



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

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: 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 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: WHAT WERE THE RESPONSES TO THE COMPULSORY INTRODUCTION OF AFRIKAANS AS A MEDIUM OF INSTRUCTION IN BLACK SOUTH AFRICAN SCHOOLS IN 1976?

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 the source, caused the 1976 Soweto Uprising? (1 x 1) (1)
- 1.1.2 Quote any TWO school boards from the source that comprised (made up) the Tswana School Board. (2 x 1) (2)
- 1.1.3 Explain to what extent you agree with the circuit inspector's justification that all subjects in black South African schools should be taught 'on a 50-50 basis'. (2 x 2) (4)
- 1.1.4 Comment on the School Board's response to the introduction of Afrikaans as a medium of instruction. (2 x 2) (4)

1.2 Read Source 1B.

- 1.2.1 Name TWO organisations in the source that influenced the Soweto Uprising. (2 x 1) (2)
- 1.2.2 Explain why the SASM rejected the use of Afrikaans as a medium of instruction in black South African schools. (2 x 2) (4)
- 1.2.3 Define the term *boycott* in the context of the Soweto Uprising. (1 x 2) (2)
- 1.2.4 Comment on the usefulness of this source for a historian studying the causes of the 1976 Soweto Uprising. (2 x 2) (4)

- 1.3 Study Source 1C.
- 1.3.1 Name TWO schools in the source where a massive crowd gathered. (2 x 1) (2)
- 1.3.2 Write down any TWO slogans from the source that the students who gathered on Vilikazi Street chanted. (2 x 1) (2)
- 1.3.3 Explain how the statement made by the black police officer contradicts (goes against) the action taken by the white police officer in the context of the events that unfolded in Soweto on 16 June 1976. (2 x 2) (4)
- 1.3.4 Identify any THREE places mentioned in the source where students sought refuge after the police opened fire. (3 x 1) (3)
- 1.4 Use Source 1D.
- 1.4.1 Explain why you think the editor of *The World* newspaper decided to publish this article on the front page. (1 x 2) (2)
- 1.4.2 What message do the words, 'POLICE GUN DOWN OUR CHILDREN', convey in reference to the Soweto Uprising? (1 x 2) (2)
- 1.5 Study Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding how the apartheid police responded to students 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 the responses to the introduction of Afrikaans as a compulsory medium of instruction in black South African schools in 1976. (8)
- [50]**

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVISTS SUCH AS LENNY NAIDU?

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 Nelson Mandela, was there a need to establish the TRC? (2 x 1) (2)
- 2.1.2 Define the term *reconciliation* in the context of the TRC. (1 x 2) (2)
- 2.1.3 Explain why you think De Klerk claimed that the TRC would result in a 'witch hunt'. (1 x 2) (2)
- 2.1.4 List THREE human rights violations in the source that the TRC had to investigate. (3 x 1) (3)
- 2.1.5 Explain to what extent you agree with the TRC's decision to investigate human rights violations that were committed by both the liberation movement and the apartheid regime. (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 Quote evidence from the source that states when and where Lenny Naidu was killed. (2 x 1) (2)
- 2.2.2 Using the information in the source and your own knowledge, comment on why Leslie Naidu used the words 'truth' and 'justice' several times during his testimony. (2 x 2) (4)
- 2.2.3 Explain why you would regard this source as useful when researching how the TRC undertook the process of hearing the testimonies of victims. (2 x 2) (4)

2.3 Use Source 2C.

- 2.3.1 Name any THREE MK operatives in the source that were ambushed by the security branch policemen in Mpumalanga on 8 June 1988. (3 x 1) (3)
- 2.3.2 Why, according to the source, did De Kock decide to ambush the MK operatives? (1 x 2) (2)
- 2.3.3 Comment on why you think De Kock 'planted a Makarov pistol on the body of Lenny Naidu and a hand grenade in one of the bags of the women'. (2 x 2) (4)

- 2.4 Refer to Sources 2B and 2C. Explain how the evidence in Source 2B supports the information in Source 2C regarding the murder of Lenny Naidu. (2 x 2) (4)
- 2.5 Study Source 2D.
- 2.5.1 Explain the messages that are conveyed in the cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)
- 2.5.2 Using the information in the source and your own knowledge, comment on why Tutu asks De Kock if he has 'LISTED THE CRIMES FOR WHICH YOU'LL BE APPLYING FOR AMNESTY'. (1 x 2) (2)
- 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 dealt with the murder of political activists such as Lenny Naidu. (8) **[50]**

QUESTION 3: WHAT ARE THE DIFFERENT VIEWS REGARDING THE IMPACT OF GLOBALISATION ON DEVELOPING COUNTRIES?

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

3.1 Refer to Source 3A.

- 3.1.1 Quote TWO pieces of evidence from the source that state that globalisation has helped developing countries. (2 x 1) (2)
- 3.1.2 Which TWO institutions, according to the source, encouraged developing countries to make radical changes? (2 x 1) (2)
- 3.1.3 Using the information in the source and your own knowledge, explain how India and China were able to decrease poverty levels in their respective countries. (2 x 2) (4)
- 3.1.4 Define the term *globalisation* in your own words. (1 x 2) (2)

3.2 Use Source 3B.

- 3.2.1 Name TWO outcomes that trade protection had on developing countries, as stated in the source. (2 x 1) (2)
- 3.2.2 Explain the impact that trade reforms had on the economies of India and Columbia. (2 x 2) (4)
- 3.2.3 Using the information in the source and your own knowledge, explain why poorer countries were not opposed to globalisation. (2 x 2) (4)

3.3 Study Sources 3A and 3B. Explain how the information in Source 3A supports the evidence in Source 3B regarding the influence that globalisation had on developing countries. (2 x 2) (4)

3.4 Consult Source 3C.

- 3.4.1 What, according to Pravin Gordhan, was one of the major drivers of inequality in South Africa? (1 x 1) (1)
- 3.4.2 Using the information in the source and your own knowledge, explain why you would regard this source as useful when researching the effects that globalisation had on developing countries. (2 x 2) (4)
- 3.4.3 Explain what you think Gordhan implied by the statement, 'globalisation has actually resulted in winners and losers' in the South African context. (2 x 2) (4)
- 3.4.4 Why, according to Gordhan, was the term 'radical economic transformation' often misrepresented? (1 x 2) (2)

- 3.5 Study Source 3D.
- 3.5.1 Identify the country in the graph that shows the following:
- (a) The greatest inequality gap (1 x 1) (1)
 - (b) The smallest inequality gap (1 x 1) (1)
- 3.5.2 According to the source, what is South Africa's score (%) on the Gini index? (1 x 1) (1)
- 3.5.3 Using the information in the source and your own knowledge, explain the various factors that you think contributed to the economic gap in developing countries. (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 globalisation had on developing countries. (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

The call for sanctions by the anti-apartheid movements was the only form of international protest that significantly contributed to the eventual downfall of the apartheid regime in the 1980s.

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

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

The 30th anniversary of the unconditional release of Nelson Mandela from Victor Verster Prison was commemorated in 2020. He believed that 'negotiations and not war were the key ingredients' for the establishment of a democratic South Africa.

Critically discuss this statement. Use relevant evidence from 1990 to 1994 to support your line of argument.

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

Explain to what extent the demise (downfall) of communism in the Soviet Union was largely responsible for political changes that occurred in South Africa after 1989.

Support your line of argument with relevant evidence.

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TOTAL: 150