



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2015

HISTORY P2

MARKS: 150

TIME: 3 hours



This question paper consists of 9 pages.

INSTRUCTIONS AND INFORMATION TO CANDIDATES

1. This question paper consists of two sections; SECTION A (three source-based questions) and SECTION B (three essay questions) based on the prescribed content framework of 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: 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 will 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.
 - 4.2 The THIRD question can either be source-based question or essay question.
5. When answering questions, candidates should apply their knowledge, skills and insight.
6. A mere rewriting of 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 at least ONE question, but not more than TWO questions from this section. Source material to be used to answer these questions is in the ADDENDUM.

QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOUTH AFRICAN YOUTH IN THE 1970s?

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

1.1 Refer to Source 1A.

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|-------|---|---------|-----|
| 1.1.1 | Quote a sentence that indicates that Thenjiwe supported the Black Consciousness Movement. | (1 x 1) | (1) |
| 1.1.2 | Define the concept " <i>Black Consciousness</i> " in your own words. | (1 x 2) | (2) |
| 1.1.3 | Who, according to Thenjiwe were the Nationalists? | (1 x 2) | (2) |
| 1.1.4 | Use the information from the source and your own knowledge to explain what Thenjiwe implied by: 'white people must try to liberate their counterparts.' | (1 x 2) | (2) |
| 1.1.5 | Explain why you think the apartheid government initially supported the Black Consciousness Movement. | (2 x 2) | (4) |

1.2 Read Source 1B.

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|-------|--|---------|-----|
| 1.2.1 | What do you understand by the concept <i>liberation</i> ? | (1 x 2) | (2) |
| 1.2.2 | Why, according to the source, did Khotso want to destroy the system of apartheid? | (1 x 2) | (2) |
| 1.2.3 | Quote evidence from the source that suggests that the students were determined to fight apartheid. | (1 x 2) | (2) |

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|-----|---|---------|-----|
| 1.3 | Explain how the information in Source 1A supports the evidence in Source 1B regarding the aims of the Black Consciousness Movement. | (2 x 2) | (4) |
|-----|---|---------|-----|

1.4 Consult Source 1C.

- 1.4.1 What, according to the source led to the Soweto Uprising? (1 x 2) (2)
- 1.4.2 Who, according to the source was the first to react to the decree that was issued by the Bantu Department of Education? (1 x 2) (2)
- 1.4.3 Explain the impact that Bantu Education had on black South African learners. (1 x 2) (2)

1.5 Consult Source 1D.

- 1.5.1 Explain how the influence of Black Consciousness is reflected in the visual source. (1 x 2) (2)
- 1.5.2 Explain the limitations of the visual source for a historian studying the Soweto Uprising? (2 x 2) (4)
- 1.5.3 Who according to the source was responsible for Biko's death? Use a visual clue from the source to answer the question. (1 x 2) (2)

1.6 Use Source 1E.

- 1.6.1 How did the students respond to the police violence? (1 x 2) (2)
- 1.6.2 Quote evidence from the source that suggests that the banned ANC was proud of the actions taken by students of Soweto. (1 x 1) (1)
- 1.6.3 Why do you think the ANC supported the actions taken by the students in Soweto? (2 x 2) (4)

- 1.7 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the influence of the philosophy of Black Consciousness on the South African youth in the 1970s.

(8)
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QUESTION 2: DID VICTIMS OF HUMAN RIGHTS VIOLATIONS FIND CLOSURE THROUGH THE PROCESS OF THE TRUTH AND RECONCILIATION COMMITTEE (TRC)?

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

2.1 Refer to Source 2A.

- 2.1.1 Define the concept *reconciliation* in your own words. (1 x 2) (2)
- 2.1.2 Explain why you think the TRC found it necessary to distribute this poster. (2 x 2) (4)
- 2.1.3 Comment on the relevance of the words in the source: "By telling our stories of the past, so that we can walk the road to reconciliation together". (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 Why according to the source was Jeffery Benzien granted amnesty? (1 x 2) (2)
- 2.2.2 How according to the source did Jeffery Benzien torture his victims? (2 x 1) (2)
- 2.2.3 Explain how the information in this source conveys the aims of the TRC. (2 x 2) (4)

2.3 Study Source 2C.

- 2.3.1 Why were the protestors against the granting of amnesty to Benzien? Use visual clues from the source to answer the question. (2 x 1) (2)
- 2.3.2 Explain the message being conveyed in this photograph. (2 x 2) (4)
- 2.3.3 Explain whether the protestors were justified in their actions. (2 x 2) (4)

- 2.4 Read Source 2D.
- 2.4.1 Give TWO ways that show that the TRC reached out to the South African public. (2 x 1) (2)
- 2.4.2 Explain why the TRC hearings were broadcast on radio and national television on a daily basis. (2 x 2) (4)
- 2.4.3 Why did Herman regard the TRC process as a success? (2 x 2) (4)
- 2.4.4 Explain to what extent a student would consider the information in this source as a reliable piece of evidence in the context of the work of the TRC. (2 x 2) (4)
- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining whether the victims of human rights violations found closure through the TRC processes. (8)
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QUESTION 3: WHAT IMPACT DID THE POLICIES OF THE INTERNATIONAL MONETARY ORGANISATIONS HAVE ON DEVELOPING COUNTRIES?

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

3.1 Read Source 3A.

- 3.1.1 What impact, according to the source, did the IMF, World Bank and WTO have on ordinary people? (4 x 1) (4)
- 3.1.2 List the aim of the 'iron triangle'. (1 x 1) (1)
- 3.1.3 Give reasons as to why the information in the source maybe regarded as bias towards the IMF, World Bank and WTO. (2 x 2) (4)
- 3.1.4 Use the information in the source and your own knowledge to explain the negative effects the IMF, World Bank and WTO had on developing countries. (2 x 2) (4)

3.2 Refer to Source 3B.

- 3.2.1 Quote evidence from the source that indicates that the WTO had achieved its aim of trade liberalisation. (Viewpoint 1) (1 x 1) (1)
- 3.2.2 How according to the source, did the WTO benefit poorer countries? (Viewpoint 1) (4 x 1) (4)
- 3.2.3 Compare Viewpoint 1 to Viewpoint 2. Explain how these sources differ with regards to the role of the WTO. Support your answer with evidence from the source. (2 x 2) (4)
- 3.2.4 Use the information from the source and your own knowledge to explain why the policies of the WTO were criticised. (Viewpoint 2) (2 x 2) (4)
- 3.2.5 Explain how the dumping of subsidised foods undermined local production in developing countries. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 Which countries were affected the most by the conditions of the Structural Adjustment Programmes? (1 x 2) (2)
- 3.3.2 What messages does the cartoon convey about the IMF and World Bank in a global context? (2 x 2) (4)
- 3.3.3 What was the main reason for developing countries becoming poorer? (1 x 2) (2)
- 3.3.4 Use the visual clues in the source to describe the consequences of the Structural Adjustment Programmes (SAP) on developing countries. (2 x 2) (4)

- 3.4 Using the information in the relevant sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) explaining the impact the policies of the International Monetary Organisations had on developing countries.

(8)
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SECTION B: ESSAY QUESTIONS

Answer ONE (1) question, but not more than TWO questions, from this section.

Your essay should be about THREE pages long.

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

“P.W. Botha’s policy of reform and repression was met with intensified resistance.”

Critically evaluate this statement by referring to the role of internal resistance in bringing about the demise of P.W. Botha’s apartheid regime in the 1980s.

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**QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND
COMING TO TERMS WITH THE PAST: NEGOTIATED
SETTLEMENT AND THE GNU.**

Explain to what extent the increase in violence and conflict accelerated the process of negotiations in South Africa between 1990 and 1994.

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

“Gorbachev’s reforms in the Soviet Union had a significant impact on South African’s political landscape.”

Critically discuss this statement and support your line of argument with relevant evidence.

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TOTAL: 150

