



basic education

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REPUBLIC OF SOUTH AFRICA

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Hierdie vraestel bestaan uit 9 bladsye en 'n addendum van 14 bladsye.

OGGENDSESSIE



INSTRUKSIES EN INLIGTING

1. Hierdie vraestel bestaan uit AFDELING A en AFDELING B, wat op die voorgeskrewe inhoudsraamwerk in die KABV-dokument gebaseer is.

AFDELING A: BRONGEBASEERDE VRAE

VRAAG 1: BURGERLIKE VERSET, 1970's TOT 1980's: SUID-AFRIKA

VRAAG 2: DIE KOMS VAN DEMOKRASIE NA SUID-AFRIKA EN DIE AANVAARDING VAN DIE VERLEDE

VRAAG 3: DIE EINDE VAN DIE KOUE OORLOG EN 'N NUWE WÊRELDORDE, 1989 TOT DIE HEDE

AFDELING B: OPSTELVRAE

VRAAG 4: BURGERLIKE VERSET, 1970's TOT 1980's: SUID-AFRIKA: DIE KRISIS VAN APARTHEID IN DIE 1980's

VRAAG 5: DIE KOMS VAN DEMOKRASIE NA SUID-AFRIKA EN DIE AANVAARDING VAN DIE VERLEDE

VRAAG 6: DIE EINDE VAN DIE KOUE OORLOG EN 'N NUWE WÊRELDORDE: DIE GEBEURE VAN 1989

2. AFDELING A bestaan uit DRIE brongebaseerde vrae. Bronmateriaal wat benodig word om hierdie vrae te beantwoord, kan in die ADDENDUM gevind word.
3. AFDELING B bestaan uit DRIE opstelvrae.
4. Beantwoord DRIE vrae soos volg:
 - 4.1 Ten minste EEN moet 'n brongebaseerde vraag wees en ten minste EEN moet 'n opstelvraag wees.
 - 4.2 Die DERDE vraag kan óf 'n brongebaseerde vraag óf 'n opstelvraag wees.
5. Jy word aangeraai om ten minste EEN uur per vraag te spandeer.
6. In die beantwoording van die vrae moet jy jou kennis, vaardighede en insig gebruik.
7. Jy sal benadeel word deur die blote oorskryf van die bronne as antwoorde.
8. Nommer die antwoorde korrek volgens die nommeringstelsel wat in hierdie vraestel gebruik is.
9. Skryf netjies en leesbaar.



AFDELING A: BRONGEBASEERDE VRAE

Beantwoord ten minste EEN vraag, maar nie meer as TWEE vrae nie, in hierdie afdeling. Bronmateriaal wat gebruik moet word om hierdie vrae te beantwoord, is in die ADDENDUM vervat

VRAAG 1: HOE HET DIE STUDENTE VAN SOWETO DIE APARTHEIDSREGIME GEDURENDE DIE 1970's UITGEDAAG?

Bestudeer Bron 1A, 1B, 1C en 1D en beantwoord die vrae wat volg.

- 1.1 Verwys na Bron 1A.
- 1.1.1 Wat, volgens Desmond Tutu, was die doel van groot apartheid? (2 x 1) (2)
- 1.1.2 Waarom het die apartheidsregering gedurende die 1960's besluit om politieke aktiviste te arresteer? (1 x 2) (2)
- 1.1.3 Haal enige VIER bewysstukke uit die bron aan wat beskryf hoe swart Suid-Afrikaners in die townships geleef het. (4 x 1) (4)
- 1.2 Lees Bron 1B.
- 1.2.1 Wat, volgens die bron, was Tsietsi Mashinini se uiteindelijke doel? (1 x 1) (1)
- 1.2.2 Hoe het Tiro vir Mashinini as 'n student beskryf? (2 x 1) (2)
- 1.2.3 Wat verstaan jy onder die term *Swartbewussyn*? (1 x 2) (2)
- 1.2.4 Lewer kommentaar op waarom jy dink die Soweto-opstande van 1976 Mashinini in 'n nasionale en internasionale held omskep het. (2 x 2) (4)
- 1.3 Bestudeer Bron 1C.
- 1.3.1 Identifiseer die eerste skool in die bron wat op 16 Junie 1976 protesaksie onderneem het. (1 x 1) (1)
- 1.3.2 Hoe, volgens die bron, het die polisie op die betogers in Vilakazistraat reageer? (2 x 1) (2)
- 1.3.3 Waarom, dink jy, het die polisie lewendige ammunisie (koeëls) op die studente gebruik? (1 x 2) (2)
- 1.3.4 Lewer kommentaar op die rol wat vroue gedurende die Soweto-opstande van 1976 gespeel het. (2 x 2) (4)
- 1.3.5 Verduidelik tot watter mate jy die inligting in hierdie bron as betroubaar sou beskou wanneer 'n studie gemaak word van hoe die Soweto-opstande op 16 Junie 1976 verloop het. (2 x 2) (4)



- 1.4 Vergelyk Bron 1B en 1C. Verduidelik op watter maniere die inligting in albei die bronne mekaar ondersteun met betrekking tot die impak wat die jeug van Soweto op die Soweto-opstande gehad het. (2 x 2) (4)
- 1.5 Gebruik Bron 1D.
- 1.5.1 Verduidelik die boodskappe wat deur hierdie foto oorgedra word. (2 x 2) (4)
- 1.5.2 Lewer kommentaar op die doeltreffendheid van die woorde, 'UP IN ARMS 1976' ('HANDE IN DIE LUG 1976'), wat as titel vir hierdie foto gebruik is in die konteks van die Soweto-opstande. (2 x 2) (4)
- 1.6 Gebruik die inligting in die relevante bronne en jou eie kennis en skryf 'n paragraaf van ongeveer AGT reëls (ongeveer 80 woorde) om te verduidelik hoe die studente van Soweto die apartheidsregime in die 1970's uitgedaag het. (8) **[50]**



VRAAG 2: WAS DIE WAARHEIDS-EN-VERSOENINGSKOMMISSIE (WVK) SUKSESVOL OM SUID-AFRIKANERS MET HULLE VERDEELDE VERLEDE TE VERSOEN?

Bestudeer Bron 2A, 2B, 2C en 2D en beantwoord die vrae wat volg.

2.1 Verwys na Bron 2A.

- 2.1.1 Waarom, volgens die bron, is die WVK gestig? (1 x 1) (1)
- 2.1.2 Definieer die volgende terme in die konteks van die WVK:
- (a) Amnestie (1 x 2) (2)
- (b) Versoening (1 x 2) (2)
- 2.1.3 Verduidelik waarom jy dink die outeur van die bron beweer dat die meeste gevalle oppervlakkig bekyk is. (2 x 2) (4)
- 2.1.4 Gebruik die inligting in die bron en jou eie kennis en verduidelik waarom die volgende om amnestie aansoek gedoen het:
- (a) Vlakplaas-operateurs (1 x 2) (2)
- (b) ANC-operateurs (1 x 2) (2)

2.2 Lees Bron 2B.

- 2.2.1 Wie, volgens die bron, het die Nasionale Party vir die wydverspreide menseregteskendings blameer? (1 x 1) (1)
- 2.2.2 Waarom, dink jy, is die PAC se bydrae by die WVK-verhore as omstrede beskou? (2 x 2) (4)
- 2.2.3 Hoe, volgens die inligting in die bron, het die IVP op die WVK-verhore gereageer? (1 x 2) (2)
- 2.2.4 Lewer kommentaar op die bruikbaarheid van die inligting in hierdie bron vir 'n historikus wat navorsing doen oor hoe politieke partye op die WVK-verhore gereageer het. (2 x 2) (4)

2.3 Raadpleeg Bron 2C.

- 2.3.1 Verduidelik die boodskappe wat deur hierdie spotprent uitgebeeld word. Gebruik die visuele leidrade in die bron om jou antwoord te ondersteun. (2 x 2) (4)
- 2.3.2 Identifiseer enige VIER 'smeerveldtogte' in die bron wat die Nasionale Party gedurende die 1980's gepleeg het. (4 x 1) (4)



- 2.4 Vergelyk Bron 2B en 2C. Lewer kommentaar op hoe die inligting in hierdie bronne verskil met betrekking tot die rol wat die Nasionale Party gespeel het in die pleeg van politieke wandade teen die mensdom. (2 x 2) (4)
- 2.5 Bestudeer Bron 2D.
- 2.5.1 Identifiseer TWEE menseregteskendings in die bron waarvoor die ANC verantwoordelik was. (2 x 1) (2)
- 2.5.2 Lewer kommentaar op waarom beide die ANC en die IVP besluit het om die finale konsep van die WVK-verslag teen te staan. (2 x 2) (4)
- 2.6 Gebruik die inligting in die relevante bronne en jou eie kennis en skryf 'n paragraaf van ongeveer AGT reëls (ongeveer 80 woorde) om te verduidelik of die WVK suksesvol was om Suid-Afrikaners met hulle verdeelde verlede te versoen. (8) **[50]**



VRAAG 3: HOE HET DIE IMPLEMENTERING VAN STRUKTURELE-AANPASSINGSBELEIDE (SAB's) DIE EKONOMIEË VAN ONTWIKKELENDE LANDE BEÏNVLOED?

Bestudeer Bron 3A, 3B, 3C en 3D en beantwoord die vrae wat volg.

3.1 Verwys na Bron 3A.

- 3.1.1 Noem enige DRIE van die mees ontwikkelde lande in die wêreld volgens die bron. (3 x 1) (3)
- 3.1.2 Wat, volgens die bron, was die doel van strukturele-aanpassingsbeleide in die konteks van globalisering? (1 x 2) (2)
- 3.1.3 Waarom, volgens die bron, is Afrikalande gedwing om IMF-geïnspireerde beleide te implementeer? (1 x 2) (2)
- 3.1.4 Verduidelik waarom Arnold beweer dat die voorwaardes wat die IMF ontwikkelende lande opgelê het, straf was. (2 x 2) (4)

3.2 Bestudeer Bron 3B.

- 3.2.1 Waarom, volgens Ismi, is daar na die 1980's as die 'verlore dekade' verwys? (1 x 2) (2)
- 3.2.2 Gebruik die inligting in die bron en jou eie kennis en verduidelik hoe die terugbetaling van skuld aan Westerse banke die ekonomieë van Afrikalande beïnvloed het. (2 x 2) (4)
- 3.2.3 Watter bewyse in die bron dui daarop dat Afrika se skuld tussen 1980 en 1990 vermeerder het? (1 x 2) (2)
- 3.2.4 Lewer kommentaar op of jy die inligting in hierdie bron as bruikbaar sou beskou wanneer die uitwerking van strukturele-aanpassingsbeleide op Afrikalande nagevors word. (2 x 2) (4)

3.3 Raadpleeg Bron 3C

- 3.3.1 Verduidelik hoe die spotprenttekenaar die Internasionale Monetêre Fonds se strukturele-aanpassingsbeleide uitbeeld. Gebruik die visuele leidrade in die spotprent om jou antwoord te ondersteun. (2 x 2) (4)
- 3.3.2 Lewer kommentaar op die opskrif van die bron 'SOEK DIE VERSKILLE', in die konteks van die implementering van strukturele-aanpassingsbeleide in ontwikkelende lande. (2 x 2) (4)

- 3.4 Vergelyk Bron 3B en 3C. Verduidelik hoe die spotprenttekenaar se interpretasie van gebeure, Ismi se siening rakende die uitwerking wat strukturele-aanpassingsbeleide op ontwikkelende lande gehad het, ondersteun. (2 x 2) (4)



- 3.5 Lees Bron 3D.
- 3.5.1 Verduidelik tot watter mate strukturele-aanpassingsbeleide daarin geslaag het om die ekonomieë van ontwikkelende lande te help. (2 x 2) (4)
- 3.5.2 Noem enige DRIE faktore wat tot die inkrimping van binnelandse markte in ontwikkelende lande bygedra het. (3 x 1) (3)
- 3.6 Gebruik die inligting in die relevante bronne en jou eie kennis en skryf 'n paragraaf van ongeveer AGT reëls (ongeveer 80 woorde) en verduidelik hoe die implementering van strukturele-aanpassingsbeleide ontwikkelende lande beïnvloed het. (8) **[50]**



AFDELING B: OPSTELVRAE

Beantwoord ten minste EEN vraag, maar nie meer as TWEE vrae nie, in hierdie afdeling.

Jou opstel behoort ongeveer DRIE bladsye te wees.

VRAAG 4: BURGERLIKE VERSET, 1970's TOT 1980's: SUID-AFRIKA: DIE KRISIS VAN APARTHEID IN DIE 1980's

Die onderskeie binnelandse weerstandsorganisasies in Suid-Afrika was suksesvol om PW Botha se apartheidsregime in die 1980's uit te daag.

Stem jy saam met hierdie stelling? Gebruik relevante voorbeelde om jou argumente te ondersteun.

[50]**VRAAG 5: DIE KOMS VAN DEMOKRASIE NA SUID-AFRIKA EN DIE AANVAARDING VAN DIE VERLEDE**

Die geweld wat vroeg in die 1990's in Suid-Afrika posgevat het, was spesifiek daarop gemik om die onderhandelingsproses tussen die verskillende politieke organisasies te ontspoor.

Bespreek die stelling krities in die konteks van die onderhandelingsproses wat tussen 1990 en 1994 in Suid-Afrika plaasgevind het.

[50]**VRAAG 6: DIE EINDE VAN DIE KOUE OORLOG EN 'N NUWE WÊRELDORDE: DIE GEBEURE VAN 1989**

Verduidelik tot watter mate die ineenstorting van die Sowjetunie in 1989 tot die politieke veranderinge wat in Suid-Afrika plaasgevind het, bygedra het. Ondersteun jou argumente met relevante bewyse.

[50]**TOTAAL: 150**

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 various internal resistance organisations in South Africa were successful in challenging PW Botha's apartheid regime in the 1980s.

Do you agree with this statement? Use relevant examples to support your line of argument.

[50]

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

The violence that began in South Africa in the early 1990s was specifically aimed at derailing the process of negotiations among various political organisations.

Critically discuss this statement in the context of the process of negotiations that occurred 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 in 1989 contributed to the political changes that occurred in South Africa. Support your line of argument with relevant evidence.

[50]

TOTAL: 150



3.5 Read Source 3D.

3.5.1 Explain to what extent structural adjustment policies were able to assist the economies of developing countries. (2 x 2) (4)

3.5.2 Name any THREE factors that have contributed to the reduction of domestic markets in developing countries. (3 x 1) (3)

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 the implementation of structural adjustment policies affected developing countries. (8)

[50]



QUESTION 3: HOW DID THE IMPLEMENTATION OF STRUCTURAL ADJUSTMENT POLICIES (SAPs) AFFECT THE ECONOMIES OF DEVELOPING COUNTRIES?

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

3.1 Refer to Source 3A.

3.1.1 Name any THREE of the most developed countries in the world according to the source. (3 x 1) (3)

3.1.2 What, according to the source, was the purpose of structural adjustment policies in the context of globalisation? (1 x 2) (2)

3.1.3 Why, according to the source, were African countries forced to implement IMF-inspired policies? (1 x 2) (2)

3.1.4 Explain why Arnold claimed that the conditions which the IMF imposed on developing countries were harsh. (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 Why, according to Ismi, was the 1980s referred to as the 'lost decade'? (1 x 2) (2)

3.2.2 Using the information in the source and your own knowledge, explain how the repayment of debts to Western banks affected the economies of African countries. (2 x 2) (4)

3.2.3 What evidence in the source suggests that Africa's debt between 1980 and 1990 had increased? (1 x 2) (2)

3.2.4 Comment on whether you would consider the information in this source useful when researching the impact that structural adjustment policies had on African countries. (2 x 2) (4)

3.3 Consult Source 3C

3.3.1 Explain how the cartoonist portrays the International Monetary Fund's structural adjustment policies. Use the visual clues in the cartoon to support your answer. (2 x 2) (4)

3.3.2 Comment on the caption in the source, 'SPOT THE DIFFERENCE', in the context of the implementation of structural adjustment policies in developing countries. (2 x 2) (4)

3.4 Compare Sources 3B and 3C. Explain how the cartoonist's interpretation of events supports Ismi's views regarding the effects that structural adjustment policies had on developing countries. (2 x 2) (4)



- 2.4 Compare Sources 2B and 2C. Comment on how the information in these sources differs regarding the role that the National Party played in committing political crimes against humanity. (2 x 2) (4)
- 2.5 Study Source 2D. (4)
- 2.5.1 Identify the TWO human rights abuses in the source that the ANC was responsible for. (2 x 1) (2)
- 2.5.2 Comment on why both the ANC and the IFP decided to challenge the final draft of the TRC's report. (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 whether the TRC was successful in reconciling South Africa with its divided past. (8)

[50]



QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN RECONCILING SOUTH AFRICA WITH ITS DIVIDED PAST?

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? (1 x 1) (1)

2.1.2 Define the following terms in the context of the TRC:

(a) Amnesty (1 x 2) (2)

(b) Reconciliation (1 x 2) (2)

2.1.3 Explain why you think the author of the source claimed that most cases were only scantily addressed. (2 x 2) (4)

2.1.4 Using the information in the source and your own knowledge, explain why the following applied for amnesty:

(a) Viakplaas operatives (1 x 2) (2)

(b) ANC operatives (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 Who, according to the source, did the National Party blame for the widespread human rights violations? (1 x 1) (1)

2.2.2 Why do you think the PAC's contribution at the TRC hearings was regarded as controversial? (2 x 2) (4)

2.2.3 How, according to the information in the source, did the IFP respond to the TRC hearings? (1 x 2) (2)

2.2.4 Comment on the usefulness of the information in this source to a historian researching how political parties responded to the TRC hearings. (2 x 2) (4)

2.3

Consult Source 2C.

2.3.1 Explain the messages portrayed in this cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)

2.3.2 Identify any FOUR 'dirty tricks' in the source that the National Party committed during the 1980s. (4 x 1) (4)



- 1.4 Compare Sources 1B and 1C. Explain in what ways the information in both sources support each other regarding the impact that the youth of Soweto had on the Soweto Uprising. (2 x 2) (4)
- 1.5 Use Source 1D. (4)
- 1.5.1 Explain the messages that are conveyed by the photograph. (2 x 2) (4)
- 1.5.2 Comment on the effectiveness of the words 'UP IN ARMS 1976' that were used as a title for this photograph in the context of the Soweto Uprising. (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 how the students from Soweto challenged the apartheid regime in the 1970s. (8)

[50]



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 may be found in the ADDENDUM.

QUESTION 1: HOW DID THE STUDENTS FROM SOWETO CHALLENGE THE APARTHEID REGIME 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 Desmond Tutu, was the purpose of grand apartheid? (2 x 1) (2)

1.1.2 Why did the apartheid government decide to arrest political activists in the 1960s? (1 x 2) (2)

1.1.3 Quote any FOUR pieces of evidence from the source which describe how black South Africans lived in the townships. (4 x 1) (4)

1.2 Read Source 1B.

1.2.1 What, according to the source, was Tsjetsi Mashini's ultimate goal? (1 x 1) (1)

1.2.2 How did Tiro describe Mashini as a student? (2 x 1) (2)

1.2.3 What do you understand by the term *Black Consciousness*? (1 x 2) (2)

1.2.4 Comment on why you think the Soweto Uprising of 1976 turned Mashini into a national and international hero. (2 x 2) (4)

1.3 Study Source 1C.

1.3.1 Identify the first school in the source that embarked on protest action on 16 June 1976. (1 x 1) (1)

1.3.2 How, according to the source, did the police respond to the marchers on Vilakazi Street? (2 x 1) (2)

1.3.3 Why do you think the police decided to use live ammunition (bullets) on the students? (1 x 2) (2)

1.3.4 Comment on the role that women played during the Soweto Uprising of 1976. (2 x 2) (4)

1.3.5 Explain to what extent you would consider the information in this source reliable when studying how the Soweto Uprising unfolded on 16 June 1976. (2 x 2) (4)



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 may 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 may 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.





MORNING SESSION

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

MARKS: 150

TIME: 3 hours

HIST.2
HISTORY P2
FEBRUARY/MARCH 2017

GRADE 12

NATIONAL
SENIOR CERTIFICATE

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education

