



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2017

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 13 pages.

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.

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 is contained in the ADDENDUM.

QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS CHALLENGE THE INTRODUCTION OF AFRIKAANS AS A MEDIUM OF INSTRUCTION IN 1976?

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

- 1.1 Refer to Source 1A.
- 1.1.1 Why, according to the source, did African students break away from NUSAS? (3 x 1) (3)
- 1.1.2 Quote evidence from the source that shows how Biko wanted black South African students to take matters into their own hands. (1 x 1) (1)
- 1.1.3 What do you understand by Steve Biko's definition of 'black'? (1 x 2) (2)
- 1.1.4 Explain the usefulness of the information in this source for a historian studying the philosophy of Black Consciousness. (2 x 2) (4)
- 1.2 Read Source 1B.
- 1.2.1 What role, according to Mkhabela, did the SASM play? (1 x 2) (2)
- 1.2.2 According to the evidence in the source, approximately how many students attended the meeting in Orlando on 13 June 1976? (1 x 1) (1)
- 1.2.3 Why, according to the information in the source, was Mashinini popular at the meeting that was held in Orlando? (1 x 1) (1)
- 1.2.4 Using the information in the source and your own knowledge, explain why the protest action of 16 June 1976 was regarded as successful. (2 x 2) (4)
- 1.3 Study Source 1C.
- 1.3.1 Why, according to the source, did teachers object to the implementation of Afrikaans as medium of instruction at schools in Soweto? (1 x 2) (2)
- 1.3.2 State TWO ways in which the SASM influenced student organisations in Soweto. (2 x 1) (2)
- 1.3.3 Using the information in the source and your own knowledge, explain why the protest action turned violent. (2 x 2) (4)
- 1.3.4 Comment on what was implied by the statement: 'succeeded where their parents had failed' in the context of the Soweto uprising of June 1976. (2 x 2) (4)

- 1.4 Use Source 1D.
- 1.4.1 Using the information in the source, explain how the students of Soweto responded to the compulsory introduction of Afrikaans as a medium of instruction. (2 x 2) (4)
- 1.4.2 Explain why you think this photograph should have been published in the media in light of what occurred in Soweto in June 1976. (2 x 2) (4)
- 1.5 Compare Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding how events unfolded in Soweto on 16 June 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 how the philosophy of Black Consciousness challenged the introduction of Afrikaans as a medium of instruction in 1976. (8) **[50]**

QUESTION 2: WHAT ROLE DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) PLAY IN RECONCILING SOUTH AFRICANS WITH THEIR DIVIDED PAST?

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

2.1 Refer to Source 2A.

- 2.1.1 Give THREE reasons in the source for the establishment of the TRC. (3 x 1) (3)
- 2.1.2 Using the information in the source and your own knowledge, comment on how the Human Rights Violation Committee conducted its work. (1 x 2) (2)
- 2.1.3 Explain the concept *restorative justice* in the context of the TRC. (1 x 2) (2)
- 2.1.4 Quote evidence from the source that suggests that the TRC was established to cater for all South Africans. (1 x 2) (2)
- 2.1.5 Comment on why you think it was necessary for women to testify before the TRC. (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 Define the concept *amnesty* in the context of the TRC. (1 x 2) (2)
- 2.2.2 Explain why Tutu stated 'the big fish escaped' in the context of the TRC hearings. (1 x 2) (2)
- 2.2.3 State THREE pieces of evidence that Tutu refers to regarding people's knowledge of the atrocities that were committed after 1960. (3 x 1) (3)

2.3 Read Source 2C.

- 2.3.1 According to the information in the source, what percentage of black South Africans supported the TRC in:
- (a) 1996 (1 x 1) (1)
- (b) 1998 (1 x 1) (1)
- 2.3.2 Explain in your own words why there was a decline in the support of the TRC by black South Africans in 1998. (2 x 2) (4)
- 2.3.3 Comment on why you think more black South Africans than white South Africans supported the survey question regarding the TRC in 1998. (2 x 2) (4)

- 2.4 Study Source 2D.
- 2.4.1 Explain the messages that are conveyed by the cartoon regarding the amnesty process. (2 x 2) (4)
- 2.4.2 Comment on why a historian would consider the information in this source useful when researching the amnesty process of the TRC. (2 x 2) (4)
- 2.5 Refer to Sources 2B and 2D. Explain how the information in both sources supports each other regarding the work of the TRC. (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 the role that the TRC played in reconciling South Africans with its divided past. (8) **[50]**

QUESTION 3: DID SOUTH AFRICA BENEFIT FROM ITS MEMBERSHIP OF BRICS?

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

- 3.1 Refer to Source 3A.
- 3.1.1 According to the source, list FOUR countries that were members of BRICS. (4 x 1) (4)
- 3.1.2 Name the leader that ensured that South Africa became a member of BRICS. (1 x 1) (1)
- 3.1.3 Explain why South Africa's inclusion in BRICS was met with 'surprise' and 'incomprehension' (disbelief) by leading politicians and economists. (2 x 2) (4)
- 3.1.4 Identify ONE piece of evidence in the source why South Africa was granted membership of BRICS. (1 x 1) (1)
- 3.1.5 Define the term *developed nations* in your own words. (1 x 2) (2)
- 3.2 Study Source 3B.
- 3.2.1 Explain the messages that are conveyed by this photograph of the fifth BRICS summit. (2 x 2) (4)
- 3.2.2 Name the country that hosted the fifth BRICS summit in 2013. (1 x 1) (1)
- 3.3 Consult Sources 3A and 3B. Explain how the information in Source 3A supports the evidence in Source 3B regarding South Africa's membership of BRICS. (2 x 2) (4)
- 3.4 Use Source 3C.
- 3.4.1 According to the information in the source, list the products that the following countries intended to supply to South Africa:
- (a) Russia (1 x 1) (1)
- (b) China (1 x 1) (1)
- 3.4.2 Explain how South Africa's trade relations with the BRICS countries improved between 1995 and 2011. (2 x 2) (4)
- 3.4.3 Using the information in the source, identify the country that replaced India as South Africa's leading trading partner. (1 x 1) (1)

- 3.5 Consult Source 3D.
- 3.5.1 Explain the different views regarding South Africa's inclusion as a member of BRICS. (2 x 2) (4)
- 3.5.2 Comment on why South Africa's membership of BRICS was regarded as dangerous for domestic markets. (2 x 2) (4)
- 3.5.3 What, according to Gumede, would be the consequences if South Africa's currency is replaced by the Chinese currency? (2 x 1) (2)
- 3.5.4 Explain to what extent you would consider the information in this source useful regarding the challenges that South Africa might face as a member of BRICS. (2 x 2) (4)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining whether South Africa has benefited from its membership of BRICS. (8) **[50]**

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

Various internal resistance movements in South Africa were successful in challenging PW Botha's apartheid regime in the 1980s.

Do you agree with the statement? Support your line of argument with relevant historical evidence.

[50]**QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST**

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

Explain to what extent you agree with this statement. Use relevant historical evidence to support your line of argument.

[50]**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989**

Explain how the collapse of the Soviet Union in 1989 contributed to the political changes that occurred in South Africa.

Substantiate your line of argument using relevant historical evidence.

[50]**TOTAL: 150**