



Wes-Kaap Onderwysdepartement
Western Cape Education Department
ISebe leMfundo leNtshona Koloni

**NATIONAL STRATEGY FOR LEARNER
ATTAINMENT
SENIOR CERTIFICATE**

GRADE 12

HISTORY

PAPER 2

COMMON PAPER SEPTEMBER 2009

MARKS: 150

TIME: 3 hours

This paper consist of 12 pages

INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before deciding on which questions to answer.

1. This question paper consists of FOUR questions based on the prescribed content framework for 2009 which is as follows:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR ON SOUTH AFRICA?

QUESTION 2: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR ON AFRICA: REFLECTION AND RE-IMAGINING THE NATION IN THE 1990s?

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

QUESTION 4: DEALING WITH THE PAST AND FACING THE FUTURE: THE WORK OF THE TRC.

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)	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)	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)	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 from sources 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 • 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 • 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:

WHAT WERE THE REASONS AND IMPACT OF THE COLLAPSE OF THE USSR ON THE SOVIET REPUBLICS AND EASTERN EUROPE IN THE LATE 1980s AND EARLY 1990s?

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

1.1 Refer to Sources 1A

- 1.1.1 According to Source 1A, give examples of the reforms the Soviet leader introduced. (3x1) (3)
- 1.1.2 Explain how the reforms mentioned in 1.1.1 challenged the Soviet authoritarian political system. (3x2) (6)
- 1.1.3 Explain the statement: “the red flag was lowered from the Kremlin”. (2X2) (4)

1.2 Refer to Sources 1B1 and 1B2

- 1.2.1 Compare the symbol of the Soviet Union in Source 1B.1 with the symbol in the cartoon from The Guardian in Source 1B.2. (2X2) (4)
- 1.2.2 Explain the viewpoint of the cartoonist, with regard to the position of the USSR, as depicted in Source 1B.2. (2x2) (4)
- 1.2.3 Would you regard Sources 1B.1 and 1B.2 to be useful for learners and historians that study this period in history? (1x3) (3)
- 1.2.4 Write a paragraph of approximately 80 words (or 8 lines) on the similarities and differences in the information in Sources 1A and 1B (1B.1 and 1B.2). (8)

1.3 Refer to Sources 1C and 1D

- 1.3.1 Source 1C: What did the Soviet leader encourage people to do? (3x1) (3)
- 1.3.2 Source 1C: How does the picture reflect the policy of glasnost (openness) encouraged by the Soviet leader? (2x2) (4)

- 1.3.3 Explain why the event depicted in Source 1D could be as a result of the reform policies of the Soviet leader. (3x2) (6)

1.4 Extended writing.

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

Answer ONE of the following questions: QUESTION 1.4.1 OR 1.4.2.

- 1.4.1 Explain how the reforms of the Soviet leader, in the late 1980s and early 1990s, contributed to the collapse of the Soviet Union. (30)

OR

- 1.4.2 Use all the sources and your own knowledge and write a report in which you criticise totalitarian rule as experienced in Soviet Russia and why it is so important to respect a human rights culture by referring to Gorbachev's reforms. (30)

[75]

QUESTION 2

WHAT WERE THE CHALLENGES FACING ANGOLA AFTER THE COLLAPSE OF THE USSR IN 1989 AND IN ITS QUEST TO RE-IMAGINE THE NATION IN THE 1990s?

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

2.1 Refer to Source 2A

- 2.1.1 Explain the concept, civil war, in your own words. (1x3) (3)
- 2.1.2 How did the superpowers keep the 'balance of power' in Angola so that none gained the upper hand? (2x2) (4)
- 2.1.3 Use your own knowledge and the source and write a short paragraph (80 words or 8 lines) in which you explain the possible challenges that Angola would be facing in nation-building. (8)

2.2 Refer to Source 2B

- 2.2.1 How useful is this source in explaining the conflict and civil war in Angola? (3x2) (6)
- 2.2.2 In the context of re-imagining the future of Angola and nation- building, would you support, "the party-specific flag" or "the less party-specific flag"? Give reasons for your viewpoint. (3x2) (6)

2.3 Refer to Source 2C

- 2.3.1 Explain the political changes which contributed to the ending of the civil war in Angola. (2x1) (2)
- 2.3.2 Why was Angola viewed by the U.S.A as an "unfriendly power"? (2x2) (4)
- 2.3.3 Explain the reasons for the U.S.A's involvement in Angola? (2x2) (4)

2.3.4 Why do you think South Africa was an important ally to the U.S.A during the conflict in Angola? (2x2) (4)

2.3.5 What was the irony of the U.S.A policy towards South Africa during the conflict in Angola? (2x2) (4)

2.4 Extended writing.
(Your response should be about TWO pages in length.)
Answer ONE of the following questions: QUESTION 2.4.1 OR 2.4.2

2.4.1 Explain the challenges facing Angola after the collapse of the USSR in 1989 and in its quest to re-imagine itself as a nation in the 1990s? (30)

OR

2.4.2 Use all the sources and your own knowledge and write an article in your local newspaper in which you discuss Angola's long walk to peace and nation-building in the 1990s. (30)

/75/

QUESTION 3

IN WHICH WAYS WERE THE CHALLENGES AND CRISES MANAGED IN SA IN THE 1990s?

Study sources 3A, 3B and 3C and answer the following questions:

3.1 Source 3A

- 3.1.1 Which major announcements for the future of South Africa were part of de Klerk's historic speech on February 1990? (2x1) (2)
- 3.1.2 Use your own knowledge and the source and explain why we should regard his speech as historic? (2x2) (4)
- 3.1.3 Why did South Africans, black and white, react to De Klerk's speech in the manner as described in the source? (2x2) (4)
- 3.1.4 Explain why the 'the pot got hotter'? (2x1) (2)
- 3.1.5 Explain how the events and attitudes in 3.1.3 and 3.1.4 became challenges for the leadership and nation-building in the 1990s. (Use your own knowledge and Source 3A) (3x2) (6)

3.2 Refer to Source 3B

- 3.2.1 Which important position in the ANC was assigned to the late Chris Hani? (1x1) (1)
- 3.2.2 Explain the probable intentions of those responsible for the murder of Chris Hani. (2x2) (4)
- 3.2.3 Why is Mandela 'reaching out to every South African, black and white...'? (3x2) (6)

3.3 Refer to Source 3C

- 3.3.1 Explain the aims of CODESA when the negotiations started in 1991. (2x2) (4)
- 3.3.2 How useful is the poster for learners and historians in understanding the aims of CODESA? Give reasons for your answer. (2x2) (4)
- 3.3.3 Write a paragraph in which you compare and contrast Sources 3B and 3C, and explain how the message of the CODESA poster, supports the appeal

of Nelson Mandela. (8)

3.4 Extended writing.
(Your response should be about TWO pages in length.)
Answer ONE of the following questions: QUESTION 3.4.1 OR 3.4.2

3.4.1 Discuss how management of the crises in South Africa during the 1990s, made possible the emergence of a peaceful democracy in 1994. (30)

OR

3.4.2 Use all the sources and your own knowledge and write a report on how the crises in South Africa during the 1990s were managed by strong leadership and firm political will.

(30)

[75]

QUESTION 4

WHAT WERE THE REASONS FOR AND THE SUCCESSES, CRITICISM AND LIMITATIONS OF THE TRUTH AND RECONCILIATION COMMISSION - TRC?

Study Sources 4A, 4B, 4C and 4D and answer the question

4.1 Refer to Source 4A

- 4.1.1 How would you describe the main aim of the TRC? (2X1) (2)
- 4.1.2 Use your own knowledge and the source and explain who should confess and who should forgive. (2x2) (4)
- 4.1.3 Explain why Archbishop said: That's why African (thinking) is restorative and not retributive." (3x2) (6)

4.2 Refer to Source 4B

- 4.2.1 What is the 'brutal history,' that is being referred to in the source? (1x2) (2)
- 4.2.2 Compare Source 4A with Antjie Krog's views of the TRC in Source 4B, with regard to the importance of restorative justice. Write a paragraph of 80 words (8 lines) (8)

4.3 Refer to Source 4C

- 4.3.1 Describe the emotions of the people according to this newspaper article. (2x1) (2)
- 4.3.2 Explain how the testimonies and confessions were in line with restorative justice. (2x2) (4)
- 4.3.3 Would the writer support retributive justice? Give a reason for your answer. (1x4) (4)

4.4 Refer to Source 4D

- 4.4.1 Who is the 'she' that's been left out? (1x1) (1)
- 4.4.2 Why did many people feel that 'she' should be included in the whole process of the TRC? (1X2) (2)
- 4.4.3 Explain the cartoonist's viewpoint of the work of the TRC. (3x2) (6)

- 4.4.4 Explain why learners and historians might regard Sources 4C and 4D as useful sources in understanding the different reactions of South Africans to the TRC. (2x2) (4)

4.5 Extended writing.
(Your response should be about TWO pages in length.)
Answer ONE of the following questions: QUESTION 4.3.1 OR 4.3.2

- 4.5.1 Discuss the reasons for the TRC and the evaluation of its work. (30)

OR

- 4.5.2 Use all the sources and your own knowledge and write a report on the topic: How did the TRC contribute to nation-building in post-apartheid South Africa?

(30)

/75/