



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATION - 2006

HISTORY PAPER 1 : SOUTH AFRICAN HISTORY

STANDARD GRADE

OCTOBER/NOVEMBER 2006

503-2/1E

**HISTORY SG: Paper 1
Question Paper & Addendum**



MARKS: 150

TIME: 2 ½ hours

This question paper consists of 10 pages and an addendum of 12 pages.



INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before deciding on which questions to answer:

1. This question paper consists of SECTION A and SECTION B.
2. SECTION A consists of SIX essay questions.
3. SECTION B consists of THREE source-based questions. Source material to be used to answer these questions is in the ADDENDUM.
4. You are allowed to answer ONE essay question and ONE source-based question from the same theme.
5. Do NOT answer TWO essay questions from the same theme.
6. Answer THREE questions.
 - 6.1 At least ONE must be an essay question and at least ONE must be a source-based question.
 - 6.2 **YOU MUST ANSWER AT LEAST ONE QUESTION FROM THE COMPULSORY THEME: THE PERIOD SOUTH AFRICA, 1948 TO 1976 (EITHER AN ESSAY OR A SOURCE-BASED QUESTION).**
7. Questions and subsections of questions must be numbered clearly and correctly.
8. Time allocated for the paper should be utilised wisely in the answering of questions, preferably about 50 minutes per question.
9. The mere rewriting of sources in the answering of questions will disadvantage candidates.
10. Write clearly and legibly.

SECTION A: ESSAY QUESTIONS

Answer at least ONE question and not more than TWO questions from this section.

QUESTION 1: THE PERIOD 1924 TO 1948

Answer either QUESTION 1A or QUESTION 1B. Do NOT answer both questions.

QUESTION 1A

Discuss the various factors which contributed to the formation (1934) and the split (1939) of the United Party.

[50]

OR

QUESTION 1B

Explain why the downfall of the United Party of General JC Smuts in 1948 became inevitable (unavoidable) after the 1943 general election.

[50]

QUESTION 2: THE PERIOD 1948 TO 1976

Answer either QUESTION 2A or QUESTION 2B. Do NOT answer both questions.

QUESTION 2A

Discuss the extra-parliamentary actions of resistance against the apartheid government between 1948 and 1958.

[50]

OR

QUESTION 2B

Explain how resistance against the apartheid government intensified between 1960 and 1976.

[50]

QUESTION 3: THE PERIOD 1976 TO 1994

Answer either QUESTION 3A or QUESTION 3B. Do NOT answer both questions.

QUESTION 3A

Explain how the 1983 Constitution increased the resistance against the apartheid government until 1989.

[50]

OR

QUESTION 3B

Describe the important political events between 1990 and 1994, which contributed to South Africa becoming a democracy.

[50]

SECTION B: SOURCE-BASED QUESTIONS

Answer at least ONE question from this section. Source material to be used to answer these questions is in the ADDENDUM.

QUESTION 4: THE PERIOD 1924 TO 1948**4.1 WHY WAS THE AFRICAN NATIONAL CONGRESS YOUTH LEAGUE (ANCYL) FORMED IN THE 1940s?**

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

4.1.1 Refer to Source 4A.

- (a) What qualities of Anton Lembede did Nelson Mandela find magnetic? (2 x 1) (2)
- (b) How did Lembede influence Mandela's thinking regarding African nationalism? (2 x 2) (4)
- (c) What were some of the criticisms that were levelled against the ANC in Source 4A? (2 x 1) (2)
- (d) Why do you think there was a need for 'lighting a fire under the leadership of the ANC'? (2 x 2) (4)
- (e) Explain why Mandela regarded the formation of the ANCYL as significant. (2 x 2) (4)
- (f) With reference to the signatures on the attendance register, explain why an historian would find this document useful when studying the ANCYL. (2 x 2) (4)

4.1.2 Study Source 4B.

- (a) Why, according to the ANCYL, did they not want to 'allow the struggles and sacrifices of their fathers to have been in vain'? (2 x 2) (4)
- (b) Why did the youth feel that they should be the 'brains-trust and power-station of the spirit of African nationalism'? (2 x 2) (4)

4.1.3 Refer to Sources 4A and 4B. How does the evidence in Source 4B support Source 4A regarding the formation of the ANCYL? (2 x 2) (4)

- 4.1.4 Use Source 4C.
- (a) What factors influenced the rise of African nationalism?
(2 x 1) (2)
- (b) Which TWO principles, according to Lembede, formed the basis of African nationalism?
(2 x 1) (2)
- (c) Using information from the source and your own knowledge, explain whether you agree with Lembede's statement: 'Africa is a black man's country'.
(2 x 2) (4)
- 4.1.5 Using all the sources and your own knowledge, write a paragraph of about 10 lines (about 100 words) on the factors which led to the formation of the ANCYL. (10)
[50]

QUESTION 5: THE PERIOD 1948 TO 1976**5.1 WHY WAS THE TREASON TRIAL OF THE 1950s A SIGNIFICANT EVENT IN SOUTH AFRICAN POLITICS?**

Study Sources 5A, 5B and 5C to answer the following questions:

5.1.1 Refer to Source 5A.

- (a) Why were people arrested and charged on 5 December 1956? (2 x 1) (2)
- (b) Explain what Anthony Sampson meant by 'South Africa's real opposition'. (2 x 2) (4)
- (c) Explain why the Treason Trial attracted considerable publicity throughout the world. (2 x 2) (4)
- (d) According to the source, what was the final outcome of the Treason Trial in March 1961? (2 x 1) (2)

5.1.2 Study Source 5B.

- (a) Describe why it became necessary for the photographer in Source 5B to take a number of photographs. (2 x 2) (4)
- (b) Explain the reliability of this source as evidence for an historian studying the Treason Trial. (2 x 2) (4)

5.1.3 What evidence is there in Sources 5A and 5B to suggest that people of all races were arrested for treason in 1956? (2 x 2) (4)

5.1.4 Refer to Source 5C.

- (a) What does the line 'the words jumped out at me' tell you about Nelson Mandela's reaction to the arrest? (1 x 2) (2)
- (b) How were the rights of the trialists violated while in prison? (3 x 2) (6)
- (c) Why do you think the government decided to move the trial away from Johannesburg to Pretoria? (2 x 2) (4)
- (d) Explain why the apartheid government was embarrassed by the outcome of the trial. (1 x 2) (2)



- (e) In what way was the outcome of the trial seen as a moral victory for the congress movement? (1 x 2) (2)

- 5.1.5 Using the information from all the sources and your own knowledge, write a paragraph of about 10 lines (about 100 words) explaining why the Treason Trial was significant to South African politics in the 1950s. (10)
[50]



QUESTION 6: THE PERIOD 1976 TO 1994**6.1 HOW EFFECTIVE WAS STUDENT RESISTANCE IN THE FIGHT AGAINST APARTHEID IN THE 1980s?**

Use Sources 6A, 6B and 6C to answer the following questions:

6.1.1 Refer to Source 6A.

- (a) What were the reasons for Carter Ebrahim closing more than 460 schools in the Western Cape in 1985? (2 x 1) (2)
- (b) Explain whether the action taken by the police towards teachers and learners can be justified. (2 x 2) (4)
- (c) Describe the action taken by parents, teachers and students to defy Carter Ebrahim's call not to attend school. (2 x 2) (4)
- (d) According to an eyewitness's account one of the youngsters was shot in the back. What does this tell you about the attitude of the South African Police to student uprisings in the 1980s? (2 x 2) (4)
- (e) What effect did the closure of schools have on teaching and learning in the Western Cape? (2 x 2) (4)

6.1.2 Refer to Source 6B.

- (a) Comment on how Source 6B reinforces (supports) the evidence in Source 6A. (4 x 2) (8)
- (b) Explain what is meant by 'Trojan Horse Killings'. (2 x 2) (4)

6.1.3 Refer to Source 6C.

- (a) Which TWO organisations were responsible for the Education Charter Campaign (EDCC)? (2 x 1) (2)
- (b) Why was this EDCC campaign launched in the 1980s? (1 x 2) (2)
- (c) Why do you think the organisers of the campaign used the quotation from Dr Alan Boesak in their pamphlet? (2 x 2) (4)
- (d) With reference to the aims and objectives of the EDCC, explain how this campaign influenced student politics in the 1980s. (2 x 2) (4)

- 6.1.4 Using the information from all the sources and your own knowledge, write a paragraph of about 8 lines (about 80 words) explaining the role student (pupil/learner) politics played in the struggle against apartheid in the 1980s.

(8)
[50]

TOTAL: 150



HISTORY PAPER 1 : SOUTH AFRICAN HISTORY

ADDENDUM

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QUESTION 4: THE PERIOD 1924 TO 1948**4.1 WHY WAS THE AFRICAN NATIONAL CONGRESS YOUTH LEAGUE (ANCYL) FORMED IN THE 1940s?****SOURCE 4A**

The following extract from Nelson Mandela's autobiography *Long Walk to Freedom* outlines the reasons for the formation of the African National Congress Youth League in 1944.

One night in 1943 I met at Walter Sisulu's house Anton Lembede and AP Mda. From the moment I heard Lembede speak, I knew I was seeing a magnetic personality who thought in original and often startling ways. He was then one of a handful of African lawyers in the whole of South Africa and was the legal partner of Dr Pixley ka Seme, one of the founders of the ANC.

Lembede declared that a new spirit was stirring among the people, that ethnic differences were melting away, that young men and women thought of themselves as Africans first and foremost, not as Xhosas or Ndebeles or Tswanas.

Lembede's views struck a chord in me. I, too, had been susceptible (disposed) to paternalistic (superior) British colonialism and the appeal of being perceived by whites as 'cultured', 'progressive' and 'civilised'. Like Lembede, I came to see the antidote (remedy) as militant African nationalism.

Many felt, perhaps unfairly, that the ANC as a whole had become the preserve of a tired, unmilitant, privileged African elite more concerned with protecting their own rights than those of the masses. The general consensus was that some action must be taken, and Dr Majombozi proposed forming a Youth League as a way of lighting a fire under the leadership of the ANC.

The actual formation of the Youth League took place on Easter Sunday 1944 at the Bantu Men's Social Centre in Eloff Street. There were about a hundred men there, some coming from as far away as Pretoria. Jordan Ngubane, AP Mda and William Nkomo all spoke, and emphasised the emerging spirit of African Nationalism. Branches were soon established in all the provinces.

The primary purpose of the Youth League was to give direction to the ANC in its quest for political freedom ...

SOURCE CONTINUES OVER PAGE

SOURCE CONTINUES FROM PREVIOUS PAGE

This is a copy of the attendance register of the first Youth League meeting of 24 February 1944 in Johannesburg.

<u>A.N.C. Youth League. 24/2/44</u>	
<u>Name</u>	<u>Address</u>
Ansine -	33a West St
de. W. M. Maganda -	103 State Street Doornfontein
L. S. M. Majumbari	Medical School. —
P. M. M. M. M.	Box 4767 Johannesburg
C. N. T. T. T.	Privy, Rosettenville.
N. R. M. M. M.	Box 5546, Johannesburg.
W. Z. L. L. L.	Medical School.
A. P. M. M.	Box 7943 J.P.
N. S. P. M. M.	No. 107, Orlando Township.
J. S. M. M. M.	Box 6663, Johannesburg.
N. F. M. M. M.	Medical School.
J. K. M. M. M.	Privy Rosettenville.



SOURCE 4B

This is an extract from the Manifesto drawn up by the African National Congress Youth League in 1944.

The formation of the African National Congress Youth League is an answer and assurance to the critics of the national movement that African Youth will not allow the struggles and sacrifices of their fathers to have been in vain. Our fathers fought so that we, better equipped when our time came, should start and continue from where they stopped.

The formation of this League is an attempt on the part of Youth to impart (give) to Congress a truly national character ...

The Congress Youth League must be the brains-trust and power-station (generator) of the spirit of African nationalism; the spirit of African self-determination; the spirit that is so discernible (evident) in the thinking of our Youth. It must be an organisation where young African men and women will meet and exchange ideas in an atmosphere pervaded (filled) by a common hatred of oppression.

SOURCE 4C

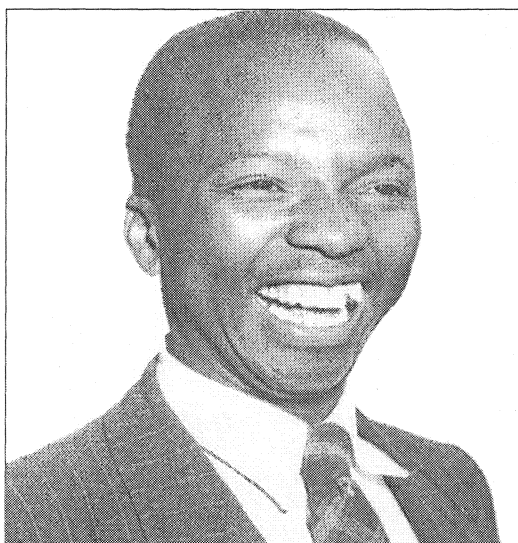
This is an extract by Anton Muziwakhe Lembede, first president of the African National Congress Youth League (ANCYL). This appeared in *Inkundla ya Banti*, May 1946.

Anton Lembede became the first president of the ANCYL in 1944. He was a daring thinker, an outstanding intellectual and very articulate (well spoken). He made an indelible (long lasting) mark in the thinking and activities of the African National Congress. He died under mysterious circumstances in 1947.

All over the world nationalism is rising in revolt against foreign domination, conquest and oppression in India, in Indonesia, in Egypt, in Persia and several other countries. Among Africans there are also clear signs of national awakening ... A new spirit of African nationalism, or Africanism, is ... stirring the African society. A young, strong nation is in the process of birth and emergence. The national movement animated (energised) by the national spirit is gaining strength and momentum. African nationalism is based on the following basic principles:

1. Africa is a black man's country. Africans are the natives of Africa and they have inhabited Africa, their Motherland, from time immemorial; Africa belongs to them.
2. Africans are one. Out of the diverse tribes, there must emerge a unified nation. The basis of national unity is the nationalistic feeling of the Africans, the feeling of being African irrespective of tribal connection, social status, educational attainment or economic class ... African national freedom, then socialism. Africans are naturally socialistic as illustrated in their social practices and customs. The achievement of national liberation will therefore bring in a new era of African socialism. Our immediate task, however, is not socialism, but national liberation.

**Anton Lembede, first
President of the ANCYL.**



QUESTION 5: THE PERIOD 1948 TO 1976**5.1 WHY WAS THE TREASON TRIAL OF THE 1950s A SIGNIFICANT EVENT IN SOUTH AFRICAN POLITICS?****SOURCE 5A**

This extract from *Every Step of the Way*, published by the Ministry of Education in 2004, outlines the details of the Treason Trial in 1956.

The government's lawyers were convinced that the Congress of the People (to draw up the Freedom Charter) provided them with more than sufficient evidence of a plot to overthrow the government. So, at dawn on 5 December 1956, police swooped on more than 100 households around the country, arresting what *Drum* magazine journalist Anthony Sampson described as 'South Africa's real opposition'.

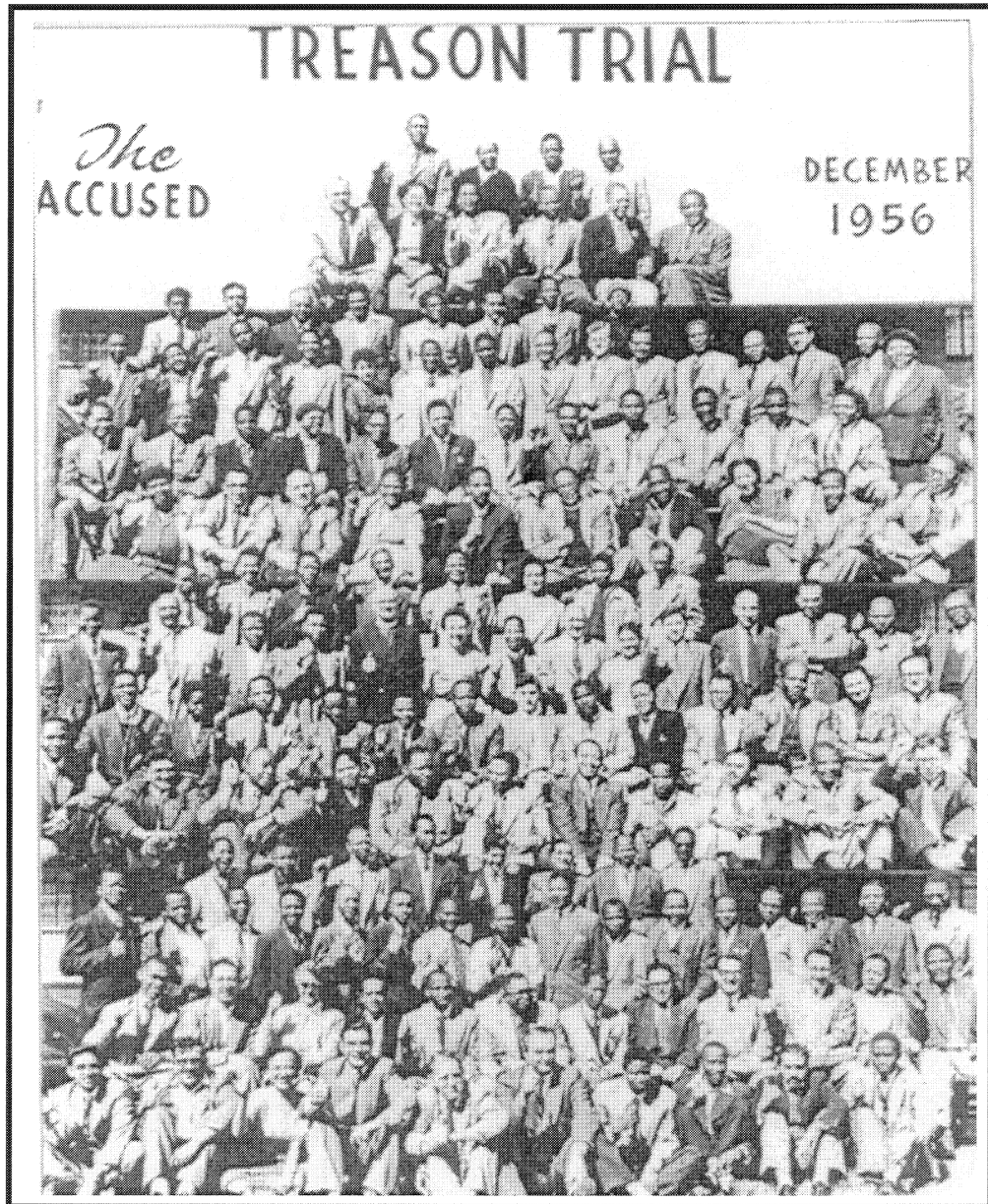
In all, 156 people were arrested and charged. It was the beginning of one of the longest and most futile of political trials in South Africa. Among the accused were Albert Luthuli, ZK Matthews, Nelson Mandela, Walter Sisulu, Oliver Tambo, Helen Joseph, Communists Ruth First and her husband Joe Slovo, and Ahmed Kathrada. Included in the arrests were 105 blacks, 23 whites, 21 Indians and 7 coloureds.

A Treason Trial Defence Fund was established in South Africa and in London. It was the forerunner of the Defence and Aid Fund, which, for the next three decades, would play a key role in assisting the struggle against apartheid.

By the time the trial ended in 1961, charges had been dropped against all but 30 of the 156. And the judges found that even against these individuals the state had failed to prove its case. All were acquitted.

SOURCE 5B

This is a photograph of some of the treason trialists that was taken in 1956. The photographer wanted to take the photo in a park, but police stopped him because it would mean blacks and whites sitting together. Eventually the photographer had to take several photos and paste them together to make this one.



Some of the trialists in the photograph include Nelson Mandela, Ruth First, Joe Slovo, Walter Sisulu, Yusuf Dadoo and others.

SOURCE 5C

This is an extract from *Long Walk To Freedom* by Nelson Mandela that focuses on his experiences during the Treason Trial in the 1950s.

Just after dawn on 5 December 1956, I heard a loud banging on my door. I knew immediately that it meant trouble. Only the security police knocked in such a way.

After searching my house from top to bottom, the officer in charge showed me a warrant for my arrest. The words jumped out at me: 'HOOGVERRAAD – HIGH TREASON'.

My children watched as I was led away. Even though I knew that I had committed no crime, it did not feel good to be arrested in front of my children.

I was taken to Marshall Square, a big red-brick prison in Johannesburg. There I met many of my comrades, who had already been arrested. Over the next few hours, more arrived.

...We were soon transferred to the Johannesburg Prison, or the Fort, as it was commonly known. When we arrived, we were taken to an outside courtyard and ordered to strip naked. Afterwards, we were put into two large cells with cement floors and one open toilet. There were no beds or chairs, and we slept on mats on the floor. We stayed in the Fort for two weeks. Even though we lived in terrible conditions, our spirits were high.

...Just before the trial began, they moved the trial away from Johannesburg to Pretoria ...This was bad news for us. We would be separated from our supporters. Those of us who had jobs in Johannesburg would no longer be able to keep them. This was thus another way in which the state tried to crush our spirit. We left Johannesburg at six o' clock each morning in a big bus that had hard wooden slats for seats. We returned home late in the evening. All in all, we spent almost five hours on the road each day.

...After more than four years in court and dozens of prosecutors, thousands of pages of testimony, the state had failed in its mission. The verdict was an embarrassment to the government, both home and abroad. Yet the result only made the state more bitter towards us. The lesson they took away was not that we had legitimate grievances, but that they needed to be far more ruthless.

QUESTION 6: THE PERIOD 1976 TO 1994**6.1 HOW EFFECTIVE WAS STUDENT RESISTANCE IN THE FIGHT AGAINST APARTHEID IN THE 1980s?****SOURCE 6A**

This is an article entitled 'Look-Out! Mothers and children beaten for going to school' which was published in *Grassroots*, October 1985.

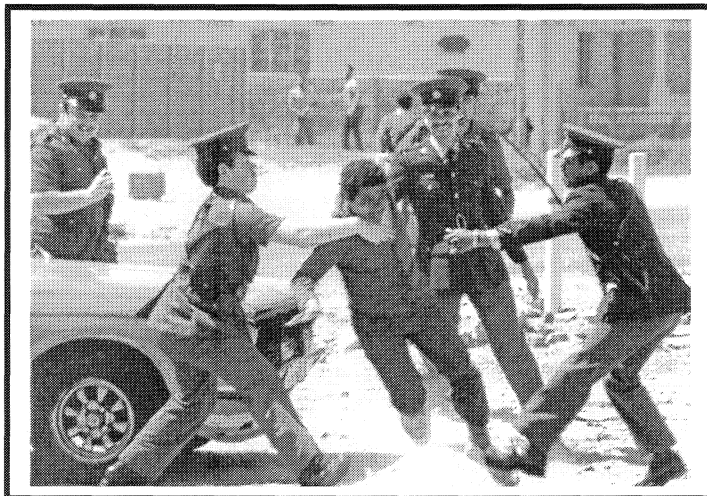
In its characteristic display of force in the face of peaceful demands, the police besieged Western Cape schools this month to keep students out of school. The main focus of police attention was Alexander Sinton Senior Secondary School in Athlone where police, armed to the teeth, faced parents, teachers and students. Peaceful, unarmed people were beaten, tear-gassed and imprisoned. It all started as a result of Mr Carter Ebrahim's (House of Representative - Minister of Education in the Tricameral Parliamentary System) closure of more than 460 educational institutions in the Western Cape – which he claimed were fermenting (stirring up) unrest and were responsible for causing 'violence'.

... Parents, teachers and students were adamant that the educational institutions (schools) belonged to them and regardless of what Carter Ebrahim said, they were going to open the schools themselves. This defiant attitude saw scores of parents, teachers and students appear at schools on the Tuesday morning. We received this report from someone on the spot.

'173 people entered the premises of Alexander Sinton, including the principal and deputy principal. At about 9 am more than eight police vehicles entered the school premises and ordered that all those present were under arrest. About a third of those arrested were bundled into the police vehicles – included were elderly women and children.

Riot police spewed out (jumped out) of Casspirs and launched ground attacks on the people, who tried to retaliate by throwing stones. Children ran, terrified, from the police. A witness saw a youngster run towards him in shock. When the youngster turned around, the witness saw a gaping wound in the back with blood pouring out. The youngster had not realised that he had been shot.'

The South African Police trying to arrest a student activist in the 1980s.



SOURCE 6B

Eddie Daniels, the activist, spent 15 years on Robben Island. On his release in 1985, he began teaching at Garlandale High and was actively involved in the struggle for freedom. The following is an extract from his book *There and Back, Robben Island 1964-1979* (2002).

In the past politics had been the terrain of adults only but, since the Soweto uprising the picture had rapidly changed. By 1985, schoolchildren from standard six upward were actively involved ... The children were well organised and extremely brave in spite of the State of Emergency [declared in July 1985]... Children were beaten, imprisoned and killed. One of the most notorious incidents was the 'Trojan Horse Killing', when a group of policemen hid inside crates on the back of a government railways truck [and, when children began storming it] popped up ... and opened fire indiscriminately with automatic rifles. Three children died ...

SOURCE 6C

This is an extract from a pamphlet on the Education Charter Campaign. These pamphlets were distributed to schools in the 1980s.

THE EDUCATION CHARTER CAMPAIGN (EDCC)

'...Unless there is an adequate political response to the problem of black education, and the government addresses black education as a fundamental problem which accompanied apartheid, the educational unrest will be endemic [widespread] in the black community.' - (Dr Alan Boesak, UDF Patron & WCC President)

ORIGINS OF THE CAMPAIGN

...It was after 1976 and, in particular during the 1980 education boycott that a call for a non-racial and democratic education was made. It had then just been realized that:

(i) There was no common understanding of what equal education meant. People were not aware of the undemocratic and racist nature of the whole system of education.

(ii) There was poor national co-ordination and lack of common goal in the education struggle.

As a result of the 1981 Azanian Students' Organisation (AZASO) General Students Council (GSC) decided on this Campaign ... This campaign is based on the people's demand as expressed in the Freedom Charter that The doors of Learning and Culture shall be opened to all.

ORGANISATIONS SPEARHEADING THE CAMPAIGN

The Congress of South African Students (COSAS) immediately supported AZASO's decision about the EDCC. As a result COSAS and AZASO spearheaded the campaign. The National Union of Students (NUSAS) and later the National Education Union of South Africa (NEUSA) also joined in the campaign.

AIMS AND OBJECTIVES OF THE EDCC

Through this campaign we shall contribute towards solving the present education crisis by:

- (1) Collecting the demands of the people regarding education
- (2) Clearly defining the alternative to apartheid education, i.e. define a people's education
- (3) Mobilising, educating and uniting students and youth, parents, workers, teachers and members of the community. This will link the struggle for democratic education to the overall struggle for a free, united and democratic South Africa...

Some of the leaders at the launch of the Education Charter Campaign in March 1986, Cape Town.



ACKNOWLEDGEMENTS

Extracts and visual sources used in this addendum were taken from the following publications:

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