



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2019

HISTORY P2

MARKS: 150

TIME: 3 hours



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

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
COMING TO TERMS WITH THE PAST: NEGOTIATED
SETTLEMENT AND THE GNU

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 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.

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 THE BLACK CONSCIOUSNESS MOVEMENT (BCM) CHANGE THE POLITICAL SCENE OF SOUTH AFRICA IN THE 1970s?

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

1.1 Refer to Source 1A.

- 1.1.1 What, according to the source, did the Black Consciousness Movement instigate in the 1970s? (1 x 2) (2)
- 1.1.2 Define the term *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.3 Using the information in the source and your own knowledge, explain why Biko formed SASO. (2 x 2) (4)
- 1.1.4 Name TWO organisations from the source that were formed as a result of the influence of the Black Consciousness Movement. (2 x 1) (2)
- 1.1.5 Why, do you think, the government saw the Black Consciousness Movement (BCM) as a threat? (1 x 2) (2)

1.2 Study Source 1B.

- 1.2.1 Where, according to the source, did the children assemble to co-ordinate their march? (1 x 1) (1)
- 1.2.2 Comment on what is implied by the following statement, 'When they returned that evening their world would be changed forever.' (2 x 2) (4)
- 1.2.3 Name TWO student leaders from the source who led the marches at their respective schools. (2 x 1) (2)
- 1.2.4 Using the information in the source and your own knowledge, explain what did the students of Soweto imply by the words: 'It happened in Angola. Why not here?' (2 x 2) (4)

1.3 Read Source 1C.

- 1.3.1 According to the source, where were the gunshot victims rushed to?
(1 x 2) (2)
- 1.3.2 Mention THREE reactions of children when the police threw a teargas-shell at them.
(3 x 1) (3)
- 1.3.3 Comment on the usefulness of the information in this source for a historian researching the reaction of the apartheid police on students of Soweto.
(2 x 2) (4)

1.4 Consult Source 1D.

- 1.4.1 What message is conveyed in this photograph regarding the apartheid police?
(1 x 2) (2)
- 1.4.2 Comment on the possible reactions to this photograph by the following:
- (a) The international community (1 x 2) (2)
- (b) Black South Africans (1 x 2) (2)

1.5 Compare Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding the reaction of the police during the Soweto Uprising.
(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 Black Consciousness Movement (BCM) changed the political scene of South Africa in the 1970s.
(8)

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QUESTION 2: DID THE AMNESTY PROCESS OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) HEAL SOUTH AFRICA FROM ITS DIVIDED PAST?

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

2.1 Study Source 2A.

- 2.1.1 Why, according to the source, was the TRC formed? (2 x 1) (2)
- 2.1.2 Define the term *reconciliation* in the context of the TRC. (1 x 2) (2)
- 2.1.3 Using the information in the source and your own knowledge, explain why the TRC wanted to establish 'a need for understanding, but not for vengeance' in South Africa. (2 x 2) (4)
- 2.1.4 Who, according to the source, would be offered amnesty? (1 x 2) (2)

2.2 Consult Source 2B.

- 2.2.1 Name any TWO security policemen from the source that were held responsible for killing the Cradock Four. (2 x 1) (2)
- 2.2.2 Using the information in the source and your own knowledge, explain why the apartheid government killed the Cradock Four. (2 x 2) (4)
- 2.2.3 How, according to the source, were the Cradock Four killed? (2 x 1) (2)
- 2.2.4 Comment on why you would regard the information in the source as useful when researching the amnesty hearing of the security policemen at TRC. (2 x 2) (4)

2.3 Read Source 2C.

- 2.3.1 Name TWO of the Cradock Four widows from the source that testified at the TRC amnesty hearings. (2 x 1) (2)
- 2.3.2 Why do you think Mrs Calata appeared before the TRC hearings? (2 x 2) (4)
- 2.3.3 Explain what human rights Mrs Calata and her children were deprived of by the security police. (2 x 2) (4)
- 2.3.4 Quote evidence from the source that indicates that Ms Mhlauli's husband was brutally murdered. (1 x 2) (2)

2.4 Use Source 2D.

2.4.1 What message is conveyed in this photograph regarding the work of the TRC? (1 x 2) (2)

2.4.2 Who was the chairperson at the TRC hearings? (Use a visual clue from the photograph to answer the question.) (1 x 2) (2)

2.5 Compare Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding the appearance of the Cradock Four wives 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 whether the amnesty process of the TRC healed South Africa from its divided past. (8)
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QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON THIRD WORLD COUNTRIES?

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

3.1 Read Source 3A.

- 3.1.1 Define the term *globalisation* in your own words. (1 x 2) (2)
- 3.1.2 How, according to the source, did globalisation attempt to unite the world economically? (2 x 1) (2)
- 3.1.3 Using the information in the source and your own knowledge, explain the factors that contributed to the process of globalisation. (2 x 2) (4)
- 3.1.4 Using the information in the source and your own knowledge, explain why loans were granted to developed nations rather than to Third World countries. (2 x 2) (4)
- 3.1.5 Name TWO financial institutions from the source that granted loans to developing countries. (2 x 1) (2)

3.2 Refer to Source 3B.

- 3.2.1 Name TWO pivotal roles from the source that globalisation plays on Third World countries. (2 x 1) (2)
- 3.2.2 Using the information in the source and your own knowledge, explain why foreign loans were not beneficial for Third World countries. (2 x 2) (4)
- 3.2.3 Comment on the reliability of the information in this source for a historian studying the impact that globalisation had on Third World countries. (2 x 2) (4)
- 3.2.4 How, according to the source, are Third World countries connected to the rest of the world? (2 x 1) (2)

3.3 Consult Source 3C.

- 3.3.1 How, according to the source, did globalisation affect developing countries? (2 x 1) (2)
- 3.3.2 Using the information in the source and your own knowledge, explain how technology has negatively influenced the Third World countries. (2 x 2) (4)
- 3.3.3 How, according the source, were jobs for casual labourers created? (1 x 2) (2)

3.4 Study Source 3D.

3.4.1 What message is conveyed in FRAME 1 about China and India before the impact of globalisation? (1 x 2) (2)

3.4.2 Explain the message that is conveyed in FRAME 2. (1 x 2) (2)

3.5 Refer to Sources 3B and 3C. Explain how the information in Source 3B differs from the information in Source 3C regarding the influence that globalisation had on Third World countries. (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 the impact that globalisation had on Third World 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

‘It was only the boycotts imposed on South Africa in the late 1980s that contributed to the end of Apartheid.’

Do you agree with the statement? Substantiate your line of argument by using relevant evidence.

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

Explain to what extent leadership, negotiations and compromise between the different political parties in South Africa paved the way for a democratic South Africa in 1994.

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

Critically discuss how the collapse of communism in the Soviet Union led to negotiations between the African National Congress (ANC) and the National Party (NP) government.

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TOTAL: 150