



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

**GAUTENG DEPARTMENT OF EDUCATION
PREPARATORY EXAMINATION
2016**

**10792
HISTORY
SECOND PAPER**

TIME: 3 hours

MARKS: 150

9 pages + an addendum of 13 pages

HISTORY P2
1079E



10792E

X10



**GAUTENG DEPARTMENT OF EDUCATION
PREPARATORY EXAMINATION****HISTORY
(Second Paper)**

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. Essay and source-based questions carry 50 marks each.
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. The mere repetition 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, from this section.
Source material to be used to answer these questions is contained in the ADDENDUM.

**QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS
INFLUENCE SOUTH AFRICAN STUDENTS IN THE 1970s?**

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 Ramphela, was the purpose of 'formation schools'? (1x1) (1)
- 1.1.2 List any TWO places in South Africa, mentioned in the source, where SASO branches were established. (2x1) (2)
- 1.1.3 Comment on the impact that 'formation schools' had on black South African youth in the 1970s. (2x2) (4)
- 1.1.4 Name any TWO leaders, identified in the source, who graduated from 'formation schools'. (2x1) (2)
- 1.1.5 Using the information in this source and your own knowledge explain why a historian would consider this information useful when researching the role that SASO played in the 1970s. (2x2) (4)

1.2 Study Source 1B.

- 1.2.1 Define the term *Black Consciousness* in your own words. (1x2) (2)
- 1.2.2 Quote TWO pieces of evidence from the source that indicate that the number of black South African students at secondary schools increased between 1950 and 1975. (2x1) (2)
- 1.2.3 List TWO challenges that were experienced by black South African students from Soweto. (2x1) (2)
- 1.2.4 Comment on the role that Onkgopotse Tiro played in spreading the ideas of Black Consciousness among students in the 1970s. (2x2) (4)

1.3 Consult Source 1C.

1.3.1 Explain what you think are the messages being conveyed in this photograph. (2x2) (4)

1.3.2 Comment on why this photograph by Sam Nzima was widely published. (2x2) (4)

1.4 Use Source 1D.

1.4.1 List any TWO symbols, mentioned in the source that represented the apartheid government, which were set on fire by students after the 16 June 1976 uprising. (2x1) (2)

1.4.2 How, according to the source, did the apartheid police respond to the actions of students from Soweto? (1x1) (1)

1.4.3 Explain why you think the student uprising that occurred in Soweto spread to other parts of South Africa. (2x2) (4)

1.5 Study Sources 1C and 1D. Explain how these sources support each other regarding the methods that the apartheid police used against black South African students in 1976. (2x2) (4)

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 South African students in the 1970s. (8)
[50]

QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN ITS ATTEMPT AT BRINGING ABOUT RECONCILIATION IN SOUTH AFRICA?

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 the source, was the TRC established? (2x1) (2)

2.1.2 How did the Human Rights Violation Committee go about its work? (1x1) (1)

2.1.3 Define the following concepts in your own words.

(a) Reconciliation (1x2) (2)

(b) Restorative justice (1x2) (2)

2.1.4 Using the information in the source and your own knowledge, explain why most of the testimonies that were heard at the TRC were from women. (1x2) (2)

2.2 Study Source 2B.

2.2.1 Why do you think the *Daily Dispatch* newspaper decided to publish this article? (1x2) (2)

2.2.2 What, according to the source, was the main reason for the chaos that erupted at the TRC hearing in New Brighton? (1x2) (2)

2.2.3 How, according to the source, did Mrs Mtimkulu and her two children react when General van Rensburg gave his testimony at the TRC hearing in New Brighton? (2x1) (2)

2.2.4 According to the source, which THREE members of the security police were responsible for the abduction and killing of Siphiwo Mtimkulu. (3x1) (3)

2.2.5 Explain how General van Rensburg's testimony at the TRC hearings in 1997 differed from the one that he gave in 1990 at the Harms Commission. (2x2) (4)

2.3 Use Source 2C.

2.3.1 Why was FW de Klerk doubtful about Desmond Tutu's appointment as chairperson of the TRC? (1x2) (2)

2.3.2 Using information from the source and your own knowledge, explain why you think FW de Klerk did not apply for amnesty. (2x2) (4)

2.3.3 Comment on the usefulness of the information in this source to a historian studying the TRC's attempt at bringing about reconciliation in South Africa. (2x2) (4)

2.4 Consult Source 2D.

2.4.1 Explain the messages being conveyed in this cartoon. Use the visual clues in the source to support your answer. (2x2) (4)

2.4.2 Why do you think the National Party refused to make a full disclosure at the TRC hearings? (1x2) (2)

2.5 Refer to Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding FW de Klerk's views about the TRC. (2x2) (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 Truth and Reconciliation Commission (TRC) was successful in its attempt at bringing about reconciliation in South Africa. (8)
[50]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON SOUTH AFRICA AFTER 1994?

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

3.1 Study Source 3A.

- 3.1.1 Using the information in the source and your own knowledge, define the concept *globalisation*. (1x2) (2)
- 3.1.2 What, according to the evidence in the source, were the TWO results of globalisation? (2x1) (2)
- 3.1.3 How do you think international businesses like McDonald's and Starbucks could ...
- (a) assist less economically developed countries? (1x2) (2)
- (b) exploit less economically developed countries? (1x2) (2)
- 3.1.4 Explain why you think McDonald's is an example of a multi-national corporation. (1x2) (2)
- 3.1.5 Quote evidence from the source that highlights the roles of less economically developed countries (LEDs) in a globalised economy. (2x1) (2)

3.2 Consult Source 3B.

- 3.2.1 What, according to the source, was responsible for South Africa's economic and social chaos? (1x1) (1)
- 3.2.2 List any TWO reasons from the source that suggests that International Financial Institutions decided to get involved in South Africa's economy after 1989. (2x1) (2)
- 3.2.3 Give the TWO International Financial Institutions that benefitted from the globalisation of South Africa's economy after the 1990s. (2x1) (2)
- 3.2.4 Comment on why you think the South African government decided to adopt the Reconstruction and Development Programme (RDP) after 1994. (2x2) (4)
- 3.2.5 Using the evidence in the source as well as your own knowledge, explain why the South African government decided to abandon the RDP and replace it with GEAR. (2x2) (4)

- 3.3 Use Source 3C.
- 3.3.1 List TWO alliance partners that are depicted in the cartoon. (2x1) (2)
- 3.3.2 Explain the messages that are being conveyed in the cartoon.
Use the visual clues in the cartoon to support your answer. (2x2) (4)
- 3.4 Refer to Sources 3B and 3C. Explain how the evidence in Source 3B and Source 3C support each other regarding the ANC's economic policy after 1996. (2x2) (4)
- 3.5 Read Source 3D.
- 3.5.1 Explain how Mark Malloch Brown described *inequality*. (1x2) (2)
- 3.5.2 What, according to the source, was the income gap between the rich and the poor countries? (1x1) (1)
- 3.5.3 Comment on why a historian would consider the information in this source useful when studying the effects of globalisation 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 (about 80 words) explaining the impact that globalisation had on South Africa after 1994. (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**

PW Botha's establishment of the Tricameral parliamentary system served as a spark for intensified mass resistance in South Africa in the 1980s.

Do you agree with this statement? Substantiate your line of argument by focussing on the emergence of internal mass resistance against PW Botha's reform measures. **[50]**

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

It is rare in history to give up power voluntarily and for a group to negotiate itself out of power. Yet that was what happened between 1990 and 1994 in South Africa.

In the context of the above statement, critically discuss the process of negotiations 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**

Explain to what extent the disintegration of the Soviet Union contributed to the political changes that occurred in South Africa after 1989.

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

TOTAL: 150