



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2019

HISTORY P2

MARKS: 100

TIME: 2½ hours



This question paper consists of 7 pages and an addendum of 10 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: 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 AND 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 will be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer TWO questions as follows:

At least ONE must be a source-based question and at least ONE must be an essay.
5. When answering questions, candidates should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage candidates.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer ONE question from this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE DIFFERENT YOUTH ORGANISATIONS AND LEADERS INFLUENCE THE SOUTH AFRICAN YOUTH IN THE 1970s?

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

1.1 Read to Source 1A.

- 1.1.1 Define the concept '*Black Consciousness*' in your own words. (1 x 2) (2)
- 1.1.2 According to the DuBois, what was the most important step in Black people's personal liberation? (1 x 2) (2)
- 1.1.3 What, according to the source, was the aims of the global movement of black thinkers? (2 x 1) (2)
- 1.1.4 Why, do you think, colonialists (conservative white South Africans) would have reacted negatively to the philosophy of Black Consciousness? (2 x 2) (4)
- 1.1.5 Comment on whether this source would be useful to a historian studying the roots of the Black Consciousness Movement in the 1970s. (2 x 2) (4)

1.2 Refer to Source 1B.

- 1.2.1 Identify TWO organisations that provided youth programmes for leadership development. (2 x 1) (2)
- 1.2.2 Using the information in the source and your own knowledge, explain why, the 'formation schools' were established in all four provinces. (2 x 2) (4)
- 1.2.3 Explain in what ways 'formation schools' influenced Black South African students to resist oppression. (2 x 2) (4)

1.3 Consult Source 1C.

- 1.3.1 How, according to Sibongile Mkhabela, did the SASM influence the students of Soweto? (1 x 2) (2)
- 1.3.2 According to the source, what role did the following leaders play in mobilising the students of Soweto?
 - (a) Tsietsi Mashinini (1 x 2) (2)
 - (b) Seth Masibuko (1 x 2) (2)

- 1.3.3 Using the source and your own knowledge, explain why the members of the SASM were against the use of Afrikaans as a medium of instruction in black South African schools. (2 x 2) (4)
- 1.4 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the impact that SASO had on the students of Soweto. (2 x 2) (4)
- 1.5. Refer to Source 1D.
- 1.5.1 Explain the message that is conveyed by the poster. (1 x 2) (2)
- 1.5.2 Explain what Biko meant with the following phrase, 'ONE AZANIA ONE NATION.' (1 x 2) (2)
- 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 different youth organisations and leaders influence the youth in the 1970s. (8)
- [50]**

QUESTION 2: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION (TRC) COMMISSION IN DEALING WITH SOUTH AFRICA'S DIVIDED PAST?

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

2.1 Refer to Source 2A.

2.1.1 Define the following concepts in your own words:

(a) Apartheid (1 x 2) (2)

(b) Amnesty (1 x 2) (2)

2.1.2 What, according to the source, were the objectives of the TRC? (3 x 1) (3)

2.1.3 Why do you think the ANC decided on a policy of 'forgive and forget' after 1994? (2 x 2) (4)

2.1.4 Use your own knowledge to explain whether you consider the TRC to be victim-friendly or perpetrator-friendly. (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 Who, according to the source, was described as the 'implicated witness'? (1 x 2) (2)

2.2.2 How, according to the information in the source, did De Kock get involved in the 'Motherwell Bombing'? (3 x 1) (3)

2.2.3 Use the information in the source and your own knowledge to explain whether De Kock showed any remorse at the TRC hearings. (2 x 2) (4)

2.2.4 What conclusions can you draw from the attitudes of the two widows after they met with De Kock?
Use evidence from the source to support your answer. (1 x 2) (2)

2.3 Consult Source 2C.

2.3.1 Explain the messages the cartoonist wishes to convey in this cartoon. (1 x 2) (2)

2.3.2 Why do you think the cartoonist depicts the Union Buildings in this cartoon? (1 x 2) (2)

2.4 Compare Sources 2B and 2C. Explain the similarities between these two sources regarding De Kock's testimony at the TRC. (2 x 2) (4)

2.5 Study Source 2D.

2.5.1 How, according to the source, would the hatred and hostility of the past go away? (1 x 2) (2)

2.5.2 Use your own knowledge to explain why the work of the TRC was regarded as controversial. (2 x 2) (4)

2.5.3 Comment on the usefulness of this source to a historian studying the objectives of 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 (about 80 words) explaining how successful the Truth and Reconciliation Commission (TRC) was in dealing with South Africa's divided past. (8)
[50]

SECTION B: ESSAY TYPE QUESTIONS

Answer ONE question from this section.

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

‘Boycotts, sanctions and disinvestment are the most important factors that led to the collapse of apartheid.’

Do you agree with this statement? Use relevant examples of various forms of international resistance to apartheid to support your line of argument.

[50]

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

Critically discuss how South Africa emerged as a democracy from the crisis of the 1990s.

Use relevant evidence to support your line of argument.

[50]

**QUESTION 5: THE COLLAPSE OF COMMUNISM AND THE NEW WORLD
ORDER: THE EVENTS OF 1989**

The disintegration of the Soviet Union in 1989 served as a catalyst for South Africa to begin its political transformation in the 1990s.

To what extent do you agree with this statement? Substantiate your line of argument with relevant evidence.

[50]

TOTAL: 100

