



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATION

HISTORY P2

2015

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and a 14-page addendum.

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 can 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 can 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, candidates should apply their knowledge, skills and insight.
7. A mere rewriting of the sources as answers will disadvantage candidates.
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 IDEOLOGY OF BLACK CONSCIOUSNESS INFLUENCE THE STUDENTS OF SOWETO TO CHALLENGE THE APARTHEID GOVERNMENT IN THE 1970s?

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

- 1.1 Refer to Source 1A.
- 1.1.1 Define the term *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.2 Give THREE effects that the policy of apartheid had on black South African students. (3 x 1) (3)
- 1.1.3 Explain in your own words what Steve Biko implied with the statement: 'being black is not [just] a matter of pigmentation (skin colour) [but] the reflection of a mental attitude'. (1 x 2) (2)
- 1.1.4 Comment on how Biko proposed that black South Africans liberate themselves. (2 x 2) (4)
- 1.1.5 What, according to the source, were the main aims of the ideology of Black Consciousness? (2 x 1) (2)
- 1.2 Read Source 1B.
- 1.2.1 State TWO ways, as suggested in the source, in which the philosophy of Black Consciousness influenced the lives of black South Africans. (Written source) (2 x 1) (2)
- 1.2.2 What were Biko's views regarding the introduction of Afrikaans as a language of instruction in black South African schools? (Written source) (1 x 2) (2)
- 1.2.3 Why, according to a student, was Afrikaans considered a 'terrible academic pain'? (Written source) (1 x 2) (2)
- 1.2.4 Comment on whether you agree with Mono Badela's statement: 'students saw Afrikaans as a means of suppression (destruction)'. (Written source) (2 x 2) (4)
- 1.2.5 Why did the students of Soweto embark on protest action? (Visual source) (1 x 2) (2)
- 1.2.6 Explain how the evidence in the written source supports the visual source regarding the reaction of black South African students to the introduction of Afrikaans as a medium of instruction. (2 x 2) (4)

- 1.3 Study Source 1C.
- 1.3.1 Name THREE schools that decided to participate in the march against Afrikaans as a medium of instruction. (3 x 1) (3)
- 1.3.2 Why were both parents and teachers against the use of Afrikaans as a medium of instruction at schools in Soweto? (1 x 2) (2)
- 1.3.3 Define the concept *boycott* in your own words. (1 x 2) (2)
- 1.3.4 Quote evidence from the source that suggests that the demonstration was a success. (1 x 2) (2)
- 1.3.5 Comment on the effectiveness of the slogans that were used by the students during the march. (2 x 2) (4)
- 1.4 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the ideology of Black Consciousness influenced the students of Soweto to challenge the apartheid government in the 1970s. (8) [50]

QUESTION 2: WAS THE AMNESTY PROCESS OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN HEALING SOUTH AFRICA FROM 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 State any TWO objectives of the TRC. (2 x 1) (2)
- 2.1.2 Why, according to the source, did the Truth and Reconciliation Commission focus on gross human rights violations that occurred in South African between 1960 and 1994? (1 x 2) (2)
- 2.1.3 Why do you think 'apartheid' was considered a crime against humanity? (1 x 2) (2)
- 2.1.4 Define the concept *amnesty* in your own words. (1 x 2) (2)
- 2.1.5 Explain to what extent this source would be useful to a historian studying the role of the TRC. (2 x 2) (4)
- 2.1.6 List the THREE committees that undertook the work of the TRC. (3 x 1) (3)

2.2 Consult Source 2B.

- 2.2.1 Describe in your own words how the amnesty process worked. (1 x 2) (2)
- 2.2.2 How, according to the source, did the Amnesty Committee deal with the death of Black Consciousness leader, Steven Bantu Biko? (1 x 2) (2)
- 2.2.3 Why do you think Dr Wouter Basson was unwilling to appear before the TRC? (1 x 2) (2)
- 2.2.4 Quote evidence from the source that suggests that the Amnesty Committee experienced difficulty while undertaking its work. (1 x 1) (1)

2.3 Look at Source 2C.

- 2.3.1 Explain the portrayal of Dr Wouter Basson in the cartoon. (1 x 2) (2)
- 2.3.2 Comment on the meaning of the words 'CHEMICAL PROCESS FOR PROTECTION FROM TRC: Where possible avoid contact, until TRC spontaneously dissolves' in the context of the TRC hearings. (2 x 2) (4)

2.4 Using the evidence in Sources 2B and 2C, explain how these sources support each other regarding Dr Basson's attitude towards the TRC. (2 x 2) (4)

- 2.5 Study Source 2D.
- 2.5.1 Define the concept *reconciliation* in your own words. (1 x 2) (2)
- 2.5.2 Why do you think PW Botha and Mangosuthu Buthelezi refused to appear before the TRC? (2 x 2) (4)
- 2.5.3 Explain why Biko's family were opposed to the amnesty process. (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 amnesty process of the TRC was successful in healing South Africa from its divided past. (8)
- [50]**

QUESTION 3: WHY DID SOUTH AFRICA BECOME A MEMBER OF THE BRIC GROUP?

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

- 3.1 Refer to Source 3A.
- 3.1.1 Name any TWO countries that were part of the BRIC group. (2 x 1) (2)
- 3.1.2 Using the information in the source and your own knowledge, explain the strategy that President Jacob Zuma used to secure South Africa's membership of the BRIC group. (2 x 2) (4)
- 3.1.3 Define the term *emerging economies* in your own words. (1 x 2) (2)
- 3.1.4 Why do you think the third BRIC summit that was held in China was significant for South Africa? (1 x 2) (2)
- 3.1.5 State TWO economic benefits that South Africa hoped to enjoy if she became a member of the BRIC group. (2 x 1) (2)
- 3.1.6 Explain the usefulness of the information in the source to a historian researching the formation of the BRICS group. (2 x 2) (4)
- 3.2 Study Source 3B.
- 3.2.1 Explain what the cartoonist wants you to think about South Africa's role within the BRICS group. (2 x 2) (4)
- 3.2.2 Comment on the words in the cartoon: 'He just loves his leading role' in the context of South Africa becoming a member of the BRIC group. (2 x 2) (4)
- 3.3 Compare Sources 3A and 3B. Explain how the information in both sources support each other regarding the formation of the BRICS group. (2 x 2) (4)
- 3.4 Consult Source 3C.
- 3.4.1 Explain why O'Neill objected to South Africa's membership of the BRICS group. (2 x 2) (4)
- 3.4.2 What was the International Monetary Fund's view of South Africa's economy compared to other African countries? (1 x 2) (2)
- 3.4.3 Give TWO reasons, according to the information in the source, why the South African government had a negative impact on the BRICS group. (2 x 1) (2)

- 3.5 Read Source 3D.
- 3.5.1 How, according to Nkoana-Mashabane, would the BRICS group benefit from South Africa's membership? (2 x 1) (2)
- 3.5.2 Name South Africa's biggest bilateral trading partner. (1 x 1) (1)
- 3.5.3 Give THREE reasons why South Africa joined the BRIC group. (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 the reasons why South Africa became a member of the BRIC group. (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

PW Botha's policies of 'Total Onslaught' and 'Total Strategy' were met with intense internal resistance during the 1980s.

Is this an accurate assessment? Support your answer with relevant historical evidence. **[50]**

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

Explain to what extent the leaders of various political organisations were successful in overcoming the obstacles that confronted South Africa on the road to democracy in the early 1990s.

Use relevant examples to support your argument. **[50]**

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

It was the collapse of the Soviet Union in 1989 that was largely responsible for the political changes that occurred in South Africa after 1989.

Do you agree with this statement? Substantiate your answer with relevant evidence. **[50]**

TOTAL: 150