Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

JUNE 2026

HISTORY P2

MARKS: **150**

TIME: **3 hours**

This question paper consists of 7 pages and an addendum of 10 pages.

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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

   SECTION B: ESSAY QUESTIONS

   QUESTION 3: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

   QUESTION 4: THE COMING OF DEMOCRACY TO SOUTH AFRICA COMING TO TERMS WITH THE PAST: NEGOTIATED SETTLEMENT AND THE GNU

   QUESTION 5: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

2. SECTION A consists of TWO 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 follow:

   4.1 At least ONE must be source-based question and at least ONE must be an essay question.

   4.2 The THIRD question can either be 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, skill 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.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE or 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 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)

1.1.4 Identify any THREE legislative powers in the source that the white minister had over black urban councils. (3 x 1) (3)

1.2 Consult Source 1B.

1.2.1 Define the term c*omrades* in your own words. (1 x 2) (2)

1.2.2 Identify 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, '… And 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? (2 x 2) (4)

1.2.4 Explain why a historian would consider this source reliable when researching the launch of the UDF. (2 x 2) (4)

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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 measure (action) in the source that the state took to suppress the general unrest that was taking place in the country in 1985. (1 x 1) (1)

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 Source 1C and Source 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 UDF responded to the apartheid reforms introduced by PW Botha in 1983. (8)

[50]

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QUESTION 2: WHY DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) GRANT EUGENE DE KOCK AMNESTY?

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

2.1 Study Source 2A.

2.1.1 Define the term *perpetrators* in your own words. (1 x 2) (2)

2.1.2 What, according to the source, were the mandate of the Truth and Reconciliation Commission? (2 x 1) (2)

2.1.3 Why do you think the act directed the Truth and Reconciliation Commission to investigate human rights abuses between 1960 and 1994? (2 x 2) (4)

2.1.4 Name the TWO conditions, in the source, required for the granting of amnesty. (2 x 1) (2)

2.2 Consult Source 2B.

2.2.1 Why, according to the source, was Eugene de Kock disqualified from joining the army? (1 x 1) (1)

2.2.2 Comment on why the C10 unit intensified the killings of the anti-apartheid activists in the 1980s. (2 x 2) (4)

2.2.3 Explain why Eugene de Kock referred to FW de Klerk 'as a man whose hands were soaked in blood'. (1 x 2) (2)

2.2.4 Explain the usefulness of this source to a historian researching the work of the TRC regarding the process of amnesty. (2 x 2) (4)

2.3 Use Source 2C.

2.3.1 Comment on the significance of Eugene de Kock breaking "APARTHEID: OFFICIAL VERSION" in the context of his application for amnesty. (2 x 2) (4)

2.3.2 Whose atrocities, according to the source, did Eugene de Kock expose during the TRC hearings? (2 x 1) (2)

2.3.3 Explain the symbolism of the chains on Eugene de Kock's feet in the cartoon. (1 x 2) (2)

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2.4 Read Source 2D.

2.4.1 How, according to the source, did Eugene de Kock present his testimony before the Truth and Reconciliation Commission? (2 x 1) (2)

2.4.2 Explain the concept of *restorative justice* in the context of the work of the TRC. (1 x 2) (2)

2.4.3 According to the source, what did Eugene de Kock reveal during his testimony? (3 x 1) (3)

2.4.4 What is implied by the statement, 'He became the polygraph machine of the commission'? (1 x 2) (2)

2.5 Compare Sources 2C and Source 2D. Explain how the evidence in Source 2C supports the information in Source 2D regarding Eugene de Kock's testimony at the TRC hearings. (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 why the Truth and Reconciliation Commission (TRC) granted amnesty to Eugene de Kock. (8)

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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 3: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

Critically discuss how the Black Consciousness Movement under the leadership of Steven Bantu Biko was influential in the struggle against the apartheid regime in South Africa in the 1960s and 1970s. **[50]**

QUESTION 4: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST: NEGOTIATED SETTLEMENT AND THE GNU

Explain to what extent South African politicians used leadership and compromise to pave the way for a negotiated settlement and realisation of a democratic breakthrough by 1994 in South Africa.

Substantiate your line of argument by using relevant evidence. **[50]**

QUESTION 5: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

The reforms introduced by Gorbachev, in the 1980s, not only led to the collapse of communism, but also paved the way for the negotiations between the ANC and the apartheid regime in South Africa.

Do you agree with this statement? Use relevant historical evidence to support your line of argument. **[50]**

TOTAL: 150

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