SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHY DID BLACK SOUTH AFRICAN STUDENTS PROTEST IN 1976?

SOURCE 1A

The source below outlines how the philosophy of Black Consciousness influenced black South African students in the 1970s.

In terms of the struggle against apartheid, the 1960s is often referred to as the 'Silent Sixties' because leaders of the banned African National Congress (ANC) and the Pan Africanist Congress (PAC) were imprisoned on Robben Island. A new generation of young activists, such as Bantu Stephen Biko, began to re-think the role that black South Africans could play in the anti-apartheid struggle ... In 1968, he co-founded the South African Students' Organisation (SASO).

SASO was influenced by the philosophy of Black Consciousness (BC), which urged black South Africans to free themselves from the chains of oppression and work towards liberation as well as to take responsibility for their own struggle, be proud of their heritage and to develop self-confidence.

The philosophy of Black Consciousness influenced students at schools in Soweto to demand an educational system that was representative of Africa and Africans. In 1976, student leaders, such as Tsietsi Mashinini and Seth Mazibuko, raised the concern that the current educational system was Euro-centric (based on European values, customs and traditions) and undermined (weakened) African achievement. They yearned (wanted) for the revival of African history, which focused on themes such as African 'civilisations', black people's 'heroic achievements' and 'cultural accomplishments (successes)'.

The introduction of Afrikaans as a medium of instruction in half of the specialised subjects at black South African schools was seen as an obstacle in transforming (changing) the curriculum. In response, the South African Students' Movement (SASM) encouraged high school learners to take action.

[From http://www.saha.org.za/youth/black-consciousness.htm, Accessed on 10 August 2019.]

1.1 Refer to Source 1A.

1.1.1 Quote TWO political organisations from the source that were banned in the 1960s. (2 x 1) (2)

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1.1.2 Define the concept *Black Consciousness* in your own words.
(1 x 2) (2)

1.1.3 Identify TWO concerns in the source that the student leaders had about the education system. (2 x 1) (2)

1.1.4 Using the information in the source and your own knowledge, explain why the apartheid government introduced Afrikaans as a compulsory medium of instruction at black South African schools.
(2 x 2) (4)

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SOURCE 1B

The source below explains how students from Phefeni Junior Secondary School responded to Afrikaans as a medium of instruction. This source has been taken from an article that appeared in a South African newspaper, *The World*, on 19 May 1976. It was re-typed for clarity.

THE WORLD

19 May 1976

KIDS KEEP UP STRIKE

Big march planned

The strike by students of Phefeni Junior Secondary School in Orlando West, Soweto, against the enforced use of Afrikaans in their school, entered its third day today against a background of mounting violence …

The strike took a violent turn yesterday when they seized a tape recorder from the vice principal, Mr Nhlapo, accusing him of being a police informer and threatening to beat him up. When the new school board chairman, Mr Ngwenya, failed to turn up to address the students as he was expected to do, they began stoning the principal's office and classrooms. Other learners and teachers had to run for cover when the stone-throwing demonstration broke out. Mr Nhlapo had to be escorted by the principal, Mr Mpulo, when students threatened to beat him up.

The strike started on Monday when students refused to go to classes in protest at the subjects being taught in Afrikaans. They threatened the headmaster and threw out Afrikaans textbooks. Yesterday Mr Mpulo ordered learners home when they again refused his order, and accused him of being a police informer. The stone throwing stopped when the principal told the learners that the school board chairman refused to talk to them and had said that he [Mr Mpulo] must talk to them.

'I have had discussions with the chairman in my office and he has told me that if you don't want to listen to me, he will not talk to you. We, side with you. We are trying our best but we are failing,' Mr Mpulo said.

[From *The World*, 19 May 1976]

1.2 Read Source 1B.

1.2.1 Why do you think the editor of *The World* newspaper decided to publish this article? (1 x 2) (2)

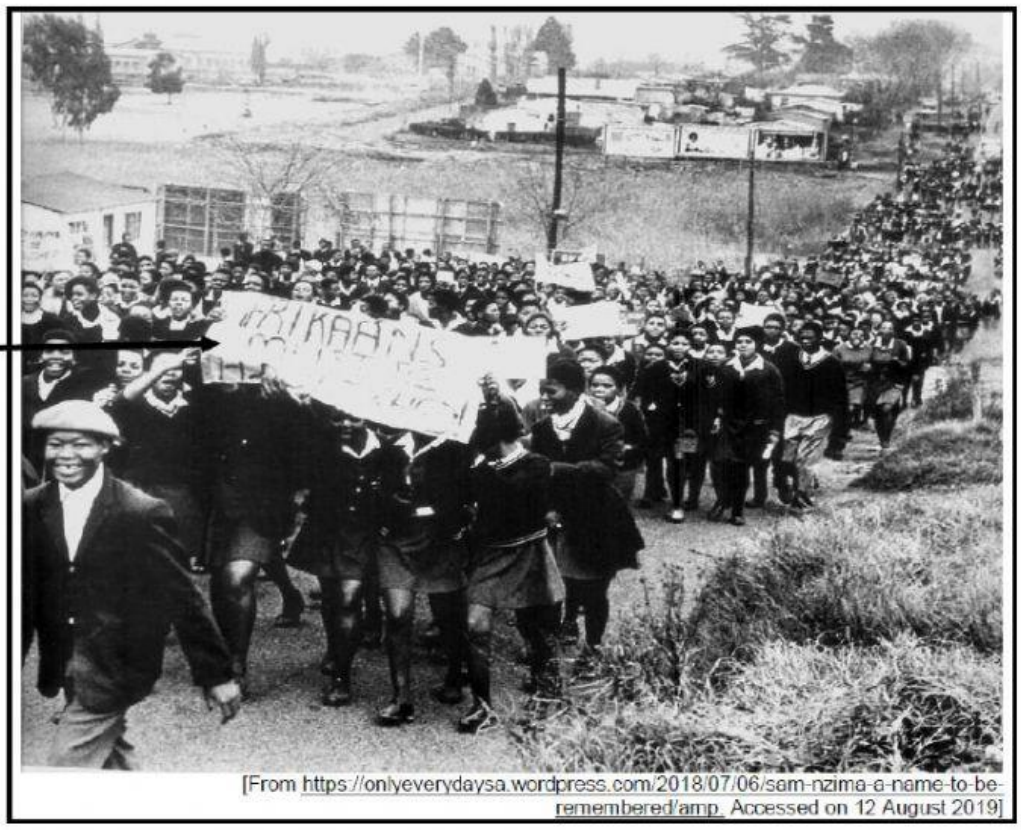
1.2.2 How, according to the source, did the 'strike' at Phefeni Junior Secondary School turn violent? (2 x 1) (2)

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1.2.3 Comment on the usefulness of this source to a historian studying the events leading to the Soweto Uprising of 1976. (2 x 2) (4)

SOURCE 1C

The photograph below shows students from various schools in Soweto marching to Orlando Stadium on the morning of 16 June 1976. The photograph was taken by Sam Nzima.



[From https://onlyeverydaysa.wordpress.com/2018/07/06/sam-nzima-a-name-to-be-remembered/amp Accessed on 12 August 2019]

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1.3 Study Source 1C.

1.3.1 Comment on the mood of the students in the photograph. (1 x 2) (2)

1.3.2 Using the information in the source and your own knowledge, explain why students from Soweto decided to embark on a march. (2 x 2) (4)

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SOURCE 1D

The source below focuses on how the apartheid regime responded to the Soweto Uprising in June 1976. It was written by Lauren Hutton, a researcher, to commemorate the 35th anniversary of the Soweto Uprising.

Accounts of the events of that day (16 June 1976) estimated that 15 000 to 20 000 students participated in the march. There is no clarity (clearness) on whether the police fired without provocation (being provoked) or whether stones were thrown at the police, which led to them shooting students. The police did open fire, resulting in the deaths of a number of students (official death toll was 23 but unofficial sources claim that as many as 200 students were killed). The students responded by turning the march into a violent uprising by overturning cars and burning vehicles, buildings and other symbols of the apartheid regime.

The protests spread across the country causing the largest outbreak of violence against the repressive (brutal) state. The response from the government was to increase the use of force in an attempt to quell (crush) the unrest and restore law and order.

The Soweto Uprising caught the apartheid police force by surprise. The police were not ready for a march of that scale and the spread of unrest and mass uprising was not anticipated (expected) by the apartheid regime ...

The apartheid intelligence personnel and security structures failed to adequately assess the impact of their policies on black South Africans, they under-estimated the level of discontent (unhappiness). Of all the discriminatory (unfair) policies implemented, it was a policy aimed at reducing the amount of spending on education in the face of national recession (depression) that ignited (started) the fury of black South Africans which brought international condemnation and shame.

A costly misjudgement (error) on the part of the apartheid regime and renewal of the liberation struggle, 16 June 1976 is regarded as a turning point in South African history.

[From https://www.polity.org.za/article/16-june-1976-the-day-apartheid-died-2010-06-17. Accessed on 12 August 2019.]

1.4 Use Source 1D.

1.4.1 Explain why you think there were differences in the official and unofficial figures regarding the number of students that were killed by the police in Soweto. (2 x 2) (4)

1.4.2 How, according to the source, did students respond to the apartheid police force after they opened fire? (4 x 1) (4)

1.4.3 Why, according to the source, did the Soweto Uprising surprise the apartheid police? (1 x 2) (2)

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1.4.4 Using the information in the source and your own knowledge, explain why the Soweto Uprising is regarded as a turning point in South Africa's history. (2 x 2) (4)

1.5 Consult Sources 1C and 1D and explain how the information in Source 1C differs from the evidence in Source 1D regarding the Soweto Uprising of 1976. (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 why black South African students protested in 1976. (8)

[50]

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