

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2016**

**HISTORY P2**

**MARKS: 150**

**TIME: 3 hours**



---

This question paper consists of 8 pages and an addendum of 12 pages.

---

**INSTRUCTIONS AND INFORMATION TO CANDIDATES**

1. The question paper consist of SECTION A and SECTION B based on 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 or an essay question.
5. You are advised to spend at least ONE hour per question.
6. Candidates should apply their knowledge, skills and insight.
7. Number the answers correctly according to the numbering system used in this question paper.
8. A mere rewriting of the sources as answers will disadvantage candidates.
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 that is required to answer these questions can be found in the ADDENDUM.

**QUESTION 1: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON SOUTH AFRICAN STUDENTS IN THE 1970s?**

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

**1.1 Refer to Source 1A.**

- 1.1.1 Define the term *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.2 According to the source, list TWO organisations that promoted the philosophy of Black Consciousness among black South African students. (2 x 1) (2)
- 1.1.3 Why do you think more than 100 to 180 pupils boycotted an examination on a book called *Swart Pelgrim* by FA Venter? (1 x 2) (2)
- 1.1.4 Using the information in the source as well as your own knowledge, explain how the philosophy of Black Consciousness influenced African and Coloured school children in the Cape in 1976. (2 x 2) (4)
- 1.1.5 Explain the usefulness of this source to a historian studying the impact of SASM on African and Coloured students in the Cape in 1976. (2 x 2) (4)

**1.2 Study Source 1B.**

- 1.2.1 Quote FOUR pieces of evidence from the source that indicate that the youth of Soweto was influenced by the ideas of Black Consciousness. (4 x 1) (4)
- 1.2.2 Use the source and your own knowledge to explain the *bread and butter issues* that faced the people of Soweto. (2 x 2) (4)

**1.3 Consult Source 1C.**

- 1.3.1 According to the visual source, why did the students of Soweto embark on the protest action? (1 x 2) (2)
- 1.3.2 What, do you think, was the intention of the photographer in publishing this photo? (1 x 2) (2)
- 1.3.3 Explain the reliability of this photograph to historians studying the causes of the Soweto Uprising. (2 x 2) (4)

## 1.4 Read Source 1D.

1.4.1 Using the information in the source and your own knowledge, explain what Biko implied by wanting to give South Africa a '*more humane face*'. (2 x 2) (4)

1.4.2 Explain why the apartheid government attempted to prevent Biko's influence as a political leader. (2 x 2) (4)

1.4.3 What was Biko's greatest legacy that he waged during the struggle? (1 x 2) (2)

1.4.4 According to the source, what did the government do to honour Biko's life? (2 x 1) (2)

1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) to explain the impact that the philosophy of Black Consciousness had on South African students in the 1970s.

(8)  
**[50]**

**QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE PAST?**

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

2.1 Refer to Source 2A.

- 2.1.1 Quote TWO difficulties that the TRC had to go through during the hearings. (2 x 1) (2)
- 2.1.2 Why, according to the source, were the perpetrators willing to ask for forgiveness? (1 x 1) (1)
- 2.1.3 Using your own knowledge, comment on the relevance of the statement '*our people are well endowed with the spirit of Ubuntu*'. (2 x 2) (4)
- 2.1.4 What do you understand by the concept '*reparations*' in the context of the TRC? (1 x 2) (2)

2.2 Consult Source 2B.

- 2.2.1 Use the source and your own knowledge to explain why Mrs Mtimkulu appeared before the TRC. (2 x 2) (4)
- 2.2.2 Why, do you think, Mrs Mtimkulu kept the human hair for 20 years? (1 x 2) (2)

2.3 Read Source 2C.

- 2.3.1 According to the source, how did Siphiwo Mtimkulu die? (1 x 1) (1)
- 2.3.2 Identify the TWO security policemen involved in the killings of Siphiwo Mtimkulu. (2 x 1) (2)
- 2.3.3 Explain why you think Gen. Van Rensburg blatantly lied to the Harms Commission. (2 x 2) (4)
- 2.3.4 Identify evidence in the source to show that the apartheid government killed Mr Mtimkulu. (1 x 2) (2)
- 2.3.5 Using the source and your own knowledge, explain what is meant by the statement '*her hair turned snow white since her last appearance*'. (2 x 2) (4)

- 2.4 How does Source 2A support Source 2C with regard to the aims of the TRC? (2 x 2) (4)

## 2.5 Study Source 2D.

2.5.1 Indicate the way in which Bheki Mlangeni was killed. (1 x 2) (2)

2.5.2 According to the source, what is meant by Mrs Mlangeni's statement '*... as we are dead now*'? (1 x 2) (2)

2.5.3 Quote evidence from the source that suggest that Mr Sithole expected some sort of compensation from the ANC government. (1 x 2) (2)

2.5.4 Explain the usefulness of this source to a historian studying the TRC. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how the Truth and Reconciliation Commission (TRC) was able to deal with the past. (8)  
**[50]**

**QUESTION 3: WHAT WAS THE IMPACT OF GLOBALISATION ON THE LIVES OF ORDINARY PEOPLE IN THE NEW WORLD ORDER?**

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

**3.1 Read Source 3A.**

- 3.1.1 Define the concept *globalisation* in your own words. (1 x 2) (2)
- 3.1.2 Identify any THREE benefits of globalisation as defined by international trade. (3 x 1) (3)
- 3.1.3 Use the information from the source and your own knowledge to explain the usefulness of this source to a historian studying international trade. (2 x 2) (4)
- 3.1.4 According to the source, explain why 'there is big gap between the rich and poor'. (2 x 2) (4)

**3.2 Consult Source 3B.**

- 3.2.1 Use the source and your own knowledge to explain the role the IMF and World Bank played in the context of globalisation. (2 x 2) (4)
- 3.2.2 Explain what is implied by the slogan on the poster 'GO TO HELL WITH YOUR AID'. (2 x 2) (4)

**3.3 Study Source 3C.**

- 3.3.1 List the THREE organisations that work together in an iron triangle plan to carry out the corporate plan of free trade. (3 x 1) (3)
- 3.3.2 What, according to the source was the work of the iron triangle? (2 x 1) (2)
- 3.3.3 Explain how the poor countries were forced to pay off their loans to the IMF and WTO. (2 x 2) (4)
- 3.3.4 What conclusion can you draw from the countries paying more attention to exporting food than growing food for local consumption? (1 x 2) (2)
- 3.3.5 According to the source, why was protection sacrificed for the indigenous people, workers and environment? (1 x 2) (2)

**3.4 Use Source 3D.**

3.4.1 According to the source, identify TWO negative results of globalisation. Use the visual clues from the source to support your answer. (2 x 1) (2)

3.4.2 Why, do you think, globalisation has brought poverty and inequality to poor countries? (1 x 2) (2)

3.5 Refer to Sources 3C and 3D. Comment on how these sources support each other regarding the impact of globalisation on ordinary people. (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) in which you discuss the impact of globalisation on the lives of ordinary people in the New World Order. (8)  
**[50]**

**SECTION B: ESSAY QUESTIONS**

Answer at least ONE question, but not more than TWO questions in this section.

Your essay should be at least THREE pages in length.

**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

In 1980, PW Botha stated, 'the strategic position of South Africa has changed with regard to apartheid. We must adapt or die.'

Explain to what extent Botha's adaptation of the apartheid policy was challenged by the internal resistance movements in the 1980s. **[50]**

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

'Together the various stakeholders played a significant role in ensuring that South Africa became a non-racial democratic country in 1994.'

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

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

'The collapse of the USSR affected South Africa's future positively.'

Critically evaluate the statement by using relevant historical evidence to support your line of argument. **[50]**

**TOTAL: 150**