



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

EXEMPLAR 2008

MARKS: 150

TIME: 3 hours

This question paper consists of 12 pages and an addendum of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions based on the prescribed content framework for 2008 which is as follows:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON:

- The dominance of the USA?
- Ending apartheid in South Africa?

QUESTION 2: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON:

- Africa: re-imagining the nation in the 1990s – a case study from Central, West or North Africa?

QUESTION 3: HOW DID SOUTH AFRICA EMERGE AS A DEMOCRACY FROM THE CRISES OF THE 1990s?

QUESTION 4: DEALING WITH THE PAST AND FACING THE FUTURE: THE WORK OF THE TRUTH AND RECONCILIATION COMMISSION

2. Each question counts 75 marks and begins with a key question.
3. Candidates are required to answer TWO questions. Each question consists of both the source-based questions which count 45 marks and the extended writing which counts 30 marks.
4. In the answering of questions, candidates are required to demonstrate application of knowledge, skills and insight.
5. Rewriting of the sources as answers will be to the disadvantage of candidates.
6. Write neatly and legibly.

The following Learning Outcomes and Assessment Standards will be assessed in this question paper:

LEARNING OUTCOMES	ASSESSMENT STANDARDS The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	<ol style="list-style-type: none"> 1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 3. Interpret and evaluate information and data from sources. 4. Evaluate the usefulness of the sources for the task, taking into account stereotypes, subjectivity and gaps in the available evidence.
Learning Outcome 2 (Historical concepts)	<ol style="list-style-type: none"> 1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	<ol style="list-style-type: none"> 1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument. 4. Communicate knowledge and understanding in a written form.

The extended writing questions focus on one of the following levels:

LEVEL OF QUESTION
Level 1 <ul style="list-style-type: none">• Discuss or describe according to a given line of argument set out in the extended writing question.• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
Level 2 <ul style="list-style-type: none">• Synthesise information to construct an original argument using evidence to support the argument.• Sustain and defend a coherent and balanced argument with evidence.• Write clearly and coherently in constructing the argument.

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO THE ENDING OF APARTHEID IN SOUTH AFRICA?

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

1.1 Refer to Source 1A.

- 1.1.1 How do you think the world reacted to the initiatives undertaken by De Klerk and Gorbachev? (4 x 1) (4)
- 1.1.2 Explain the similarities and differences in the initiatives undertaken by De Klerk in South Africa and Gorbachev in the Soviet Union. (3 x 2) (6)
- 1.1.3 Using the information from the source and your own knowledge, explain whether De Klerk and Gorbachev foresaw the consequences of their far-reaching actions. (1 x 2) (2)
- 1.1.4 Using this source and your own knowledge, explain why you think 9 November 1989 and 2 February 1990 were significant to the world. (1 x 2) (2)

1.2 Study Source 1B.

- 1.2.1 Why was De Klerk forced to change the policy of the National Party? Give reasons. (3 x 1) (3)
- 1.2.2 'We can't go on like this!' What does this statement tell you about South Africa at that time? (1 x 2) (2)

1.3 Use Source 1C.

- 1.3.1 According to the information in the source, what impact did the collapse of communism have on the ANC? (1 x 2) (2)
- 1.3.2 How did De Klerk view the ANC now that 'their finances, their advice and moral support had caved in'? (1 x 2) (2)
- 1.3.3 Explain whether De Klerk would have been pleased with changes in Eastern Europe. (1 x 2) (2)

1.4 Read through Source 1D.

- 1.4.1 What were the profound changes announced by De Klerk on 2 February 1990? (1 x 2) (2)
- 1.4.2 Explain what De Klerk meant when he said that he 'would have been a fool not to take advantage of the gap that the fall of communism in Eastern Europe had provided.' (2 x 2) (4)

- 1.4.3 Using information from the source and your own knowledge, explain how FW de Klerk's leadership differed from that of PW Botha's? (2 x 2) (4)
- 1.4.4 Using this source and your own knowledge, explain how the following politicians reacted to De Klerk's speech:
- (a) Nelson Mandela
- (b) Van Zyl Slabbert (2 x 2) (4)
- 1.5 Using ALL the sources and your own knowledge, write a paragraph of about 6 lines (about 60 words) explaining why the policy of apartheid was forced to change in South Africa. (6)
- 1.6 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer QUESTION 1.6.1 OR QUESTION 1.6.2.
- 1.6.1 Explain how the collapse of the Soviet Union influenced FW de Klerk in making a historic statement on 2 February 1990 which changed the political destiny of South Africa. (30)
- OR**
- 1.6.2 Apartheid ended in South Africa not because of FW de Klerk, but because of the collapse of the Soviet Union.
- Do you agree? Using the information from the sources and your own knowledge, discuss the validity of this statement. (30)
- [75]**

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION IMPACT ON THE AFRICAN STATES LIKE ZAIRE (NOW THE DEMOCRATIC REPUBLIC OF THE CONGO)?

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

2.1 Refer to Source 2A.

- 2.1.1 What were the reasons for the increase in debt and poverty in most African states after 1990? (2 x 2) (4)
- 2.1.2 According to the source and your own knowledge, explain why Western donors changed their priorities after the end of the Cold War. (2 x 2) (4)
- 2.1.3 Briefly explain the following in your own words:
- (a) Democracy
- (b) Free market (2 x 1) (2)
- 2.1.4 Using the information from the source and your own knowledge, explain how the West proposed to base its relationship with Africa after the 1990s? (2 x 2) (4)
- 2.1.5 Explain how Africa became a victim of the Cold War after 1990. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 With reference to Mobutu, state how the Cold War compromised democratic principles. (2 x 1) (2)
- 2.2.2 Why do you think successive governments changed the name of the country? (2 x 1) (2)

2.3 Read through Source 2C.

- 2.3.1 According to Source 2C and your own knowledge, why did the war in the Congo involve so many countries? (2 x 2) (4)
- 2.3.2 Explain the role played by the Republic of South Africa in ending the conflict in the Congo. (1 x 2) (2)
- 2.3.3 Briefly discuss the contribution of the world powers in resolving conflict in the Congo. (1 x 2) (2)

2.4 Consult Source 2D.

- 2.4.1 With reference to FIGURE 1, explain why you think Mobutu and Kabila are being depicted as puppets. (1 x 3) (3)
- 2.4.2 What was the motive of the cartoonist in depicting the rulers as puppets? (1 x 2) (2)
- 2.4.3 To what extent would you regard these visual sources as being useful to a historian researching the history of the Congo? Explain your answer. (4)

- 2.5 Using ALL the sources and your own knowledge, write a paragraph of about 6 lines (about 60 words) describing in your own words the leadership changes in the Congo from independence to 1965. (6)

- 2.6 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer QUESTION 2.6.1 OR QUESTION 2.6.2.

- 2.6.1 Discuss the influence of the collapse of the USSR on the Congo between 1997 and 2003. (30)

OR

- 2.6.2 Using the sources and your own knowledge, write an account for your history magazine explaining why the Congo was affected by the USSR and its collapse. (30)
- [75]**

QUESTION 3: DID THE ASSASSINATION OF CHRIS HANI INFLUENCE THE PROCESS OF NEGOTIATION IN SOUTH AFRICA?

Study Sources 3A, 3B and 3C to answer the following questions.

3.1 Refer to Source 3A.

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|-------|--|---------|-----|
| 3.1.1 | How does Rich Mkhondo describe Hani as a person? | (2 x 1) | (2) |
| 3.1.2 | Explain how Hani was assassinated. | (1 x 2) | (2) |
| 3.1.3 | What prompted Janusz Waluz to assassinate Hani? | (2 x 2) | (4) |
| 3.1.4 | For what reasons were people like Mandela, Pik Botha, Joe Slovo, Mac Maharaj and Richard Goldstone included in the hit list? | (3 x 1) | (3) |
| 3.1.5 | Explain whether you agree with Mkhondo's sentiment that 'with this assassination they demonstrated the destructive force conferred by their ready access to weaponry and training ...' | (2 x 2) | (4) |
| 3.1.6 | Explain how the death of Hani affected the following:

(a) The ANC
(b) The South African youth who saw Hani as their role model | (2 x 2) | (4) |
| 3.1.7 | Explain how Hani's words, 'the decision by our organisation to suspend the armed action is correct' was different to the attitude of right-wing South Africans with regard to the process of negotiations. | (1 x 3) | (3) |

3.2 Use Source 3B.

- | | | | |
|-------|--|---------|-----|
| 3.2.1 | Why did the newspaper, <i>Sunday Times</i> , publish the account of the assassination of Chris Hani on the front page? | (1 x 2) | (2) |
| 3.2.2 | Explain how the newspaper headline, How Hani Died, captured the attention of the public. | (1 x 2) | (2) |

3.3 Compare Sources 3A and 3B. Which of these two sources do you think would be more appropriate to a historian writing about the assassination of Chris Hani

(2 x 2) (4)

3.4 Consult Source 3C.

- 3.4.1 Why did Nelson Mandela want South Africans to 'remain calm and honour the memory of Chris Hani'? (1 x 2) (2)
- 3.4.2 In his address Nelson Mandela made a special appeal to the youth of South Africa. Why do you think he did this? (1 x 2) (2)
- 3.4.3 To what extent did Nelson Mandela's speech avert the possibility of civil war in South Africa? (1 x 2) (2)

3.5 Refer to Sources 3A, 3B and 3C. Describe what you think would have happened if the aims of the right-wing movements had become a reality. (1 x 3) (3)

3.6 Using ALL the sources and your own knowledge, write a paragraph of about 6 lines (about 60 words) on why you think Chris Hani became a prized target of the right-wing elements. (6)

3.7 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer QUESTION 3.7.1 OR QUESTION 3.7.2.

3.7.1 Explain how the assassination of Chris Hani contributed to the birth of a democratic South Africa in 1994. (30)

OR

3.7.2 Using all the sources and your own knowledge, write an article to your local newspaper outlining how the process of negotiations was influenced by the assassination of Chris Hani. (30)
[75]

QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) ATTEMPT TO HEAL SOUTH AFRICA FROM ITS DIVIDED PAST?

Study Sources 4A, 4B and 4C and answer the following questions.

4.1 Refer to Source 4A.

- 4.1.1 According to Viewpoint 1, how did Antjie Krog view the TRC?(2 x 1) (2)
- 4.1.2 Viewpoint 1 indicates a number of reasons for the existence of the TRC. Give TWO reasons. (2 x 1) (2)
- 4.1.3 How did the TRC give an opportunity to voices that were 'long silent, unheard, often unheeded before they spoke'? (1 x 2) (2)
- 4.1.4 In what way do you think the 'voices of ordinary people ... have shaped the passage of history'? (1 x 2) (2)
- 4.1.5 Refer to Viewpoint 2 and explain whether you think it was 'worth it' for people 'to come forward' and disclose the truth at the TRC. (1 x 2) (2)
- 4.1.6 What evidence is there in Viewpoint 2 to suggest that the families of Biko, Mxenge and Goniwe were not in favour of the TRC process? (2 x 2) (4)
- 4.1.7 Using the information from Viewpoint 2 and your own knowledge, explain whether the TRC was a 'victim-friendly' or a 'perpetrator-friendly' process. (2 x 2) (4)
- 4.1.8 Refer to Viewpoint 3 to explain to what extent Buthelezi supported the TRC process. (1 x 2) (2)
- 4.1.9 Explain which of the three viewpoints will be most useful to a historian writing the history of the TRC. (1 x 3) (3)

4.2 Consult Source 4B.

- 4.2.1 What message does the cartoonist wish to convey regarding the TRC? (1 x 2) (2)
- 4.2.2 How appropriate is the cartoonist's portrayal of events? (1 x 2) (2)
- 4.2.3 Which of the two viewpoints in Source 4A do you think supports what is being portrayed in Source 4B? (2 x 2) (4)

- 4.3 Study Source 4C.
- 4.3.1 According to Extract 1, why did Vlok bomb Khotso House? (1 x 2) (2)
- 4.3.2 Why do you think Vlok blamed Botha for the bombing of Khotso House when he gave the evidence in Extract 1? (1 x 2) (2)
- 4.3.3 Explain why you think Vlok's evidence in Extract 1 is reliable. (1 x 2) (2)
- 4.3.4 What does Botha's response in Extract 2 tell you about his attitude to the TRC? (1 x 2) (2)
- 4.4 Using ALL the sources and your own knowledge, write a paragraph of about 6 lines (about 60 words) explaining why the TRC was a necessary process in post-apartheid South Africa. (6)
- 4.5 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer QUESTION 4.5.1 OR QUESTION 4.5.2.
- 4.5.1 Discuss the TRC's role in attempting to heal South Africa from its divided past. (30)
- OR**
- 4.5.2 Using all the sources and your own knowledge, write an article for a historical journal, *Reflections of the TRC*, on the topic: The effectiveness of the TRC with regard to South Africa's newly-found democracy. (30)

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TOTAL MARKS: 150