GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

2021

10792

HISTORY

PAPER 2

TIME: 3 hours

MARKS: 150

9 pages + 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 amended CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA – INTERNAL RESISTANCE TO APARTHEID

   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 BLACK CONSCIOUSNESS MOVEMENT

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

   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 will 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 either be 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 clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

Source material that is required to answer these questions may be found in the ADDENDUM.

QUESTION 1: HOW DID CIVIL SOCIETY ORGANISATIONS REACT TO THE NATIONAL PARTY'S REFORM OF THE APARTHEID POLICY IN SOUTH AFRICA IN THE 1980s?

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

1.1 Read Source 1A.

1.1.1 Why, according to the source, was the United Democratic Front formed? (1 x 1) (1)

1.1.2 Using your own knowledge, explain the Koornhof Bills. (1 x 2) (2)

1.1.3 List any TWO organisations that were under the UDF's coalition. (2 x 1) (2)

1.1.4 How many people, according to the source, did the UDF claim to have? (1 x 1) (1)

1.1.5 What, according to the source, was the role of the following groups during the increase in township unrests?

a) Young people
b) Trade unions (2 x 1) (2)

1.1.6 Explain the reasons for the UDF's opposition to the Tricameral Parliament. (2 x 2) (4)

1.2 Study Source 1B.

1.2.1 What did the combination in the leadership of the SACC, (Chikane, Naude and Tutu) imply about the SACC? (1 x 2) (2)

1.2.2 How, in your opinion, did the police and army apply the structural violence on liberation movements in the 1980s? (1 x 2) (2)

1.2.3 What was the call of the Kairos Document, according to the source? (2 x 1) (2)

1.2.4 Comment on what you think Bishop Demond Tutu implied when saying, "We who want a peaceful solution are rapidly becoming an irrelevancy." (2 x 2) (4)

1.2.5 Quote evidence from the source that suggests that the SACC and Bishop Tutu supported civil disobedience in fighting apartheid. (2 x 1) (2)

1.3 Read Source 1C.

1.3.1 What, according to the source, did the co-ordinating committees protect the community against? (2 x 1) (2)

1.3.2 Which 1982 apartheid law, in your opinion, led to "the local government structures, which were notoriously corrupt"? (1 x 2) (2)

1.3.3 How, according to the source, did the government react to the protest action of civil society? (2 x 1) (2)

1.3.4 Comment on the usefulness of the source to a historian studying the cycle of protest, repression and violence of the 1980s. (2 x 2) (4)

1.4 Compare Sources 1B and 1C. Explain how the sources support each other regarding civil protest and repression in the 1980s. (2 x 2) (4)

1.5 Refer to Source 1D.

1.5.1 Why, in your opinion, was the poster created? (1 x 2) (2)

1.5.2 Using the source and your own knowledge, explain why you would say that the state of emergency was a violation of human and civil rights? (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 various civil society organisations reacted to the National Party's reform of the apartheid policy in South Africa in the 1980s. (8)

[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE PROCESS OF REPARATIONS?

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

2.1 Refer to Source 2A**.**

2.1.1 Quote evidence from the source which suggests that the TRC's mandate was to promote healing. (1 x 2) (2)

2.1.2 Identify TWO objectives of the TRC from the source. (2 x 1) (2)

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

2.1.4 What, according to the source, were the tasks of the TRC? (3 x 1) (3)

2.1.5 Explain what you think Desmond Tutu implied by the statement, "I told my new team of commissioners to assist our land and our people to come to terms with our dark past once and for all." (2 x 2) (4)

2.2 Study Source 2B.

2.2.1 Select TWO pieces of evidence from the source, which suggest that the victims of apartheid were unhappy with the reparations process. (2 x 1) (2)

2.2.2 Comment on the TRC's policy towards the following:

a) Amnesty for perpetrators (1 x 2) (2)
b) Reparations for victims (1 x 2) (2)

2.2.3 How much money, according to the source, were the victims paid or promised as part of the reparations policy? (1 x 1) (1)

2.2.4 Why do you think that the international organisations supported the reparations process? (1 x 2) (2)

2.3 Consult Source 2C.

2.3.1 Why, according to the source, did the victims of apartheid gather at the Union Buildings? (1 x 2) (2)

2.3.2 Using the information in the source and your own knowledge, explain the role played by the Khulumani Support Group in supporting the apartheid victims in their fight to obtain reparations from the TRC. (1 x 2) (2)

2.3.3 Who, according to the source, was the leader of the Khulumani Support Group? (1 x 2) (2)

2.3.4 Explain why the victims demanded reparations from TRC. (1 x 2) (2)

2.3.5 Comment on the usefulness of the information in the source to a historian researching the reparations demands made by the victims of apartheid. (2 x 2) (4)

2.4 Use Source 2D.

2.4.1 Explain the message conveyed in the cartoon regarding reparations for victims of apartheid. (1 x 2) (2)

2.4.2 Explain how the cartoonist portrays the government's attitude to the reparations process. (1 x 2) (2)

2.5 Compare Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding the reparations of the victims for human rights violations they suffered. (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 process of reparations. (8)

[50]

QUESTION 3: HOW DID GOBALISATION AFFECT WORKERS IN 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 concept *globalisation* in your own words. (1 x 2) (2)

3.1.2 Give TWO examples, from the source, of multi-national corporations. (2 x 1) (2)

3.1.3 Quote evidence from the source that shows that globalisation helped developing countries. (1 x 1) (1)

3.1.4 Using information from the source and your own knowledge, explain the impact that globalisation has had on developing countries. (1 x 2) (2)

3.2 Refer to Source 3B.

3.2.1 What, according to the source, did multi-national corporations provide for developing countries? (3 x 1) (3)

3.2.2 Explain how globalisation has created employment opportunities for workers in developing countries. (2 x 2) (4)

3.2.3 Comment on why “sweatshop labour is better than the alternative of scavenging or no paid employment.” (1 x 2) (2)

3.2.4 Explain how multi-national corporations have contributed to the economic growth in developing countries. (2 x 2) (4)

3.2.5 Explain why you would consider the source useful when studying the impact of multi-national corporations on developing countries. (2 x 2) (4)

3.3 Consult 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. (2 x 2) (4)

3.3.2 Using the information in the source and your own knowledge, explain how workers were treated in multi-national corporations such as Nike. (2 x 2) (4)

3.4 Use Source 3D.

3.4.1 According to the information in the source, why did Nike clean up their image in the 1990s? (1 x 2) (2)

3.4.2 What do you think Nike manufactures? (1 x 1) (1)

3.4.3 Select TWO pieces of evidence from the source to indicate that workers in the Nike factory in Vietnam were unhappy. (2 x 1) (2)

3.4.4 Identify the company that was allegedly denied access to Nike's contract factories. (1 x 1) (1)

3.5 Compare Sources 3C and 3D. Explain how the evidence in Source 3C supports the evidence in Source 3D regarding the treatment of workers in multi-national companies such as Nike. (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 how globalisation affected workers in 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

To what extent did Steve Biko and the Black Consciousness ideology contribute to the 1976 student protest in Soweto?

Support your line of argument using relevant evidence. **[50]**

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

The opposition parties and the National Party government in South Africa were eventually forced to resolve the political deadlock through negotiations in the 1990s which led to the birth of a new and democratic South Africa in 1994.

Critically discuss this statement in the context of the process of negotiations that took place in South Africa between 1990 and 1994. **[50]**

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

The collapse of the Soviet Union in1989 served as a major spark for the political transformation that occurred in South Africa.

Do you agree with the statement? Substantiate your line of argument by referring to relevant events that shaped the political landscape in South Africa between 1989 and 1990. **[50]**

TOTAL: 150

END