

# Need an amazing tutor?

[www.teachme2.com/matric](http://www.teachme2.com/matric)



Collected and collated by

**teachme2**



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**HISTORY P2**

**2022**

**MARKS: 150**

**TIME: 3 hours**

**This question paper consists of 9 pages and 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 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 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.

**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) REACT TO PW BOTHA'S REFORMS IN THE 1980s?**

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 the source, did PW Botha's constitutional proposals entail regarding South Africa's parliamentary system? (1 x 2) (2)
- 1.1.2 Define the term *referendum* in your own words. (1 x 2) (2)
- 1.1.3 Explain what is meant by the statement, 'This marked a short-term personal victory for Botha, but the cost was that opposition on both ends of the political spectrum (range) was mobilised', in the context of constitutional proposals in 1983. (2 x 2) (4)
- 1.1.4 Why do you think Africans were excluded from the new constitutional arrangements? (2 x 2) (4)

**1.2 Read Source 1B.**

- 1.2.1 Quote evidence from the source which suggests that the launch of the UDF was preceded by a lot of preparation behind the scenes. (1 x 2) (2)
- 1.2.2 Identify any TWO differences, stated in the source, that organisations which came together to form the UDF had to overcome. (2 x 1) (2)
- 1.2.3 What is the implication of the statement, 'I want to call on you, all peace-loving people of South Africa ... so that we can then destroy the system', in the context of the aim of the formation of the UDF? (1 x 2) (2)
- 1.2.4 Explain why a historian would consider this source reliable when researching the launch of the UDF. (2 x 2) (4)

## 1.3 Study Source 1C.

- 1.3.1 Name any TWO protest actions in the source that the UDF launched against Botha's apartheid reforms. (2 x 1) (2)
- 1.3.2 Comment on the implication of the slogan, 'Forward to People's Power', in the context of the UDF's resistance to PW Botha's apartheid reforms. (2 x 2) (4)
- 1.3.3 Explain the concept *state of emergency* in the context of general unrest in South Africa in the 1980s. (1 x 2) (2)
- 1.3.4 State any TWO measures (actions) in the source that the state took to suppress the general unrest that was taking place in the country in 1985. (2 x 1) (2)

## 1.4 Use Source 1D.

- 1.4.1 Why do you think the UDF published this poster? (2 x 2) (4)
- 1.4.2 Identify any TWO oppressive measures in the source that the apartheid regime took against UDF members. (2 x 1) (2)

- 1.5 Refer to Sources 1C and 1D. Explain how the evidence in Source 1D supports the information in Source 1C regarding the South African government's reaction to the UDF. (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 United Democratic Front (UDF) reacted to PW Botha's reforms in the 1980s. (8)  
**[50]**

**QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE PEBCO THREE?**

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

2.1 Refer to Source 2A.

- 2.1.1 What, according to the source, were the main objectives for the formation of the Port Elizabeth Black Civic Organisation (PEBCO)?  
(3 x 1) (3)
- 2.1.2 Identify TWO protest actions in the source that PEBCO, as an affiliate of the UDF, embarked on against certain products. (2 x 1) (2)
- 2.1.3 Define the concept *apartheid* in your own words. (1 x 2) (2)
- 2.1.4 What do you think the police hoped to achieve by abducting the PEBCO Three?  
(2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 Why do you think this article was printed on the front page of the *Cape Times* in May 1985?  
(2 x 2) (4)
- 2.2.2 What is implied by the statement, '... they (relatives) would not give up their search for the men until they found them – dead or alive', in the context of their disappearance?  
(1 x 2) (2)

2.3 Refer to Sources 2A and 2B. Explain how the information in Source 2A supports the evidence in Source 2B regarding the disappearance of the PEBCO Three.  
(2 x 2) (4)

2.4 Consult Source 2C.

- 2.4.1 Give THREE pieces of evidence from the source which suggest that high-ranking politicians did not take responsibility for the killing of the PEBCO Three.  
(3 x 1) (3)
- 2.4.2 What conclusion can be drawn from Barend du Plessis' statement, '... What I did say, was that there were politicians and high-ranking officers who knew what was happening', in the context of the killing of the PEBCO Three?  
(1 x 2) (2)
- 2.4.3 Explain the usefulness of this source to a historian researching the amnesty application of Barend du Plessis.  
(2 x 2) (4)

## 2.5 Study Source 2D.

- 2.5.1 Explain the term *abduction* in the context of measures taken by the security police against political activists during the apartheid era. (1 x 2) (2)
- 2.5.2 Name the TWO officers in the Eastern Cape Security Police who authorised the abduction and murder of the PEBCO Three. (2 x 1) (2)
- 2.5.3 Comment on why you think the testimonies of the security police (Gideon Nieuwoudt, Johannes van Zyl and Gerhardus Lotz) contradicted that of the askaris regarding the interrogation of the PEBCO Three. (2 x 2) (4)
- 2.5.4 Quote a phrase from the source that suggests that, during the amnesty hearings, it was difficult to establish the truth about the murder of the PEBCO Three. (1 x 2) (2)
- 2.5.5 Why do you think Barend du Plessis and the other security officers were refused amnesty for the murder of the PEBCO Three? (1 x 2) (2)

- 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 TRC dealt with the murder of the PEBCO Three. (8) [50]

**QUESTION 3: WHAT MEASURES DID THE SOUTH AFRICAN GOVERNMENT IMPLEMENT TO ADDRESS THE CHALLENGES OF THE GLOBAL COVID-19 PANDEMIC?**

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

3.1 Refer to Source 3A.

- 3.1.1 Define the concept *globalisation* in your own words. (1 x 2) (2)
- 3.1.2 According to the source, what concern do economists have regarding globalisation? (1 x 1) (1)
- 3.1.3 Explain how the 'trans-border flow' would lead to an increased spread of the global Covid-19 pandemic. (2 x 2) (4)
- 3.1.4 Why, according to the source, has the time taken for the spread of some infectious diseases across territorial space become much quicker? (1 x 1) (1)

3.2 Study Source 3B.

- 3.2.1 Give TWO reasons in the source to explain why President Cyril Ramaphosa declared a national state of disaster on 14 March 2020. (2 x 1) (2)
- 3.2.2 Identify THREE measures, stated in the source, that the government imposed on South Africans in order to contain the spread of Covid-19. (3 x 1) (3)
- 3.2.3 Explain the term *quarantine* in the context of the Covid-19 pandemic. (1 x 2) (2)
- 3.2.4 Using the information in the source and your own knowledge, explain why it was necessary for the South African government to put in place an economic relief package for South Africans. (2 x 2) (4)

3.3 Use Source 3C.

- 3.3.1 List THREE areas, according to the Democratic Alliance, through which the R500-billion package would bring relief to South Africans. (3 x 1) (3)
- 3.3.2 Name the TWO financial institutions, according to the source, that President Ramaphosa approached to fund the R500-billion relief package. (2 x 1) (2)
- 3.3.3 Comment on why the opposition parties reacted favourably to the president's announcement of a spending plan in response to the Covid-19 pandemic. (2 x 2) (4)

## 3.4 Consult Source 3D.

3.4.1 Explain the messages conveyed by the cartoonist regarding the 'emergency measures' introduced by President Ramaphosa to confront the approaching Covid-19 pandemic. (2 x 2) (4)

3.4.2 Comment on the caption 'BRACING FOR THE COMING STORM' in the context of Covid-19. (1 x 2) (2)

3.4.3 What would be the limitations of this source to a historian studying the measures taken by the South African government to contain the spread of Covid-19? (2 x 2) (4)

3.5 Refer to Sources 3C and 3D. Explain how these sources differ from each other regarding the South African government's economic intervention to soften the impact of the Covid-19 pandemic on South Africans. (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 measures that the South African government implemented to address the challenges of the global Covid-19 pandemic. (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 philosophy of Steve Biko and the Black Consciousness Movement played an important role in organising black South Africans against the apartheid regime in the 1960s and 1970s.

Critically discuss this statement. Substantiate your answer with relevant historical evidence.

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

Explain to what extent the strong leadership displayed by both the National Party government and the African National Congress during the negotiation process (from 1990) contributed to the first democratic elections in 1994.

**[50]****QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER**

Gorbachev's reforms in the Soviet Union in the 1980s changed the South African political landscape, which influenced FW de Klerk's decision to introduce reforms from 1989.

Do you agree with this statement? Substantiate your answer with relevant historical evidence.

**[50]****TOTAL: 150**