



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
SEPTEMBER 2019**

MARKS: 150

TIME: 3 hours

This question paper consists of 7 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 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 may 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 the 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.

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 is contained in the ADDENDUM.

QUESTION 1: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON THE STUDENTS OF SOWETO 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 Define the concept *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.2 Why, according to the source, did African students break away from NUSAS? (1 x 2) (2)
- 1.1.3 What role did SASO play in black South African communities in the late 1960s and early 1970s? (2 x 1) (2)
- 1.1.4 Using the information in the source and your own knowledge, explain why you think the Black People's Convention wanted South African blacks to be united. (2 x 2) (4)
- 1.1.5 Identify THREE ways in the source on how the philosophy of Black Consciousness influenced high school students. (3 x 1) (3)

1.2 Study Source 1B.

- 1.2.1 What messages does the cartoon convey about SASO? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 1.2.2 Comment on why you think SASO responded to NUSAS in the manner it did as portrayed in the cartoon. (1 x 2) (2)

1.3 Refer to Sources 1A and 1B. Explain how the information in Source 1A supports the evidence in Source 1B regarding the formation of SASO. (2 x 2) (4)

1.4 Read Source 1C.

1.4.1 What role, according to Mkhabela, did the SASM play? (1 x 2) (2)

1.4.2 Using the information in the source and your own knowledge, explain the roles played by the following in mobilizing the Soweto students.

(a) Tsietsi Mashinini. (1 x 2) (2)

(b) Seth Mazibuko. (1 x 2) (2)

1.4.3 Comment on how events unfolded on the morning of 16 June 1976 in Orlando West, Soweto. (2 x 2) (4)

1.5 Consult Source 1D.

1.5.1 Identify the first TWO victims of the Soweto Uprising in the source. (2 x 1) (2)

1.5.2 According to the source, what was the immediate cause of the student protest? (1 x 1) (1)

1.5.3 Comment on why black South African students viewed Afrikaans as the language of the oppressor? (1 x 2) (2)

1.5.4 Explain why a historian would consider the information in this source useful when researching the impact of Black Consciousness. (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 the impact that the philosophy of Black consciousness had on the students of Soweto in the 1970s (8)
[50]

QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN RECONCILING SOUTH AFRICA FROM ITS DIVIDED PAST?

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

2.1 Refer to Source 2A.

2.1.1 Who, according to the source, was a key figure in the formation of the the law that established the TRC (Commission)? (1 x 1) (1)

2.1.2 Define the concept *reconciliation* in the context of the TRC hearings. (1 x 2) (2)

2.1.3 Using the information in the source and your own knowledge, explain why perpetrators had to reveal the truth. (2 x 2) (4)

- 2.1.4 State THREE tasks of the Truth and Reconciliation Commission. (3 x 1) (3)
- 2.1.5 Comment on why you think this source would be useful to a historian researching about the work of the TRC. (2 x 2) (4)
- 2.2 Read Source 2B.
- 2.2.1 Explain the messages that are conveyed in the cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)
- 2.2.2 Comment on what you think Desmond Tutu implied by the words, ~~we~~ we dealt with as much of the evidence as we could in the context of the TRC. (2 x 2) (4)
- 2.3 Consult Source 2C.
- 2.3.1 What, according to the source, was a limitation to the TRC in restoring dignities of the victims? (1 x 2) (2)
- 2.3.2 Explain why you think the National Party was not in favour of the TRC. (2 x 2) (4)
- 2.3.3 State the Commission's biggest political blunder that is mentioned in the source. (1 x 2) (2)
- 2.4 Use Source 2D.
- 2.4.1 Give TWO reasons, why De Klerk thought the TRC process was flawed. (2 x 1) (2)
- 2.4.2 Using the information in the source and your own knowledge, comment on the implication of the statement, ~~there~~ there must be prosecution of undisclosed crimes from all sides in the context of the TRC amnesty process. (2 x 2) (4)
- 2.4.3 Quote evidence from the source that according to Cyril Ramaphosa suggests that South Africa was accustomed to justice. (1 x 2) (2)
- 2.5 Refer to Sources 2B and 2C. Explain how the evidence in Source 2B supports the information in Source 2C regarding the work 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 whether the Truth and Reconciliation Commission (TRC) was successful in reconciling South Africa from its divided past. (8)

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QUESTION 3: HOW DOES GLOBALISATION NEGATIVELY AFFECT THE ECONOMIES OF DEVELOPING COUNTRIES?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

- 3.1 Refer to Source 3A.
- 3.1.1 Define the concept *globalisation* in your words. (1 x 2) (2)
- 3.1.2 State THREE results of globalization mentioned in the source. (3 x 1) (3)
- 3.1.3 Using the information in the source and your own knowledge, explain why you think globalization has not been able to close the economic gap between the rich and poor countries. (2 x 2) (4)
- 3.2 Read Source 3B.
- 3.2.1 According to the information in the source, which organisation was targeted during the protest action by Anti . globalization supporters ? (1 x 1) (1)
- 3.2.2 Using the information in the source and your own knowledge, explain why migrant and sweatshop workers supported protest action against globalisation. (2 x 2) (4)
- 3.2.3 What evidence in the source suggests that some of the protesters were knowledgeable about the activities of the World Trade Organisation? (2 x 1) (2)
- 3.2.4 List any TWO issues that protesters were unhappy about, regarding the operation of the World Trade Organisation. (2 x 1) (2)
- 3.3 Study Source 3C.
- 3.3.1 Explain the messages that are conveyed in this cartoon. Use the visual clues to support your answer. (2 x 2) (4)
- 3.3.2 Identify TWO negative criticisms of globalization from the source. (2 x 1) (2)
- 3.4 Refer to Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the impact of globalisation on developing countries. (2 x 2) (4)
- 3.5 Consult Source 3D.
- 3.5.1 According to the source, why have multi-national companies decided to locate their manufacturing plants in overseas countries? (2 x 1) (2)
- 3.5.2 Using the information in the source and your own knowledge, explain the advantages of multi-national companies. (2 x 2) (4)

- 3.5.3 Comment on why you think the poor did not benefit from global trade. (2 x 2) (4)
- 3.5.4 Explain why you would consider the information in the source useful when researching about the impact of globalisation on developing 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 how globalisation negatively affects the economies of developing 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 marches, sanctions, boycotts and disinvestments by international anti-apartheid movements contributed towards the downfall of the apartheid government in the 1980s.

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

It was leadership, negotiations and compromise amongst the leaders of various political organisations that ensured South Africa attained democracy in 1994.

Do you agree with this statement? Support your line of argument with relevant evidence.

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

Critically discuss the impact of the collapse of the Soviet Union in 1989 under Mikhail Gorbachev's government on the political transformation that occurred in South Africa.

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TOTAL: 150