



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
NOVEMBER 2021**

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 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: THE CRISIS OF APARTHEID IN THE 1980s

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

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

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. 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 UNITED DEMOCRATIC FRONT (UDF) RESPOND TO THE APARTHEID REFORMS INTRODUCED BY PW BOTHA IN 1983?

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

1.1 Refer to Source 1A.

- 1.1.1 Name TWO apartheid statutes in the source that PW Botha scrapped while introducing reforms to the apartheid policy. (2 x 1) (2)
- 1.1.2 Explain what is implied by the statement, '... what he (PW Botha) had in mind was not reform but rather a reformulation (restructuring) of apartheid.' (1 x 2) (2)
- 1.1.3 Define the term *tricameral parliament* in your own words. (1 x 2) (2)
- 1.1.4 Using the information in the source and your own knowledge, explain why you think the black majority was excluded from the new legislation. (2 x 2) (4)
- 1.1.5 Identify FOUR legislative powers in the source that the white minister had over black urban councils. (4 x 1) (4)

1.2 Read Source 1B.

- 1.2.1 Why, according to the source, did Rev. Dr Allan Boesak refer to the launch of the UDF as a historic moment? Give ONE reason. (1 x 2) (2)
- 1.2.2 Quote evidence from the source that shows that the meeting called by the UDF was not merely a gathering of loose individuals. (1 x 2) (2)
- 1.2.3 Explain the meaning of Rev. Dr Allan Boesak's statement, 'The homelands policy forms the basis of the wilful exclusion of 80% of our nation from the new political deal.' (2 x 2) (4)
- 1.2.4 Why would a historian consider this source to be reliable regarding the launch of the UDF? (2 x 2) (4)

- 1.3 Study Source 1C.
- 1.3.1 Explain what is implied by the words in the poster, 'DON'T VOTE IN APARTHEID ELECTIONS!', in the context of the UDF's resistance to the introduction of the tricameral parliament in 1983. (1 x 2) (2)
- 1.3.2 Comment on the slogan 'FORWARD TO FREEDOM!' held by the UDF supporters, in the context of resistance to PW Botha's apartheid reforms. (1 x 2) (2)
- 1.4 Refer to Sources 1B and 1C. Explain how the evidence in Source 1C supports the information in Source 1B regarding the UDF's internal resistance against apartheid reforms in 1983. (2 x 2) (4)
- 1.5 Use Source 1D.
- 1.5.1 Identify the voter turnout for the elections of the tricameral parliament (in percentages) for the following communities:
- (a) Indian (1 x 1) (1)
- (b) Coloured (1 x 1) (1)
- 1.5.2 Explain the term *boycott* in the context of the UDF's reaction during the elections for the tricameral parliament. (1 x 2) (2)
- 1.5.3 Why do you think two-thirds of the white voters endorsed the constitution in a referendum held in November 1983? (1 x 2) (2)
- 1.5.4 Comment on why the United States State Department believed that Botha's reforms were 'a step in the right direction'. (1 x 2) (2)
- 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 United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983. (8) [50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE POLITICAL ACTIVIST, GRIFFITHS MXENGE?

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

2.1 Refer to Source 2A.

- 2.1.1 Who, according to the source, could come forward and be heard at the TRC? (1 x 1) (1)
- 2.1.2 Define the concept *amnesty* in your own words. (1 x 2) (2)
- 2.1.3 Why do you think the hearings at the TRC made international news? (1 x 2) (2)
- 2.1.4 List any THREE mandates of the TRC, as stated in the source. (3 x 1) (3)
- 2.1.5 Using the information in the source and your own knowledge, explain why you think the Human Rights Violations Committee investigated human rights abuses that took place between 1960 and 1994. (1 x 2) (2)
- 2.1.6 State TWO conditions, according to the source, that perpetrators of human rights abuses had to meet before they could be granted amnesty. (2 x 1) (2)

2.2 Use Source 2B.

- 2.2.1 Why did the TRC decide to produce this poster? (1 x 2) (2)
- 2.2.2 Comment on why you think the TRC used the words, 'IF YOUR MOTHER WAS TORTURED, FATHER MURDERED ... WOULD YOU BE SILENT', on the poster in the context of the TRC hearings. (2 x 2) (4)
- 2.2.3 Explain the term *reconciliation* in the context of the TRC. (1 x 2) (2)

2.3 Read Source 2C.

- 2.3.1 Name any TWO killers in the source that were implicated (accused) in the murder of Griffiths Mxenge. (2 x 1) (2)
- 2.3.2 Why do you think Dirk Coetzee implicated (accused) ANC cadres in the murder of Griffiths Mxenge? (2 x 2) (4)
- 2.3.3 Explain the usefulness of this source for a historian researching the murder of anti-apartheid activist, Griffiths Mxenge. (2 x 2) (4)

- 2.4 Refer to Sources 2B and 2C. Explain how the evidence in Source 2C supports the information in Source 2B regarding the call by the TRC for victims and perpetrators to appear before public hearings. (2 x 2) (4)
- 2.5 Consult Source 2D.
- 2.5.1 Identify any TWO perpetrators in the source who were granted amnesty by the TRC for the murder of Griffiths Mxenge. (2 x 1) (2)
- 2.5.2 Quote TWO reasons from the source why the TRC granted amnesty to the murderers of Griffiths Mxenge. (2 x 1) (2)
- 2.5.3 Using the information in the source and your own knowledge, explain why the Mxenge family was disappointed by the TRC's decision to grant amnesty for the murder of Griffiths Mxenge. (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 how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist, Griffiths Mxenge. (8) **[50]**

QUESTION 3: WHAT IMPACT HAS THE GLOBAL COVID-19 PANDEMIC HAD ON SOUTH AFRICA?

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

3.1 Refer to Source 3A.

3.1.1 Quote from the source the effects of the rise of globalisation on:

(a) The world (1 x 1) (1)

(b) People (1 x 1) (1)

3.1.2 According to the source, how has the free movement of people, goods and services, brought about by globalisation, been:

(a) Beneficial to the world (1 x 1) (1)

(b) Detrimental to the world (1 x 1) (1)

3.1.3 Define the concept *globalisation* in your own words. (1 x 2) (2)

3.1.4 Using the information in the source and your own knowledge, explain how technological advancement has contributed to Covid-19 becoming a global pandemic. (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 Name the international organisation that declared the coronavirus outbreak a global pandemic. (1 x 1) (1)

3.2.2 Explain the term *pandemic* in the context of Covid-19. (1 x 2) (2)

3.2.3 Using the information in the source and your own knowledge, explain why it was necessary for the South African government to introduce measures to contain the spread of the coronavirus. (2 x 2) (4)

3.2.4 Name any TWO high-risk countries in the source on which the South African government imposed a travel ban. (2 x 1) (2)

- 3.3 Consult Source 3C.
- 3.3.1 Identify ONE negative economic indicator mentioned in the source that was heightened by the Covid-19 pandemic. (1 x 1) (1)
- 3.3.2 Using the information in the source and your own knowledge, explain how the Covid-19 pandemic left many black women without any means of generating an income. (2 x 2) (4)
- 3.3.3 According to the source, why are more South Africans now afraid of unemployment than of the Covid-19 pandemic? Give TWO reasons. (2 x 1) (2)
- 3.3.4 Give TWO reasons mentioned in the source why townships became Covid-19 hotspots. (2 x 1) (2)
- 3.3.5 Explain the limitations of this source for a student researching the economic impact that lockdown has had on townships and informal settlements in South Africa. (2 x 2) (4)
- 3.4 Read Source 3D.
- 3.4.1 Explain what the cartoonist means by the caption, 'BETWEEN A ROCK AND A HARD PLACE', regarding the position of the poor. (1 x 2) (2)
- 3.4.2 What messages are conveyed by the cartoonist regarding the Covid-19 pandemic? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 3.5 Study Sources 3C and 3D. Explain how the information in Source 3C supports the evidence in Source 3D regarding the impact that the lockdown has had on the poor. (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 the impact that the global Covid-19 pandemic has had on South Africa. (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

Critically discuss how Steve Biko and the philosophy of Black Consciousness mobilised black South Africans to challenge the apartheid government in the 1960s and 1970s.

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

Explain to what extent commitment and compromise played key roles in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994.

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

Mikhail Gorbachev's reforms in the Soviet Union (Perestroika and Glasnost) led to the birth of a new era of co-operation between the African National Congress (ANC) and the National Party (NP) in South Africa from 1989.

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

[50]**TOTAL: 150**