



Hillcrest High School

History

Examiner: Mr. Moore

June 2021 Exam

Time: 2 Hours

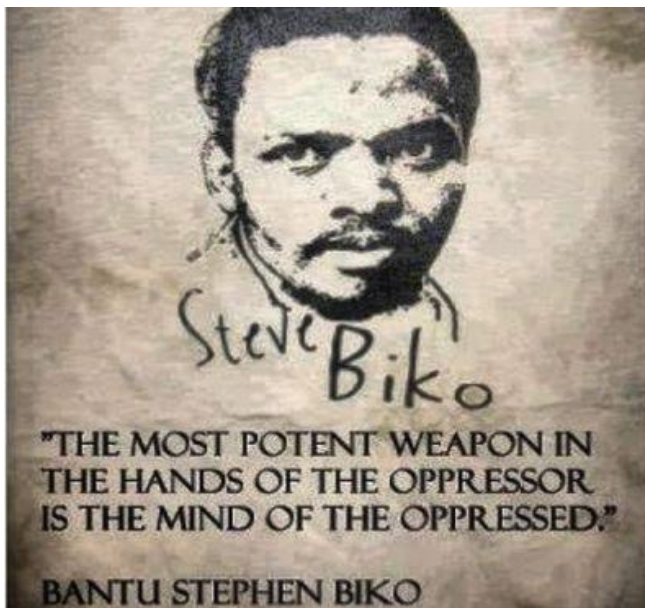
Moderator: Mr. Olivier

This question paper consists of two questions.

Question 1: Civil Society Protest from the 1950s to the 1970s: Civil Rights Movement.

Question 2: Civil Society Protest from the 1950s to the 1970s: Black Consciousness Movement.

- The sources are placed after questions and are labelled clearly.
- You are required to answer BOTH the source-based question and the essay question.
- Please start a new question on a new page.
- Total mark allocation is 100.



Question 1: The Civil Rights Movement (The Birmingham Campaign of 1963).

Study Source 1A.

1.1.1 Explain the concept segregation in your own words in the context of the United States in the 1960's. (1x2) (2)

1.1.2 State two pieces of historical evidence that suggest that Birmingham was a segregated city in the 1960's. (2x1) (2)

1.1.3 According to Reverend Ellwanger, why were most white Americans who lived in Birmingham in 1963 opposed to desegregation? (1x2) (2)

1.1.4 What evidence in the source suggests that African Americans were under attack in Birmingham between 1953 and 1963? (1x2) (2)

Refer to Source 1B.

1.2.1 Identify two reasons why the initial campaign against segregation in Birmingham was unsuccessful. (2x1) (2)

1.2.2 What motivated Connor to change his tactics during the Birmingham Campaign? 1x2 (2)

1.2.3 Explain how the 'spectators' in the source responded to police action. (2x2) (4)

1.2.4 In what ways did the media coverage of the Birmingham Campaign contribute to the success of the Civil Rights Movement in the USA in the 1960's? (2x2) (4)

Consult Source 1C.

1.3.1 Give two pieces of evidence from the source which suggest that the civil rights activists were non-violent in their approach. (2x1) (2)

1.3.2 Explain the usefulness of this source to a historian writing about the role of the media during the civil rights campaign. (2x2) (4)

1.4 Refer to Sources 1B and 1C. Explain how the information in Source 1B supports the visual evidence in Source 1C regarding the civil rights protest in Birmingham in 1963. 2x2 (4)

Read Source 1D.

1.5.1 Explain the concept equal rights in your own words. (1x2) (2)

1.5.2 What, in Kennedy's opinion, was the main challenge that Americans faced in 1963? (1x2) (2)

1.5.3 Comment on why Kennedy believed that "the time has come for this nation (America) to fulfil its promise" with regards to the struggle for civil rights for African Americans. 2x2 (4)

1.5.4 Explain to what extent the strategies that President Kennedy proposed were effective in bringing about an end to segregation in the USA in the 1960's. (2x2) (4)

1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about eight lines to explain how the protest campaigns in Birmingham contributed to the granting of civil rights to African Americans in the USA in the 1960's. (8)

[50]

Question 2: The Black Consciousness Movement (Biko).

2A Discuss the role and impact of the Black Consciousness Movement under Steve Biko's leadership in the 1970's.

[50]

2A- SYNOPSIS Candidates should discuss the role and impact of the Black Consciousness Movement under Steve Biko's leadership in the 1970s.

MAIN ASPECTS Candidates should include the following aspects in their response.

Introduction: Candidates should state their viewpoint regarding the role and impact of the Black Consciousness Movement under Steve Biko in the 1970s.

ELABORATION • The role and influence of Biko's philosophy (BCM) - instilling feeling of black dignity and self-esteem, rising up against poor living conditions and fighting unemployment.

- On the establishment of other movements and organisations supporting Black Consciousness (BPC, SASO, SASM, SSRC)
- On students: (Biko broke away from NUSAS -1968 and established SASO 1969), and impact on the Soweto Students Representative Council in rejecting the use of Afrikaans as medium of instruction (1976)
- On workers: (Biko influenced the 1973 strikes mainly in Durban and the East Rand because of the uncertainty created by the world oil crisis)
- On the communities: (Biko established Black Community Projects to uplift lives of blacks)
- Impact of the Soweto Uprising
- Reaction of the apartheid government: arrest anti-apartheid activists like Biko; Collusion by state doctors and police over reasons for Biko's death; banned 18 organisations associated with Black Consciousness philosophy; banned newspapers that were considered supportive to the spread of the philosophy
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

Or

2B Explain how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976.

[50]

2B- SYNOPSIS Candidates should explain how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976.

MAIN ASPECTS Candidates should include the following aspects in their response:

- Introduction: Candidates should explain the philosophy of Black Consciousness and show how black South African students were inspired to fight for their freedom.

ELABORATION • Reasons for Black Consciousness and the role of Steve Biko

- Steve Biko became active in the activities of NUSAS
- Biko was convinced that black students needed their own organisation in which they could speak for themselves instead of relying on whites to help their cause
- Biko outlined plans for the South African Students Organization (SASO)
- SASO became a successful organisation in 1968
- The concept of Black Consciousness had special appeal to the youth because it inspired them to fight against white domination
- Poor quality of Bantu Education, e.g. unequal government expenditure, poor quality of school buildings, shortage of classrooms and overcrowding in classrooms
- SASO began influencing high school students
- The South African Student's Movement (SASM) was set up by young activists
- Learners were exposed to the ideas of Black Consciousness and became mobilised to fight for their rights
- In 1975 the Minister of Education introduced a policy that made Afrikaans compulsory as a medium of teaching and learning
- Black youth were conscientised by the philosophy of Black Consciousness (black dignity and self esteem/ poor living conditions, rising unemployment among parents and grinding poverty also made youth militant)
- The issue of Afrikaans became the final spark that led to the Soweto uprising
- On 16 June 1976 students mobilised against the apartheid government
- An important turning point against the apartheid government was reached
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.