



KWA-NGOZA SECONDARY SCHOOL

INANDA

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KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

KWANGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE)

CIBANE TRIBAL AUTHORITY (16)

GRADE 9

SOCIAL SCIENCES - HISTORY

FINAL EXAMINATION

OCTOBER/NOVEMBER 2024

MODERATOR: MRS N.F DLAMINI

EXAMINER: MR T KHUZWAYO

APPROVED BY: MRS N.F DLAMINI

SIGNATURE:

DATE:

MARKS: 75

TIME: 1 ½ hours

SCHOOL STAMP

N.B. This question paper consists of 5 pages and an addendum of 6 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: 1948 NATIONAL PARTY AND APARTHEID (35)

QUESTION 2: 1976: SOWETO UPRISING (20)

SECTION B ESSAY QUESTIONS

QUESTION 3: 1960: SHARPEVILLE MASSACRE AND LANGA MARCH (20)

QUESTION 4: 1976: SOWETO UPRISING (20)

QUESTION 5: 1990: RERLEASE OF NELSON MANDELA AND THE
UNBANNING OF LIBERATION MOVEMENTS (20)

- 2 SECTION A consists of TWO source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.

- 3 SECTION B consists of THREE essay questions.

- 4 Answer THREE questions as follows:

4.1 At least TWO must be a source-based question and at least ONE must be an essay question.

4.2 The THIRD question MUST BE an essay question.

- 5 You are advised to spend 30 MINUTES per question.

- 6 When answering questions, candidates should apply their knowledge, skills and insight.

- 7 You will be disadvantaged by merely rewriting the sources as answers.

- 8 Number the answers correctly according to the numbering system used in this question paper.

- 9 Write neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer ALL the questions in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE PASS LAWS AFFECT THE LIVES OF BLACK SOUTH AFRICANS IN THE 1950s?

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

1.1. Refer to Source 1A.

- 1.1.1 Define the concept *apartheid* in your own words. (1 x 2) (2)
- 1.1.2 Name the Act of 1952 that tightened the pass law system. (1 x 1) (1)
- 1.1.3 How, according to the source, could rights of residents to stay in a particular town be revoked? (2 x 1) (2)
- 1.1.4 Comment on the rights that 'Section 10 people' had over migrant workers who moved from rural areas to urban areas. (2 x 2) (4)

1.2. Study Source 1B.

- 1.2.1. According to the source, what did the policeman demand from Bloke's father? (2 x 1) (2)
- 1.2.2. Comment on the attitude of the policeman towards the men in the house. (2 x 1) (2)
- 1.2.3. Using the information in the source and your own knowledge, explain the effects of the pass raid on Bloke Modisane. (2 x 2) (4)
- 1.2.4. What, according to the source, was the attitude of Modisane's father towards the police raid? (2 x 1) (2)
- 1.2.5. Comment on the usefulness of the information in the source to a historian studying how the pass law was implemented for black South Africans. (1 x 2) (2)

1.3. Use Source 1C.

- 1.3.1. Explain the messages portrayed in this photograph regarding the carrying of passes? (2 x 2) (4)

1.4. Consult Source 1D.

- 1.4.1. What, according to the source, was the opinion of Luthuli regarding the pass laws? (1 x 1) (1)
- 1.4.2. Quote a sentence from the source which indicates that black South Africans were against the pass laws. (1 x 1) (1)

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- 1.5. Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how did the Pass Laws affect the lives of black South Africans in the 1950s? (8)

[35]

QUESTION 2: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE SOUTH AFRICAN STUDENTS IN THE 1970s?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

- 2.1. Refer to Source 2A.
- 2.1.1. Quote THREE organisations from the source that were responsible for the emergence of the Black Consciousness Movement. (3 x 1) (3)
- 2.1.2. Why, according to the source, was the Black Consciousness Movement formed? (1 x 2) (2)
- 2.1.3. Define the term *Black Consciousness* in your own words. (1 x 1) (1)
- 2.2. Use Source 2B.
- 2.2.1. Why, according to the source, was Tiro expelled from the University of the North? (1 x 1) (1)
- 2.2.2. Explain the influence that Tiro had on Mashinini's political thinking. (2 x 2) (4)
- 2.3. Use Source 2C.
- 2.3.1. Using the information in the source and your own knowledge, explain why you think Sam Nzima did not stop to help Hector Pieterse. (2 x 2) (4)
- 2.4. Read Source 2D.
- 2.4.1. Explain why you think the editor of The World newspaper decided to publish this article on the front page. (2 x 1) (2)
- 2.5. Compare Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding Sam Nzima's role during the Soweto Uprising of 1976. (2 x 2) (4)

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SECTION B: ESSAY QUESTIONS

Answer ONE question, in this section.

Your essay should be about ½ OR TWO/THREE pages long.

QUESTION 3: 1960: SHARPEVILLE MASSACRE AND LANGA MARCH

Resistance to the pass laws and the introduction of the state of emergency were the main causes of the Sharpeville massacre.

Critically discuss this statement and use relevant historical evidence to support your line of argument.

[20]

QUESTION 4: 1976: SOWETO UPRISING I

The Soweto Uprisings were caused by the government's introduction of Afrikaans as the medium of instruction in black schools

[20]

Do you agree with the statement? Use relevant evidence to support your line of argument.

QUESTION 5: 1990: RERLEASE OF NELSON MANDELA AND THE UNBANNING OF LIBERATION MOVEMENTS

Explain to what extent the period leading up to South Africa's first democratic elections in 1994 was tense. On the one hand, there were negotiations between most political groups about how to move from white minority rule and apartheid to democracy and equal rights for all.

[20]

Use relevant historical evidence to support your line of argument.

GRAND TOTAL: 75