in the struggle. Freedom without civility, Freedom without the ability to live in peace, was not true freedom at all.

I ended by opening my arms to all South Africans with goodwill and good intentions, saying that "no man or woman who abandoned apartheid will be excluded from our movement towards a non-racial, united and democratic South Africa based on one person one vote on a common voters' roll".

SOURCE 3C

This is a cartoon by Bob Engelhart depicting Nelson Mandela as a bird flying out of a cage. It is taken from Nelson Mandela, *Life in cartoons*, 1999.



QUESTION 3: WAS IT THE MAGNANIMITY (FAIRNESS) OF DE KLERK THAT PAVED THE WAY FOR A DEMOCRATIC SOUTH AFRICA?

Study Sources 3A, 3B and 3C to answer the following questions.

- 3.1 Refer to Source 3A.
- 3.1.1 Explain the significance of De Klerk's parliamentary address on 2 February 1990. (2 x 2) (4)
- 3.1.2 What evidence from the source suggests that De Klerk had decided to begin a process of negotiations? (1 x 2) (2)
- 3.1.3 Of all the steps taken by De Klerk, which, in your opinion, was the most important? Support your answer with valid reasons. (3 x 2) (6)
- 3.1.4 Using the information from the source and your own knowledge explain how you think the international community would have reacted to De Klerk's speech. (2 x 2) (4)
- 3.2 Read through Source 3B.
- 3.2.1 Explain the term 'mass action'. (1 x 3) (3)
- 3.2.2 Why did Mandela ask the crowd not to 'scale down their campaign of mass action'? (2 x 2) (4)
- 3.2.3 What do you think was implied by 'we would walk the last mile together'? (1 x 3) (3)
- 3.2.4 Using evidence from the source, explain what makes Mandela a visionary (far-sighted) leader. (2 x 2) (4)
- 3.3 Study Source 3C.
- 3.3.1 What messages are conveyed by this source? (2 x 2) (4)
- 3.3.2 Explain the appropriateness of this source to a historian researching events in South Africa post 1990. (5)
- 3.4 Using the information from the sources and your own knowledge write a paragraph of about 6 lines (about 60 words) for your school history magazine highlighting the significant moments that changed South Africa in 1990. (6) (45)

3.5 EXTENDED WRITING (Your response should be about 2 pages in length)

Answer ONE of the following questions: QUESTION 3.5.1 OR 3.5.2.

3.5.1 'De Klerk's release of Mandela was a turning point in South Africa's history'.

Discuss this statement critically. (30)

OR

3.5.2 Using all the sources and your own knowledge respond to the following newspaper headline:

'It was the magnanimity (fairness) of De Klerk that saved South Africa from ruin and destruction'.

(30)
[75]

1ST EXEMPLAR PAPER 2008

QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) ATTEMPT TO HEAL SOUTH AFRICA FROM ITS DIVIDED PAST?

SOURCE 4A

The following are extracts of viewpoints on the TRC.

Viewpoint 1: By Antjie Krog, a renowned South African writer and poet.

[The TRC] offers us more than a way of decoding the miracle of our times. It has become an intensely illuminating spotlight on South Africa's past. Because it has allowed the past to be told through the personal recollections of those who testify before it... the people who tell these stories, along with the people who listen to them, are living South Africans. They are struggling to find identity for themselves, individually and collectively, within the shadows still cast by their country's brutal history. Many voices of this country were long silent, unheard, often unheeded before they spoke, in their own tongue, at the microphones of South Africa's Truth Commission. The voices of ordinary people... have shaped the passage of history.

Viewpoint 2: By Piet Meiring, a commissioner in the TRC.

Was it worth to come forward? For perpetrators who lived under a cloud for years, the process meant a new life! From the side of some high-profile families of victims there were serious objections. The Biko, Mxenge and Goniwe families, from the Eastern Cape, saw the process as extremely unfair towards the victims. They felt so strongly about it that they fought the amnesty legislation right up to the Constitutional Court. Whether the TRC with its reparation measures will succeed in making it clear to everyone that the gracious amnesty offer to perpetrators is balanced by an equally gracious compensation to victims remains to be seen. The nation will have to be convinced that the process is as 'victim-friendly' as it is 'perpetrator – friendly'.

Viewpoint 3: By Mangosuthu Buthelezi, leader of the Inkatha Freedom Party.

I recognise that we must build a common pool of shared values and a new political identity. I believe that we must expose the truth about the conflicts of the past and create a common historical memory which can inspire our drive towards the future. I believe that we must seek national reconciliation and develop techniques capable of healing the wounds of the past, allowing people to forgive if not to forget. However, I have always expressed my strong reservations that the TRC was the adequate tool to achieve any of such meritorious [praiseworthy] goals.

SOURCE 4B

This cartoon by Zapiro shows Archbishop Desmond Tutu and Alex Borraïne beginning the work of the TRC.



SOURCE 4C

The following are two sets of notes that were submitted by Adriaan Vlok, former Minister of Law and Order and PW Botha, former President of the Republic of South Africa.

Extract 1: TRC notes that was submitted by Adriaan Vlok during his amnesty application.

The applicant, Mr Adriaan Johannes Vlok, states that he was involved in the bombing of Khotso House in Johannesburg after receiving orders from PW Botha to destroy the building... It was felt that Khotso House was being used as a meeting point for the ANC and other anti-apartheid organisations. PW Botha thus ordered Adriaan Vlok to render the building unusable... Mr. Vlok investigated and reported back to Mr Botha that Khotso House was being used as an ANC safe house...Mr Vlok claims that after the building was damaged Mr. Botha congratulated the SAP and Mr Vlok for the operation's success.

Extract 2: This is part of the personal correspondence from former President PW Botha to Archbishop Desmond Tutu, head of the TRC.

Regarding the allegations concerning my so-called involvement in the Khotso House explosion, I wish to state the following: the allegations are to date on untested, unconfirmed and unsubstantiated hearsay [unproven rumours]... there should be no doubt about my position regarding the following: I am not guilty of any deed for which I should apologise or ask for amnesty. I therefore have no intention of doing this. I have nothing to hide.

QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) ATTEMPT TO HEAL SOUTH AFRICA FROM ITS DIVIDED PAST?

Study Sources 4A, 4B and 4C and answer the following questions.

- 4.1 Refer to Source 4A.
- 4.1.1 According to viewpoint 1, how did Antjie Krog view the TRC?(2 x 1) (2)
 - 4.1.2 Viewpoint 1 indicates a number of reasons for the TRC. Give two reasons. (2 x 1) (2)
 - 4.1.3 How did the TRC give an opportunity to voices that were 'long silent, unheard, often unheeded before they spoke'. (1 x 2) (2)
 - 4.1.4 In what way do you think the 'voices of ordinary people... have shaped the passage of history'. (1 x 2) (2)
 - 4.1.5 Refer to viewpoint 2 and explain whether you think it was 'worth it for people to come forward' and disclose the truth at the TRC. (1 x 2) (2)
 - 4.1.6 What evidence is there in viewpoint 2 to suggest that the families of Biko, Mxenge and Goniwe were not in favour of the TRC process? (2 x 2) (4)
 - 4.1.7 Using the information from viewpoint 2 and your own knowledge, explain whether the TRC was a 'victim-friendly' or a 'perpetrator-friendly' process. (2 x 2) (4)
 - 4.1.8 Refer to viewpoint 3, explain to what extent Buthelezi supported the TRC process. (1 x 2) (2)
 - 4.1.9 Explain which of the three viewpoints will be most useful to a historian writing the history of the TRC. (1 x 3) (3)
- 4.2 Consult Source 4B.
- 4.2.1 What message does the cartoonist wish to convey regarding the TRC? (1 x 2) (2)
 - 4.2.2 How accurate is the cartoonist's portrayal of events? (1 x 2) (2)
 - 4.2.3 Which of the 2 viewpoints in Source 4A do you think supports what is being portrayed in Source 4B. (2 x 2) (4)

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- 4.3 Study Source 4C.
- 4.3.1 According to extract 1 why did Vlok bomb Khotso house? (1 x 2) (2)
- 4.3.2 In his evidence in extract 1 , why do you think Vlok blamed Botha for the bombing of Khotso house. (1 x 2) (2)
- 4.3.3 Explain why you think Vlok's evidence in extract 1 is reliable? (1 x 2) (2)
- 4.3.4 What does Botha's response in extract 2 tell you about his attitude to the TRC. (1 x 2) (2)
- 4.4. Using ALL the sources and your own knowledge, write a paragraph explaining why the TRC was a necessary process in post-apartheid South Africa. (6) (45)
- 4.5 EXTENDED WRITING (Your response should be about 2 pages in length)
- Answer EITHER QUESTION 4.5.1 OR QUESTION 4.5.2.
- 4.5.1 Discuss the TRC's role in attempting to heal South Africa from its divided past. (30)
- OR**
- 4.5.2 Using all the sources and your own knowledge write an article for a historical journal '*Reflections of the TRC*' on the topic: The effectiveness of the TRC on South Africa's new found democracy. (30) [75]

EXAMPLES OF SENTENCE BEGINNINGS WHEN SETTING SOURCE-BASED QUESTIONS.

1. What differences are there between Sources A & B?
2. Explain the importance of....
3. What point is the cartoonist trying to make?
4. Do you agree with the comments?
5. How useful is Source A to an historian studying...?
6. What message is the cartoonist trying to convey in Source A?
7. Describe in your own words...
8. How useful are the headlines in Source A?
9. Using Sources A & B explain the differences between... &...
10. In your own words explain...
11. Does Source A give a reliable view of...?
12. What do Sources A & B tell you about conditions during...
13. Explain the effects that find...
14. Which would be more useful to an historian studying...?
15. Decide how important...
16. What happened at...?
17. Compare Sources A & B. What different views do they give of...?
18. What does Source A tell you about the effects of...?
19. How reliable is Source A?
20. What attitude to...is shown by Source A?
21. How effective is Source A in getting the message across?
22. Is Source A a reliable view of... (e.g. on the birth of South Africa's democracy)?
23. Why was there growing opposition to...?
24. Explain the main events that took place...
25. Why do you think the newspaper printed this story?
26. What point is the artist trying to make in Source A?
27. What image of... (women) do you get from Source A?
28. What differences are there between these 2 versions of...(Sources A & B)?
29. According to Source A, how serious were their problems that...?
30. How reliable is Source A as a view of...?
31. Does Source B give a reliable view of...?

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