

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

The various internal resistance organisations in South Africa were successful in challenging PW Botha's apartheid regime in the 1980s.

Do you agree with this statement? Use relevant examples to support your line of argument.

[50]

QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

The violence that began in South Africa in the early 1990s was specifically aimed at derailing the process of negotiations among various political organisations.

Critically discuss this statement in the context of the process of negotiations that occurred in South Africa between 1990 and 1994.

[50]

QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

Explain to what extent the disintegration of the Soviet Union in 1989 contributed to the political changes that occurred in South Africa. Support your line of argument with relevant evidence.

[50]

TOTAL: 150



3.5 Read Source 3D.

3.5.1 Explain to what extent structural adjustment policies were able to assist the economies of developing countries. (2 x 2) (4)

3.5.2 Name any THREE factors that have contributed to the reduction of domestic markets in developing countries. (3 x 1) (3)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the implementation of structural adjustment policies affected developing countries. (8)

[50]



QUESTION 3: HOW DID THE IMPLEMENTATION OF STRUCTURAL ADJUSTMENT POLICIES (SAPs) AFFECT THE ECONOMIES OF DEVELOPING COUNTRIES?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Refer to Source 3A.

3.1.1 Name any THREE of the most developed countries in the world according to the source. (3 x 1)

3.1.2 What, according to the source, was the purpose of structural adjustment policies in the context of globalisation? (1 x 2)

3.1.3 Why, according to the source, were African countries forced to implement IMF-inspired policies? (1 x 2)

3.1.4 Explain why Arnold claimed that the conditions which the IMF imposed on developing countries were harsh. (2 x 2)

3.2 Study Source 3B.

3.2.1 Why, according to Ismi, was the 1980s referred to as the 'lost decade'? (1 x 2)

3.2.2 Using the information in the source and your own knowledge, explain how the repayment of debts to Western banks affected the economies of African countries. (2 x 2)

3.2.3 What evidence in the source suggests that Africa's debt between 1980 and 1990 had increased? (1 x 2)

3.2.4 Comment on whether you would consider the information in this source useful when researching the impact that structural adjustment policies had on African countries. (2 x 2)

3.3 Consult Source 3C

3.3.1 Explain how the cartoonist portrays the International Monetary Fund's structural adjustment policies. Use the visual clues in the cartoon to support your answer. (2 x 2)

3.3.2 Comment on the caption in the source, 'SPOT THE DIFFERENCE', in the context of the implementation of structural adjustment policies in developing countries. (2 x 2)

3.4 Compare Sources 3B and 3C. Explain how the cartoonist's interpretation of events supports Ismi's views regarding the effects that structural adjustment policies had on developing countries. (2 x 2)



- 2.4 Compare Sources 2B and 2C. Comment on how the information in these sources differs regarding the role that the National Party played in committing political crimes against humanity. (2 x 2) (4)
- 2.5 Study Source 2D. (4)
- 2.5.1 Identify the TWO human rights abuses in the source that the ANC was responsible for. (2 x 1) (2)
- 2.5.2 Comment on why both the ANC and the IFP decided to challenge the final draft of the TRC's report. (2 x 2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining whether the TRC was successful in reconciling South Africa with its divided past. (8)

[50]



QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN RECONCILING SOUTH AFRICA WITH ITS DIVIDED PAST?

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

2.1 Refer to Source 2A.

2.1.1 Why, according to the source, was the TRC established? (1 x 1) (1)

2.1.2 Define the following terms in the context of the TRC:

(a) Amnesty (1 x 2) (2)

(b) Reconciliation (1 x 2) (2)

2.1.3 Explain why you think the author of the source claimed that most cases were only scantily addressed. (2 x 2) (4)

2.1.4 Using the information in the source and your own knowledge, explain why the following applied for amnesty:

(a) Viakplaas operatives (1 x 2) (2)

(b) ANC operatives (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 Who, according to the source, did the National Party blame for the widespread human rights violations? (1 x 1) (1)

2.2.2 Why do you think the PAC's contribution at the TRC hearings was regarded as controversial? (2 x 2) (4)

2.2.3 How, according to the information in the source, did the IFP respond to the TRC hearings? (1 x 2) (2)

2.2.4 Comment on the usefulness of the information in this source to a historian researching how political parties responded to the TRC hearings. (2 x 2) (4)

2.3

Consult Source 2C.

2.3.1 Explain the messages portrayed in this cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)

2.3.2 Identify any FOUR 'dirty tricks' in the source that the National Party committed during the 1980s. (4 x 1) (4)



- 1.4 Compare Sources 1B and 1C. Explain in what ways the information in both sources support each other regarding the impact that the youth of Soweto had on the Soweto Uprising. (2 x 2) (4)
- 1.5 Use Source 1D. (4)
- 1.5.1 Explain the messages that are conveyed by the photograph. (2 x 2) (4)
- 1.5.2 Comment on the effectiveness of the words 'UP IN ARMS 1976' that were used as a title for this photograph in the context of the Soweto Uprising. (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 how the students from Soweto challenged the apartheid regime in the 1970s. (8)

[50]



SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material to be used to answer these questions may be found in the ADDENDUM.

QUESTION 1: HOW DID THE STUDENTS FROM SOWETO CHALLENGE THE APARTHEID REGIME IN THE 1970s?

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

1.1 Refer to Source 1A.

1.1.1 What, according to Desmond Tutu, was the purpose of grand apartheid? (2 x 1) (2)

1.1.2 Why did the apartheid government decide to arrest political activists in the 1960s? (1 x 2) (2)

1.1.3 Quote any FOUR pieces of evidence from the source which describe how black South Africans lived in the townships. (4 x 1) (4)

1.2 Read Source 1B.

1.2.1 What, according to the source, was Tsjetsi Mashini's ultimate goal? (1 x 1) (1)

1.2.2 How did Tiro describe Mashini as a student? (2 x 1) (2)

1.2.3 What do you understand by the term *Black Consciousness*? (1 x 2) (2)

1.2.4 Comment on why you think the Soweto Uprising of 1976 turned Mashini into a national and international hero. (2 x 2) (4)

1.3 Study Source 1C.

1.3.1 Identify the first school in the source that embarked on protest action on 16 June 1976. (1 x 1) (1)

1.3.2 How, according to the source, did the police respond to the marchers on Vilakazi Street? (2 x 1) (2)

1.3.3 Why do you think the police decided to use live ammunition (bullets) on the students? (1 x 2) (2)

1.3.4 Comment on the role that women played during the Soweto Uprising of 1976. (2 x 2) (4)

1.3.5 Explain to what extent you would consider the information in this source reliable when studying how the Soweto Uprising unfolded on 16 June 1976. (2 x 2) (4)



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: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA
- QUESTION 2: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST
- QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT

SECTION B: ESSAY QUESTIONS

- QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s
- QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST
- QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989
2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions may be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:

- 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
- 4.2 The THIRD question may be either a source-based question or an essay question.

5. You are advised to spend at least ONE hour per question.
6. When answering questions, you should apply your 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.





MORNING SESSION

This question paper consists of 9 pages and an addendum of 14 pages.

MARKS: 150

TIME: 3 hours

HIST.2
HISTORY P2
FEBRUARY/MARCH 2017

GRADE 12

NATIONAL
SENIOR CERTIFICATE

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education

