



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2015**

**HISTORY P2  
ADDENDUM**

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This addendum consists of 11 pages.

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**QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOUTH AFRICAN YOUTH IN THE 1970s?**

**SOURCE 1A**

The following extract was written by Thenjiwe Mtintso. It discusses the meaning of Black Consciousness in the 1970s.

Whatever we do in this country, be it on the economic, social or political level, it has to be by black people, for black people, period. It doesn't matter how well-meaning white people may be ... they can never deliver me from the hands of the Nationalists ... whatever they do; they must try to work within their own community and concentrate on liberating their counterparts. I'll be doing the same thing in the black community.

[From: *Every Step of the Way: The journey to Freedom in South Africa* by M Morris]

**SOURCE 1B**

This is an extract of a speech by Khotso Seatlholo, president of the Soweto Student Representative Council. It focuses on the reasons of the uprising.

"We have the full right to stand up erect and reject the whole system of apartheid. We cannot accept it as our fathers did. We are not carbon copies of our fathers. Where they failed, we will succeed. The mistakes they made will never be repeated. They carried the struggle up to where they could. We are very grateful to them. But now the struggle is ours. The ball of liberation is in our hands. The black students will stand up fearlessly and take arms against a political system ... We shall rise up and destroy a political ideology that is designed to keep us in a perpetual (continuous) state of oppression and subservience."

[From: *Making History* deur J Pape et al]

**SOURCE 1C**

This source explains the main causes for the Soweto Uprising in 1976.

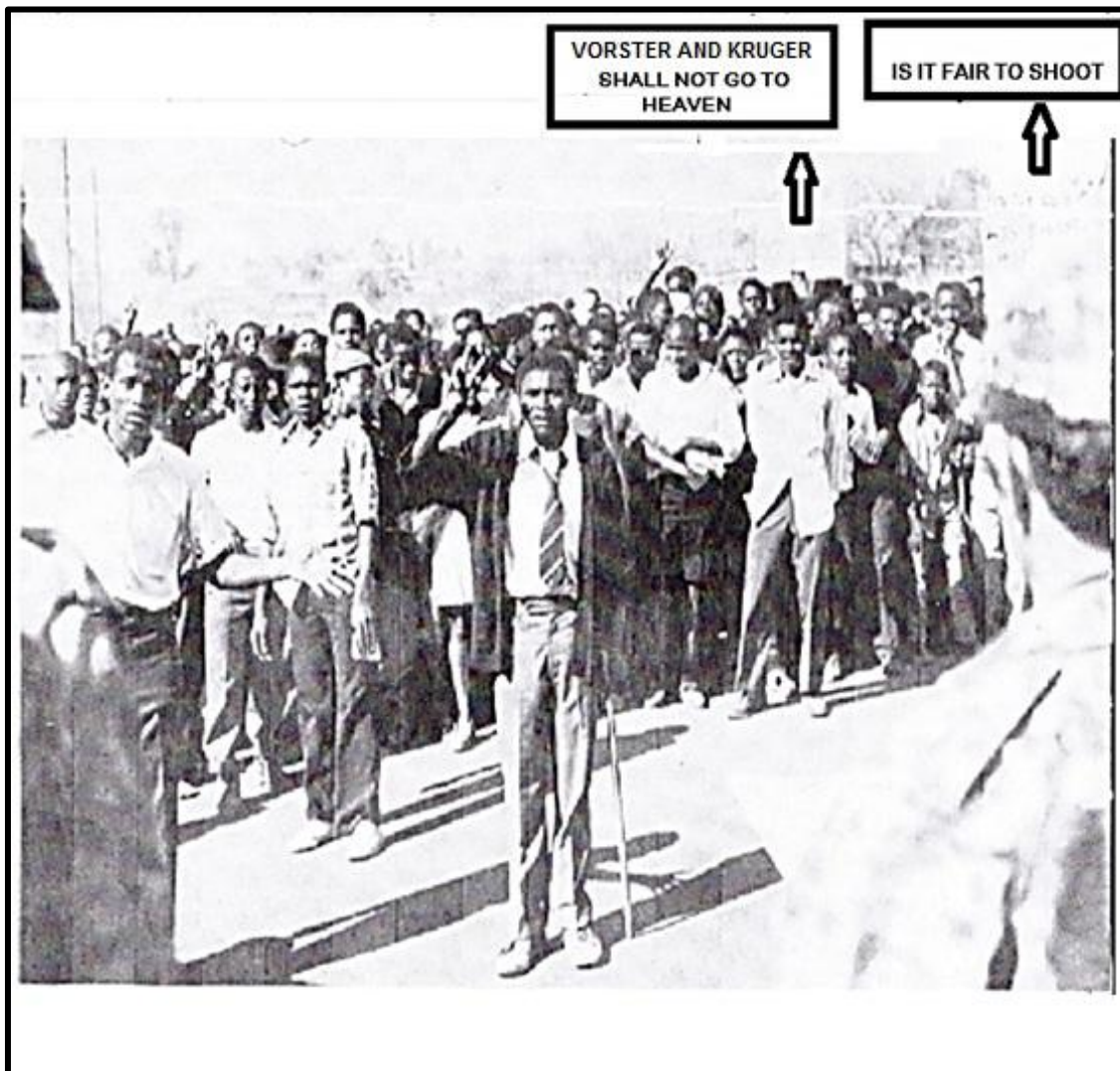
The issue that caused massive discontent and made resentment boil over into the 1976 uprising was a decree issued by the Bantu Education Department. The deputy minister Andries Treurnicht sent instructions to school boards, inspectors and principals to the effect that Afrikaans should be put on an equal basis with English and had to be used as a medium of instruction in all schools. These instructions drew immediate negative reaction from various quarters of the community. The first body to react was the Tswana School Board, which comprised of school boards from Meadowlands, Dobsonville and other areas in Soweto. The minutes of the meeting of the Tswana School Board held on 20 January 1976 read:

'The circuit inspector told the board that the Secretary for Bantu Education has stated that all direct taxes paid by the black population of South Africa are being sent to the various homelands for educational purposes there. In urban areas the education of a black child is being paid for by the white population, that is English and Afrikaans speaking groups. Therefore the Secretary for the Bantu Education has the responsibility of satisfying the English and Afrikaans speaking people. Consequently, as the only way of satisfying both groups, the medium of instruction in all schools shall be on a 50–50 basis ... In future, if a school teach through a medium not prescribed by the department for a particular subject, examination question papers will only be set in the medium with no option of the other language.'

[From: [http://www.sahistory.org.za/pages/governance-projects/black consciousness/biko-frameset.htm](http://www.sahistory.org.za/pages/governance-projects/black%20consciousness/biko-frameset.htm). Accessed on August 2014.]

**SOURCE 1D**

This photograph shows students from Soweto embarking on a march on 16 June 1976.



[From: *Soweto '76* by KA Hlongwana et al]

**SOURCE 1E**

This extract deals with a statement released by the banned ANC on the Soweto Uprising that appeared in an underground ANC newssheet, *Vukani – Awake*, July 1976.

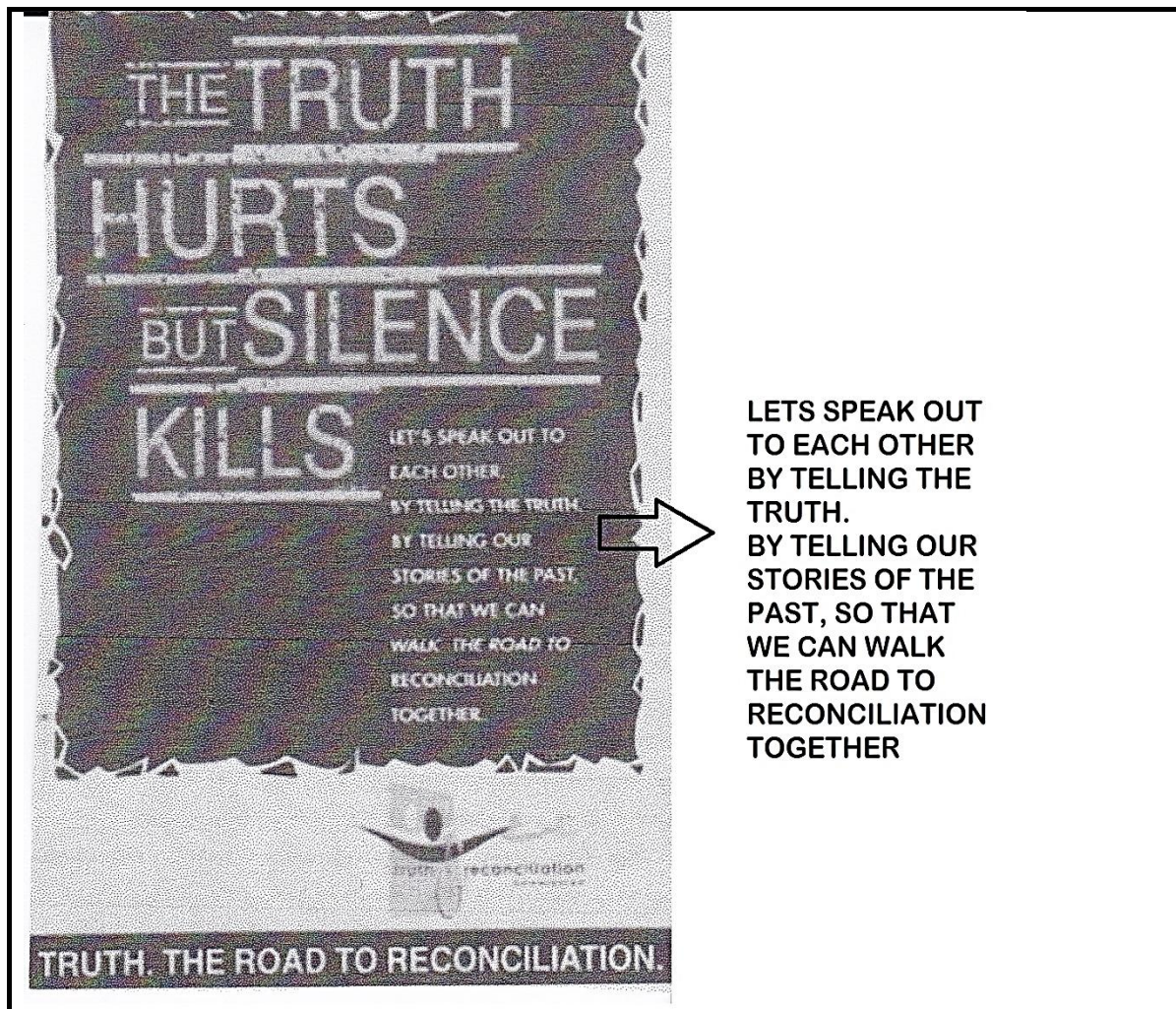
“Our youth understood that their protest would be met by massive police violence but were not intimidated. They have won a great political victory – the Voster government has been compelled to drop the use of Afrikaans in schools. More important, they have demonstrated the power of the people and shown that mass protest remains an important part of the liberation struggle.”

[From: *In Search of History* by J Bottaro et al]

**QUESTION 2: DID VICTIMS OF HUMAN RIGHTS VIOLATIONS FIND CLOSURE THROUGH THE PROCESS OF THE TRUTH AND RECONCILIATION COMMISSION (TRC)?**

**SOURCE 2A**

This source is a poster that was developed by the Truth and Reconciliation Commission, 1995. It was an invitation to both victims and perpetrators to appear before the TRC.



[From: *Via Afrika History* by S Grove et al]



**SOURCE 2B**

This source focuses on the granting of amnesty to Jeffery Benzien, by the TRC on 17 February 1999.

Former senior member of the SAP Anti-terrorist Unit, Jeffery Theodore Benzien was today granted amnesty by the Amnesty Committee of the TRC for the killing of popular ANC Cape Town activist, Ashley Kriel, who was gunned down at his home in Athlone on 15 July 1987. He was also granted amnesty for the use of his 'favourite' torture method, known as the 'Wet Bag Method' during the torture and interrogation of a number of political activists, including leading ANC MP, Tony Yengeni. Benzien bragged during his hearing saying that his method was so effective that he invariably (always) got the desired results within in a matter of thirty minutes. He was granted amnesty for the torture of Peter Jacobs on whom he administered his 'Wet Bag' method and the electric shocks method, continuously for more than 3 hours during interrogation. He was also granted amnesty for the torture and assault of other activist such as Ashley Forbes, Bongani Jonas, Nico Pedro and Gary Kruser.

[From: [www.justice.gov.za/trc/n](http://www.justice.gov.za/trc/n). Accessed on August 2014.]

**SOURCE 2C**

This photograph was taken in Cape Town and shows people protesting against the granting of amnesty to Jeffery Benzien, by the TRC.



[From: ORYX Media Archives/ Gallo images/ Getty images]

**SOURCE 2D**

The following extract by Judith Lewis Herman (American psychiatrist, researcher, teacher, and author who has focused on discovering a better way for victims of crimes to be allowed to interact with what she perceives as an 'adversarial' system of crime and punishment in the U.S., describes the success of the Truth and Reconciliation Commission.

Under the leadership of its chairman, Archbishop Desmond Tutu, the TRC took as its mission to foster the widest possible participation. Unlike truth commissions in many other countries, which met behind closed doors, the TRC reached out to the people. Commissioners travelled throughout the country, holding over 50 public hearings and taking statements from over 20 000 survivors of political violence. The hearings were broadcast daily on radio, and highlights were shown weekly on national television ...The results were unprecedented. Not only did victims testify in great numbers, but, faced with the enormity of the accumulating evidence, many perpetrators also broke their silence. The amnesty committee originally expected to receive something on the order of 200 applications; by the time their deadline arrived, they had received over 7 000. Detailed information provided by the perpetrators allowed the TRC to form a coherent picture of organised death squads and to solve a number of infamous political murders.

[From: *The American Prospect*, Volume 11 by JL Herman]

**QUESTION 3: WHAT IMPACT DID THE POLICIES OF THE INTERNATIONAL MONETARY ORGANISATIONS HAVE ON DEVELOPING COUNTRIES?**

**SOURCE 3A**

This extract describes the role of the IMF, World Bank and WTO, in the process of globalisation.

What do the Asian financial crisis, one billion people on the brink of starvation, 2,5 trillion in international debt, the decline of every major ecosystem on the planet and sweatshops have in common? They are all results of a global economy designed by the IMF, World Bank and the WTO which looks after the interest of transnational corporations over the interests of all other aspects of life.

The IMF, World Bank and WTO work together in an iron triangle to carry out the corporate plan of privatisation, deregulation and 'free' trade. Although the World Bank and IMF were originally founded to be part of the United Nations, they have always been controlled by bankers and economists from the United States and Europe. While outwardly promoting economic growth, financial stability and development, the World Bank and IMF have forced more than 60 countries to open up their forest, minerals, fisheries, agricultural land, workforce and financial markets to foreign investors. They ignore domestic needs such as food security, universal education and health care, the needs of local communities and domestic business, protections for workers, women, marginalised peoples, and the limits on nature's capacity to be exploited and polluted.

Countries are being forced to reorganise their economies to produce exports in order to generate the hard currency required to pay off loans from irresponsible lenders such as the World Bank and the IMF. Instead of growing food for local consumption, countries are now exporting luxury crops during times of famine and food shortages. Protection of indigenous people, workers and environment is sacrificed to attract foreign investment.

[From: *History for All* by E Brink et al]



**SOURCE 3B**

This source consists of two viewpoints on the World Trade Organisation.

**VIEWPOINT 1: THIS IS AN EXTRACT FROM A SPEECH BY RENATO RUGGIERO, A WTO OFFICIAL, IN OTTAWA ON 26 OCTOBER 2000**

The World Trade Organisation, and its predecessor, the GATT, has played an important role in creating a more open and prosperous world. Since the GATT was set up in 1948, world trade has soared 15-fold, to more than \$7 000 billion (45 billion rand) a year. This huge rise in living standards has allowed nearly everyone to enjoy the luxuries that were previously enjoyed only by the few ... Even in poor countries, people live longer, eat better, have more access to clean water than they did 50 years ago ...

The WTO is a powerful force for good in the world ... People do want global rules. If the WTO did not exist, people would be crying out for a place where government could negotiate rules that promote freer trade ... We do not lay down law. We uphold the rule of law. The alternative is the law of the jungle, where might makes right and the little guy doesn't get a look in.

[From: Internet source: <http://www.wto.org/English/news-e/spmm30-e.htm>. Accessed 24 Augustus 2014.]

**VIEWPOINT 2: THIS EXTRACT (AUTHOR UNKNOWN) FOCUSES ON THE WORK OF THE WORLD TRADE ORGANISATION.**

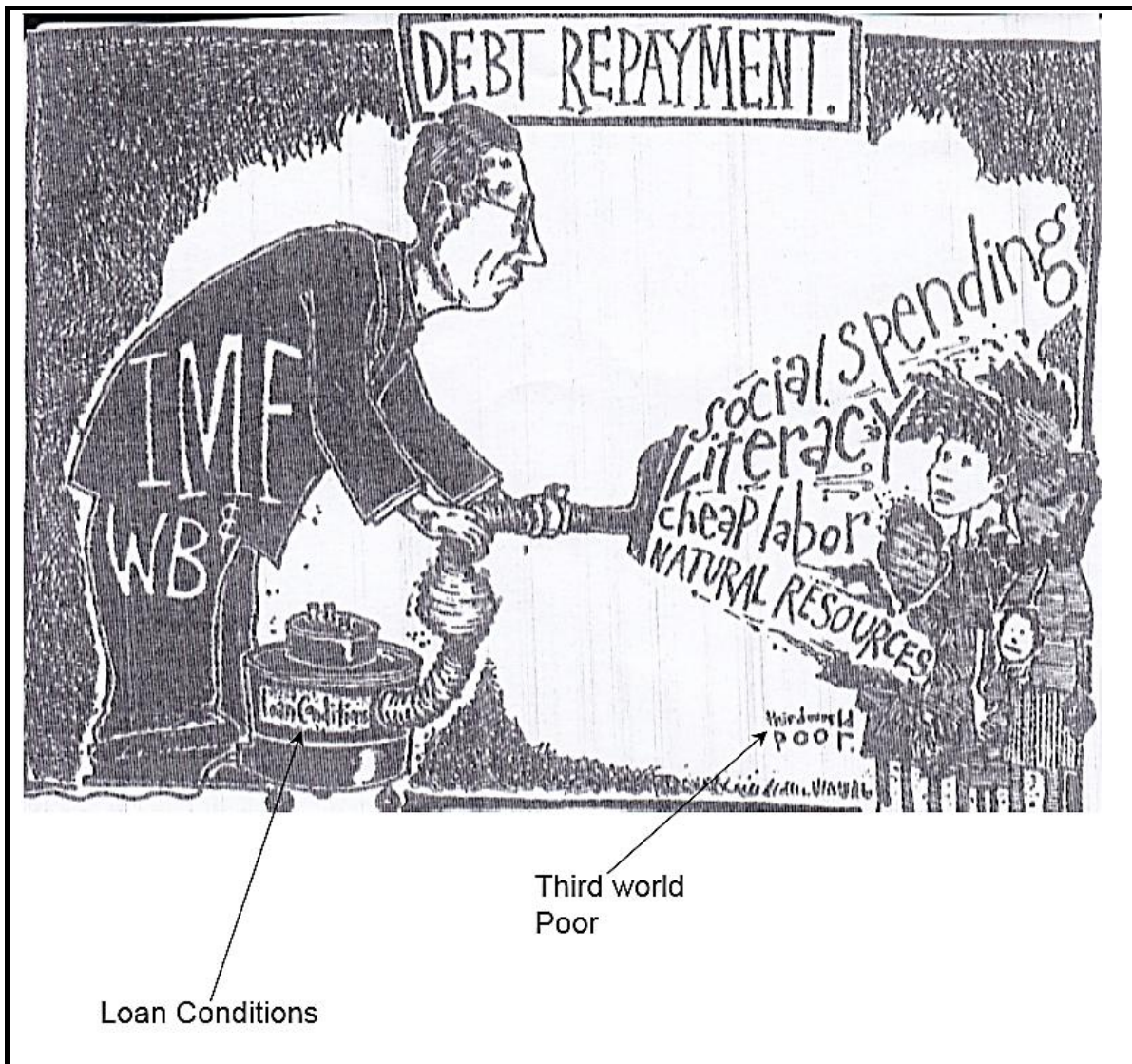
Free trade is not working for the majority of the world. During the most recent period of rapid growth in global trade and investment (1960 to 1998) inequality worsened both internationally and within countries. The UN Development Program reports that the richest 20% of the world's population consume 86% of the world's resources while the poorest 80% consume just 14%. WTO rules have hastened these trends by opening up countries to foreign investment, thereby making it easier for production to go where the labour is cheapest and most easily exploited and where environmental costs are low.

WTO policies have allowed dumping of heavy subsidised industrially produced food into poor countries, thereby undermining local production and increasing hunger.

[From: <http://www.globalexchange.org/resources/wto/oppose>. Accessed 24 August 2014.]

**SOURCE 3C**

This cartoon deals with the effects that the policy of Structural Adjustment Programmes (SAPs) on developing countries.



[From: *In Search of History* by J Bottaro et al]

## ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

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Internet source: <http://hemi.nyu.edu>. Accessed August 2014.

Internet source: [www.justice.gov.za/trc/n](http://www.justice.gov.za/trc/n). Accessed August 2014.

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Morris, M. 2004. *Every Step of the way: The journey to Freedom in South Africa* (Ministry of Education)

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