basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

# NATIONAL SENIOR CERTIFICATE

## GRADE 12

## HISTORY P2

## NOVEMBER 2021

## ADDENDUM

**This addendum consists of 14 pages.**

Copyright reserved

## QUESTION 1: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) RESPOND TO THE APARTHEID REFORMS INTRODUCED BY PW BOTHA IN 1983?

### SOURCE 1A

The source below explains the reasons why PW Botha, President of the Republic of South Africa, introduced reforms in 1983.

… in early 1983, Botha attempted to ease the mounting pressures on the country by introducing some piecemeal reforms to the apartheid policy without relinquishing (giving up) white minority control. He scrapped what he called 'outdated' and 'unnecessary' apartheid statutes (laws), such as the outlawing of mixed marriages and sex across colour line, to present a new image of reformism (change) to the world.

It almost succeeded. The Western powers, ever eager to read the South African situation optimistically (positively), were deceived for a time into believing that Botha was really dismantling apartheid. But, on a closer examination, when Botha unveiled constitutional changes he intended making, it became clear what he had in mind was not reform but rather a reformulation (restructuring) of apartheid. He set out his plan to establish a tricameral parliament in which the mixed-race 'Coloured' and Indian minorities would have separate chambers to legislate their 'own affairs', while the existing much larger, whites-only House of Assembly would deal with both 'whites issues' and the nation's 'general affairs'.

The huge black majority, meanwhile, would get nothing beyond the right to vote in their remote tribal Bantustans, and the municipal councils would run their separate black townships in so-called 'white' South Africa. But even these urban councils were not autonomous (free). The legislation enabled the white minister to remove members, appoint others, or dismiss the whole council and appoint a new one. It meant that the black councils had to implement government policy rather than be responsive to their electorates.

[From *Tutu – The Authorised Portrait* by A Sparks and MA Tutu]

**SOURCE 1B**

The source below is an extract from a speech delivered by Rev. Dr Allan Boesak at the launch of the United Democratic Front (UDF) at the Rocklands Civic Centre, in Mitchells Plain on 20 August 1983. It focuses on the formation and intensions of the UDF.

We have arrived at a historic moment. We have brought together, under the aegis (protection) of the United Democratic Front (UDF), the broadest and most significant coalition of groups and organisations struggling against apartheid, racism and injustice since the early nineteen fifties.

We have been able to create a unity amongst freedom-loving people this country has not seen for many a year. I am particularly happy to note that this meeting is not merely a gathering of loose individuals. No, we represent organisations deeply rooted in the struggle for justice, deeply in the heart of our people.

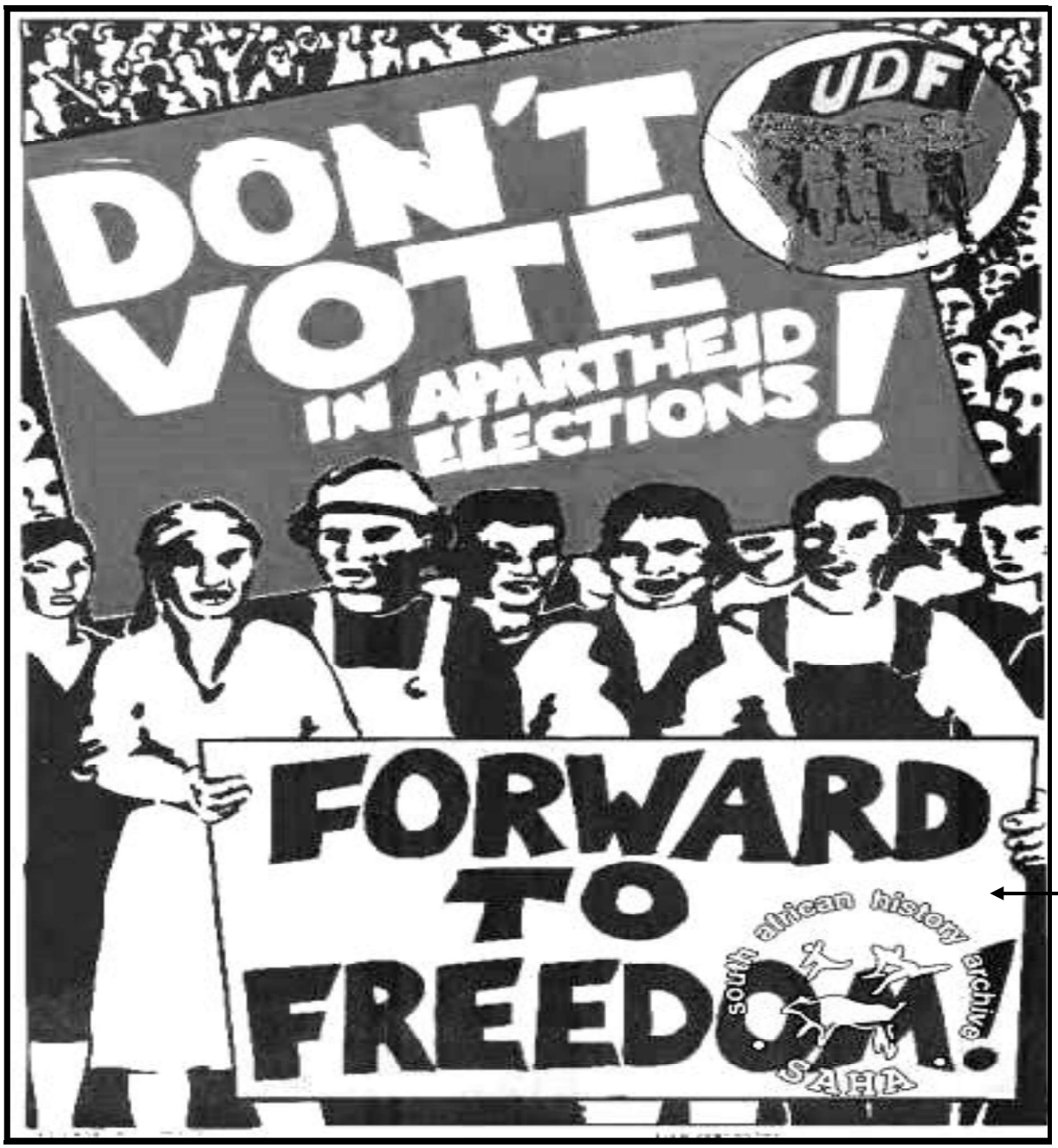
We are here to say that the government's constitutional proposals are inadequate, and that they do not express the will of the vast majority of South Africa's people.

… The most important reason for us coming together here today is the continuation of the government's apartheid policies as seen in the constitutional proposals. … All the basic laws, which are the very pillars of apartheid, indeed, those laws without which the system cannot survive – group areas, racial classification, separate and unequal education, to name but a few – remain untouched and unchanged. The homelands policy forms the basis of the wilful exclusion of 80% of our nation from the new political deal. Clearly the oppression will continue, the apartheid line is not all abolished.

[From *RUNNING WITH HORSES – REFLECTIONS OF AN ACCIDENTAL POLITICIAN* by A Boesak]

**SOURCE 1C**

The poster below, published and distributed by the UDF in 1983, is directed at Botha's call for elections for a tricameral parliament. It urges all white, Coloured and Indian South Africans not to participate in the apartheid elections.




[From https://www.saha.org.za/udf/don't_vote_in_apartheid_elections_forward_to_freedom.htm. Accessed on 25 February 2021.]

**FORWARD TO FREEDOM!**

**SOURCE 1D**

The source below, taken from a newspaper article titled 'Indian Turnout about 20% in South African Elections', was written by Allister Sparks for the *Washington Post* on 29 August 1984. It explains why there was a low turn-out from both Indians and Coloureds in the tricameral elections in 1984.

About 20 per cent of the registered voters in South Africa's Indian community appeared to have voted today in elections for a new parliament that were marked by sporadic violence between boycotters and police in several cities.

The results available tonight indicated that members of the 870 000-strong Indian community stayed away from the polls in even larger numbers than the mixed-race Coloured electorate did in last week's voting for representatives in the racially compartmentalised (classified) tricameral parliament.

There was a 30 per cent turnout at the elections for the larger Coloured community. The government declared that figure adequate for pressing ahead with plans to implement its new constitution, but other observers labelled it a rebuff (refusal).

Since many people who were eligible to vote did not register, particularly among the Coloureds, leaders of the boycott movement were claiming tonight that the effective vote in the two elections was about 18 per cent out of a joint population of 3,5 million. The movement said this represented a 'massive rejection' of the white minority government's new constitution, which offers the Coloured and Indian minority groups a form of parliamentary representation for the first time, but continues to exclude the black African majority.

White voters endorsed the constitution by a two-thirds majority at a referendum last November, and the United States State Department joined in praising the government of President PW Botha for taking 'a step in the right direction.'

[From *Washington Post*, 29 August 1984]

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

### SOURCE 2A

The extract below focuses on the reasons for the establishment of the Truth and Reconciliation Commission (TRC) in 1995.

The Truth and Reconciliation Commission (TRC) was a court-like body assembled in South Africa after the end of apartheid. Anybody who felt they had been a victim of violence could come forward and be heard at the TRC. Perpetrators of violence could also give testimony and request amnesty from prosecution. The hearings made international news and many sessions were broadcast on national television. The TRC was a crucial component of the transition to full and free democracy in South Africa and, despite some flaws, is generally regarded as very successful.

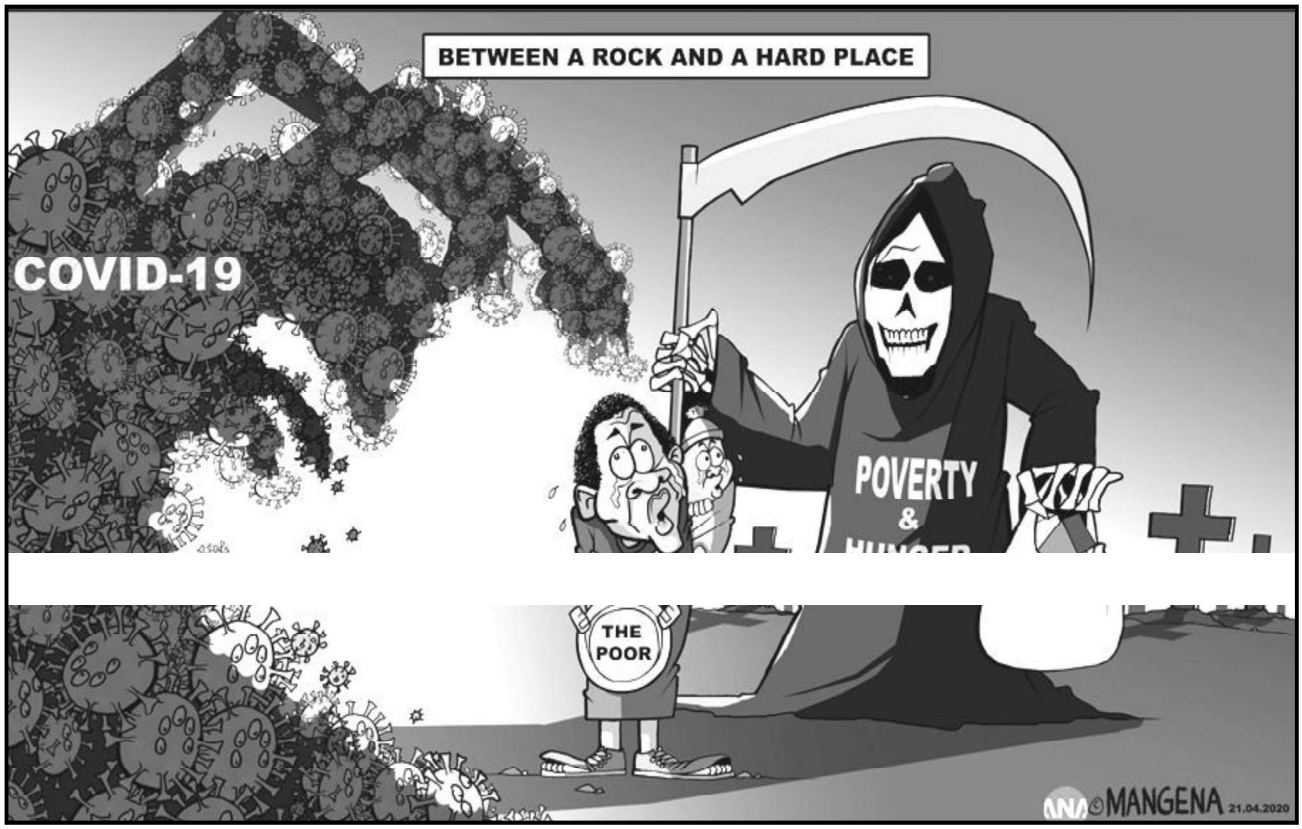
The mandate of the commission was to bear witness to, record and, in some cases, grant amnesty to the perpetrators of crimes relating to human rights violations, reparation and rehabilitation.

The work of the TRC was accomplished through three committees: the Human Rights Violations (HRV) Committee investigated human rights abuses that took place between 1960 and 1994, the Reparation and Rehabilitation (R&R) Committee was charged with restoring victims' dignity and formulating proposals to assist with rehabilitation and the Amnesty Committee (AC) considered applications for amnesty that were requested in accordance with the provisions of the Act. In theory the commission was empowered to grant amnesty to those charged with atrocities during apartheid as long as two conditions were met: the crimes were politically motivated and the whole truth was told by the person seeking amnesty. No one was exempt from being charged.

[From: Du Toit, F, et al. 2006 *Truth and Reconciliation in South Africa: 10 Years On* (David Philip)]

**SOURCE 3D**

The cartoon below, by H Mangena, appeared in an online publication of the African News Agency on 21 April 2020. The cartoon highlights the challenges faced by the poor as a result of the Covid-19 pandemic.




[From https://jcom.sissa.it/sites/default/files/documents/JCOM_1907_2020_A08.pdf. Accessed on 30 May 2021.]

**ACKNOWLEDGEMENTS**

Visual sources and other historical evidence were taken from the following:

Boesak, A. 2009. *RUNNING WITH HORSES – REFLECTIONS OF AN ACCIDENTAL POLITICIAN* (Joho Publishers, Cape Town)

Du Toit, F, et al. 2006 *Truth and Reconciliation in South Africa: 10 Years On* (David Philip)

http://www.saha.org.za/news/2014/September/gallery trc posters.htm

https://jcom.sissa.it/sites/default/files/documents/JCOM_1907_2020_A08.pdf

https://theconversation.com/covid-19-has-hurt-some-more-than-others-south-africa-needs-policies-that-reflect-this-151923

https://www.gov.za/speeches/statement-president-cyril-ramaphosa-measures-combat-Covid-19-epidemic-15-mar-2020-0000

https://www.policycenter.ma/sites/default/files/PB_20-37_Seleman.pdf

https://www.saha.org.za/udf/don't_vote_in_apartheid_elections_forward_to_freedom.htm

*Mail & Guardian*, 4 August 1997

Sparks, A and Tutu, MA. 2011. *Tutu – The Authorised Portrait* (Macmillan, Johannesburg)

*Washington Post*, 29 August 1984

www.justice.gov.za/trc/report/

Copyright reserved

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HIST.2**

**HISTORY P2**

**NOVEMBER 2021**

**MARKS: 150**

**TIME: 3 hours**

**This question paper consists of 9 pages and an addendum of 14 pages.**

# AFTERNOON SESSION

Copyright reserved

WESTERN CAPE

**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**

Copyright reserved