GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

2018

10792

HISTORY

PAPER 2

TIME: 3 hours

MARKS: 150

9 pages and an addendum of 14 pages

HISTORY P2
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INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained 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: THE 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, 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

QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE YOUTH OF SOWETO IN THE 1970s?

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

1.1 **Study Source 1A.**

1.1.1 What, according to the source, did Biko promote? (2x1) (2)

1.1.2 Define the concept *Black Consciousness* in your own words. (1x2) (2)

1.1.3 Quote evidence from the source which suggests that Biko encouraged Blacks to become self-reliant. (1x1) (1)

1.1.4 Using the information in the source and your own knowledge, explain how the philosophy of Black Consciousness developed alternative structures for Black South Africans. (1x2) (2)

1.1.5 Comment on the influence that Black Consciousness had on the youth of Soweto in the 1970s. (1x2) (2)

1.2 **Consult Source 1B.**

1.2.1 Why, according to the source, did Tiro attack the authorities from the University of the North? (1x2) (2)

1.2.2 How, according to the source, did students respond to the expulsion of their members? (1x2) (2)

1.2.3 What do you think was the purpose of the SASO publication? (1x2) (2)

1.2.4 Explain the usefulness of this source to a historian studying the influence that the philosophy of Black Consciousness had on the youth of Soweto. (2x2) (4)

1.3 **Study Source 1C.**

1.3.1 Explain the messages that are conveyed in the photograph. (2x2) (4)

1.3.2 Using the information in the source and your own knowledge, comment on the mood of the students. (1x2) (2)

1.4 Compare Source 1B and Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the influence that the philosophy of Black Consciousness had on the youth of Soweto in 1976. (2x2) (4)

1.5 **Refer to Source 1D.**

1.5.1 How, according to the source, did the government respond to the Soweto uprising? (2x1) (2)

1.5.2 List THREE reasons from the source, why the government felt they had the right to decide on the language policy. (3x1) (3)

1.5.3 Why do you think Kruger referred to the learners as being 'communists'? (1x2) (2)

1.5.4 Explain what you think was implied by the statement "Parents … were stirred into action" in the context of the Soweto Uprising. (2x2) (4)

1.5.5 Using the information in the source and your own knowledge, explain what methods the government used to suppress the protestors. (1x2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words), explaining how the philosophy of Black Consciousness influenced the youth of Soweto in the 1970s. (8)

[50]

QUESTION 2: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) REGARDING THE REPARATIONS PROCESS?

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

2.1 **Refer to Source 2A.**

2.1.1 What, according to the source, was the aim of the reparations? (1x2) (2)

2.1.2 List TWO mandates from the source, that the Reparations and Rehabilitation Committee was given. (2x1) (2)

2.1.3 Define the concept *reparations* in the context of the TRC. (1x2) (2)

2.1.4 Explain why reparations were important for victims who suffered gross human rights violations during apartheid rule. (2x2) (4)

2.2 **Consult Source 2B.**

2.2.1 What, according to the source, was the Khulumani Support Group? (1x2) (2)

2.2.2 Using the information in the source and your own knowledge, explain why the Khulumani Support Group was formed. (1x2) (2)

2.2.3 How much money, according to the source, was set aside for reparations? (1x1) (1)

2.2.4 Comment on the different amounts of money that Thabo Mbeki and the TRC set aside for the process of reparations. (2x2) (4)

2.2.5 Identify TWO pieces of evidence in the source which suggest that Brian Mphahlele was a victim of apartheid. (2x1) (2)

2.3 **Study Source 2C.**

2.3.1 Explain the messages that are conveyed in the cartoon. Use the visual clues in the source to support your answer. (2x2) (4)

2.3.2 Describe the attitude of the following towards reparations:

(a) The ANC
(b) The government (2x2) (4)

2.4 Compare Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the process of reparations for victims of apartheid. (2x2) (4)

2.5 **Read Source 2D.**

2.5.1 How much, according to the source, did each victim receive from the Reparations Committee regarding the violation of their human rights. (1x1) (1)

2.5.2 Comment on why it was necessary for Zitha to demand reparations from the current government. (1x2) (2)

2.5.3 Quote evidence from the source which suggests that Zitha did not receive reparations from the TRC. (1x2) (2)

2.5.4 Explain the usefulness of the information in the source to a historian researching the reparations process of the TRC. (2x2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words), explaining how successful the Truth and Reconciliation Commission (TRC) was regarding the reparations process. (8)

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QUESTION 3: WHAT CHALLENGES DID GLOBALISATION POSE TO DEVELOPING COUNTRIES?

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

3.1 **Read Source 3A.**

3.1.1 Define the term *globalisation* in your own words. (1x2) (2)

3.1.2 Quote evidence from the source which suggests that African countries were regarded as 'developing countries'. (1x1) (1)

3.1.3 What impact did globalisation have on African countries? (1x2) (2)

3.1.4 Using the information in the source and your own knowledge, explain what you think was implied by the 'the North-South divide' in the context of globalisation. (2x2) (4)

3.2 **Study Source 3B.**

3.2.1 How, according to the information in the source, has globalisation weakened the position of poorer countries? (1x2) (2)

3.2.2 Using the information in the source, explain what you understand by the statement "the gap between the rich and poor have become more glaring". (2x2) (4)

3.2.3 What, according to the source, is the reason for the economic gap between rich and poor countries? (1x1) (1)

3.3 **Use Source 3C.**

3.3.1 Explain the messages that are conveyed in the cartoon. Use the visual clues in the source to support your answer. (2x2) (4)

3.3.2 Comment on why you think the cartoonist decided to depict the huge wave as 'globalisation'. (2x2) (4)

3.4 Compare Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the gap between the rich and poor countries. (2x2) (4)

3.5 **Consult Source 3D.**

3.5.1 List FOUR advantages of globalisation from the source. (4x1) (4)

3.5.2 Explain the negative impact that globalisation had on developing countries. (1x2) (2)

3.5.3 Identify from the source, the TWO financial institutions that supported globalisation. (2x1) (2)

3.5.4 Explain whether globalisation was able to strengthen the relations between developing and developed countries. (1x2) (2)

3.5.5 Comment on the usefulness of the information in the source to a historian researching the impact that globalisation had on developing countries.(2x2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words), explaining the challenges that globalisation posed to developing countries. (8)

[50]

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, from 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

Boycotts, sanctions and disinvestments by international anti-apartheid organisations had a negative effect on the apartheid regime in the 1980s.

Explain to what extent international anti-apartheid organisations were successful in challenging the apartheid regime in the 1980s. **[50]**

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

Attempts by various political role players to reach a negotiated settlement broke down during the period 1990 to 1994.

Critically discuss this statement. Support your line of argument with relevant evidence. **[50]**

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

Mikhail Gorbachev's reform measures led to the disintegration of the Soviet Union and accelerated political change in South Africa in the 1990s.

Do you agree with the statement? Support your line of argument with relevant evidence. **[50]**

TOTAL: 150

END