basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/
NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

MAY/JUNE 2026

MARKS: 150

TIME: 3 hours

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

   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 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 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.

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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 PW BOTHA'S GOVERNMENT REACT TO THE ANTI-APARTHEID MEDIA REPORTING DURING THE 1980s?

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

1.1 Study Source 1A.

1.1.1 Identify the community newspaper in the source that was established in 1980. (1 x 1) (1)

1.1.2 Name any THREE democratic organisations in the source that provided volunteers who worked for the *Grassroots* community newspaper. (3 x 1) (3)

1.1.3 Why do you think *Saamstaan* encountered constant police harassment while it was only a community newsletter? (1 x 2) (2)

1.1.4 Using the information in the source and your own knowledge, explain how the UDF contributed to the mobilisation of internal resistance to apartheid during the 1980s. (1 x 2) (2)

1.2 Consult Source 1B.

1.2.1 Comment on the symbolic representation of the following in the cartoon regarding Stoffel Botha's extreme measures in banning print media:

(a) Onlookers, standing in the background (1 x 2) (2)

(b) A grave, in the foreground (1 x 2) (2)

1.2.2 Explain why you would consider the caption of the cartoon 'MASS FUNERAL IN SOUTH AFRICA' appropriate in the context of the Home Affairs Minister, Stoffel Botha's media restrictions in the 1980s. (2 x 2) (4)

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1.3 Use Source 1C.

1.3.1 List FOUR types of activities in the source that the media was restricted from reporting on when a national state of emergency was declared in June 1986. (4 x 1) (4)

1.3.2 Define the historical term *revolution* in your own words. (1 x 2) (2)

1.3.3 Why do you think Stoffel Botha imposed restrictions on reports about outlawed black nationalist groups? (1 x 2) (2)

1.3.4 Explain why Aggrey Klaaste regarded *The Sowetan* as the only kind of avenue where black people could vent some of their deeply held feelings against Botha's government reforms. (1 x 2) (2)

1.4 Read Source 1D.

1.4.1 Identify any TWO political events in the source which coincided with Mojalefa Moseki's arrival at *The Sowetan* newspaper in the early 1980s. (2 x 1) (2)

1.4.2 Quote TWO pieces of evidence from the source that suggest that the paper (*The Sowetan*) and reporters paid heavily for reporting against the apartheid state. (2 x 1) (2)

1.4.3 What is implied by the phrase, '(*Sowetan* editors) had long ago lost whatever "fear" they had of the government laws', in the context of reporting negatively about the police? (1 x 2) (2)

1.4.4 Explain the term *censorship laws* in the context of PW Botha's policy on media. (1 x 2) (2)

1.4.5 Comment on the usefulness of this source to a historian researching the censorship of the media in South Africa during the 1980s. (2 x 2) (4)

1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1D supports the evidence in Source 1C regarding the introduction of media restrictions by Stoffel Botha in the 1980s. (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 PW Botha's government reacted to the anti-apartheid media reporting during the 1980s. (8)

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QUESTION 2: WHY WAS THE GRANTING OF AMNESTY BY THE TRUTH AND RECONCILIATION COMMISSION (TRC) TO THE SECURITY BRANCH POLICEMEN FOR THE DEATH OF STANZA BOPAPE CONSIDERED CONTROVERSIAL*?

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

2.1 Refer to Source 2A.

2.1.1 Quote TWO ways from the source showing how Stanza Bopape was described before he died in police custody. (2 x 1) (2)

2.1.2 According to the source, what did General Johan van der Merwe approve to avoid the negative political ramifications (results) of Stanza Bopape's death in police custody? (1 x 2) (2)

2.1.3 Define the term *amnesty* in your own words. (1 x 2) (2)

2.1.4 What conclusion can you draw from the fact that the Minister of Law and Order, Vlok, supported the Security Branch policemen's version of Stanza Bopape's 'escape'? (1 x 2) (2)

2.1.5 Using the information in the source and your own knowledge, explain why Stanza Bopape's mother pleaded with 'the police who were with him [to] come here and tell us where the bones are'. (2 x 2) (4)

2.2 Read Source 2B.

2.2.1 Explain the reference to 'them' in Francina Bopape's statement. (1 x 2) (2)

2.2.2 What is implied by the statement, 'All I am asking of them is to tell the truth …', in the context of Stanza Bopape's whereabouts? (2 x 2) (4)

2.3 Use Source 2C.

2.3.1 Quote any THREE actions from the source showing how Stanza Bopape was interrogated by the Security Branch policemen. (3 x 1) (3)

2.3.2 Identify any TWO Security Branch policemen in the source who were present when Stanza Bopape was interrogated. (2 x 1) (2)

2.3.3 Using information in the source and your own knowledge, what does the statement, 'it was never our intention to kill him', suggest about the Security Branch policemen's interrogation methods? (2 x 2) (4)

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2.4 Consult Source 2D.

2.4.1 Quote the controversial finding of the TRC from the source, regarding the death of Stanza Bopape. (1 x 2) (2)

2.4.2 Name the head of the security police in the source who applied for amnesty in the Stanza Bopape case. (1 x 1) (1)

2.4.3 Explain the term *full disclosure* as a condition required by the TRC. (1 x 2) (2)

2.4.4 What is implied by the statement, 'applicants presented a well-oiled account,' during the testimony before the TRC hearing? (1 x 2) (2)

2.4.5 Comment on why a historian would find the source reliable when researching the evidence submitted at the TRC hearings on the disappearance of Stanza Bopape. (2 x 2) (4)

2.5 Refer to Sources 2C and 2D. Explain how Source 2D differs from Source 2C regarding the TRC's decision to grant amnesty to the Security Branch policemen. (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 granting of amnesty by the Truth and Reconciliation Commission (TRC) to the Security Branch policemen for the death of Stanza Bopape was considered controversial. (8)

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QUESTION 3: DOES THE CHINESE BELT AND ROAD INITIATIVE (BRI) BENEFIT BRICS+ 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 TWO regions where China's BRI has the potential to transform the geo-economic landscape. (2 x 1) (2)

3.1.2 According to the source, which TWO banks supported the BRI projects? (2 x 1) (2)

3.1.3 Explain what is implied by the phrase 'a win-win situation' in the context of Chinese BRI investment in developing countries. (2 x 2) (4)

3.1.4 Define the term *developing countries* in your own words. (1 x 2) (2)

3.1.5 Why do you think BRICS partners, Russia and India, have reservations about China's Belt and Road Initiative? (1 x 2) (2)

3.2 Read Source 3B.

3.2.1 List any THREE of the 'five connectivities' that Chinese scholars believe is a common way forward for both the BRI and BRICS. (3 x 1) (3)

3.2.2 Explain in what way strengthening the interconnection between BRI and BRICS would be of benefit to China. (1 x 2) (2)

3.2.3 Why do you think China's view of itself as the 'leading power centre' or 'dominant power' within BRICS could negatively affect relations among BRICS member states? (2 x 2) (4)

3.3 Consult Source 3C.

3.3.1 Explain how the United States is depicted in the cartoon. (1 x 2) (2)

3.3.2 What impression does the cartoonist give of the BRI? Use visual clues to substantiate your response. (1 x 2) (2)

3.3.3 Comment on the limitations of this source to a historian studying the benefits of China's Belt and Road Initiative (BRI). (2 x 2) (4)

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3.4 Study Source 3D.

3.4.1 According to the source, state THREE opportunities that entry into BRICS has offered to Ethiopia. (3 x 1) (3)

3.4.2 Identify the TWO traditionally dominant Western lenders in the source that BRICS wishes to be independent from. (2 x 1) (2)

3.4.3 Explain the term *South-South cooperation* in the context of globalisation. (1 x 2) (2)

3.4.4 Why do you think supporters of the BRI would consider the Addis Ababa-Djibouti Railway a success? (1 x 2) (2)

3.5 Refer to Sources 3B and 3D. Explain how Source 3D supports Source 3B regarding China's use of the BRI to strengthen economic development of BRICS+ nations. (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 whether the Chinese Belt and Road Initiative (BRI) benefits BRICS+ countries. (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 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

Explain to what extent Steve Biko and the Black Consciousness Movement played a significant role in mobilising black South Africans to challenge the apartheid regime during the late 1960s and the 1970s.

Support your line of argument with relevant historical evidence. **[50]**

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

The process towards achieving a democratic South Africa between 1989 and 1994 was smooth because of the role of skilled negotiators.

Critically discuss this statement. Support your line of argument with relevant historical information. **[50]**

QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

Gorbachev's attempts to save the Soviet Union through policy changes (Glasnost and Perestroika) resulted in its ultimate collapse from the mid-1980s to 1991.

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

TOTAL: 150

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