



Province of the
EASTERN CAPE
EDUCATION



NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2022

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: WHAT IMPACT DID GLOBALISATION HAVE ON UNDERDEVELOPED NATIONS?

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 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 a 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, skills and insight.

You will be disadvantaged by merely rewriting the sources as answers.
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, in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID WHITE SOUTH AFRICANS CHALLENGE THE APARTHEID GOVERNMENT DURING THE 1980s?

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

1.1 Refer to Source 1A.

- 1.1.1 Define the term *conscription* in your own words. (1 x 2) (2)
- 1.1.2 What, according to the source, were the main aims of the ECC? (2 x 1) (2)
- 1.1.3 Why, do you think, the ECC was opposed to conscription and militarisation? (1 x 2) (2)
- 1.1.4 Explain how the SADF was defending and upholding the apartheid system inside and outside South Africa during the mid-eighties. (2 x 2) (4)

1.2 Study Source 1B.

- 1.2.1 Why, do you think, the EEC called for an end to conscription? (1 x 2) (2)
- 1.2.2 What, according to the source, were young men faced with when they refused to serve in the military? (2 x 1) (2)

1.3 Compare Sources 1A and 1B. Explain how the evidence in Source 1B supports the information in Source 1A regarding the reasons the ECC held anti-conscription campaigns. (2 x 2) (4)

1.4 Read Source 1C.

- 1.4.1 Name the first young man from the source who refused to serve in the SADF. (1 x 1) (1)
- 1.4.2 Comment on what Anton Eberhard implied by his statement, "It is my belief that the present government has no right to remain in power, and any organisation which enables it to do so cannot be supported", in the context of his opposition to conscription. (2 x 2) (4)
- 1.4.3 Quote evidence from the source that highlights the prevailing white attitude against objectors. (1 x 2) (2)
- 1.4.4 What crucial factors, according to the source, influenced Eberhard's decision not to adhere to his call-up? (2 x 1) (2)

- 1.5 Consult Source 1D.
- 1.5.1 Why do you think the country was on fire in 1985? (2 x 2) (4)
- 1.5.2 Explain the term *assassination* in the context of opposition to the government's policies in the 1980s. (1 x 2) (2)
- 1.5.3 How, according to the source, did the government suppress the activities of the ECC? (3 x 1) (3)
- 1.5.4 Comment on what Adriaan Vlok implied by his statement, "That the ECC was part of the revolutionary onslaught against South Africa." (1 x 2) (2)
- 1.5.5 Explain the usefulness of this source for a historian researching the reaction of the government to the formation of the EEC. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge and write a paragraph of about EIGHT lines (about 80 words) explaining how white South Africans challenged the apartheid government during the 1980s. (8)
- [50]**

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE KILLING OF ACTIVIST, SIPHIWO MTIMKULU?

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

2.1 Study Source 2A.

- 2.1.1 What, according to the source, was the Truth Commission's job since April 1996? (2 x 1) (2)
- 2.1.2 Define the term *amnesty* in your own words. (1 x 2) (2)
- 2.1.3 Who, according to the source, was the Commission's rock of credibility? (1 x 2) (2)
- 2.1.4 Comment on what was implied by the following statement, 'the amnesty hearings have become legally tugs of war', in the context of the aims of the TRC. (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 Name the organisation from the source that Mtimkulu joined in 1979. (1 x 1) (1)
- 2.2.2 Why, do you think the security police kept a close watch on Mtimkulu and his movements? (2 x 2) (4)
- 2.2.3 Explain the term *torture* in the context of the TRC. (1 x 2) (2)
- 2.2.4 How, according to Joyce Mtimkulu, was her son tortured? (2 x 1) (2)

2.3 Refer to Source 2C.

- 2.3.1 Why, do you think, this photograph was taken? (2 x 2) (4)
- 2.3.2 What evidence in the source suggests that Siphiwo Mtimkulu will continue the struggle against apartheid? (1 x 2) (2)

- 2.4 Compare Sources 2B and 2C. Explain how the evidence in Source 2C supports the information in Source 2B regarding the treatment of anti-apartheid activists by the NP government. (2 x 2) (4)

2.5. Read Source 2D.

- 2.5.1 Who, according to the source, admitted to executing Eastern Cape student leader, Siphiwo Mtimkulu? (1 x 1) (1)
- 2.5.2 Why, do you think, General Nic van Rensburg originally lied about his involvement in the murder of Siphiwo Mtimkulu? (2 x 2) (4)
- 2.5.3 Who, according to the source, was abducted and murdered with Siphiwo Mtimkulu? (1 x 2) (2)
- 2.5.4 Comment on what Van Rensburg implied when he described Mtimkulu and Madaka as 'two large cogs (parts) in the revolutionary struggle' that had to be eliminated. (1 x 2) (2)
- 2.5.5 Explain the reliability of this source to a historian studying the murder of Siphiwo Mtimkulu. (2 x 2) (4)

- 2.6 Using the information in the relevant sources and your own knowledge and write a paragraph of about EIGHT lines (about 80 words) explaining how the Truth and Reconciliation Commission dealt with the killing of activist, Siphiwo Mtimkulu. (8)

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QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON UNDER-DEVELOPED NATIONS?

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 the TWO financial institutions from the source that impose globalisation on the world. (2 x 1) (2)
- 3.1.3 Using the information in the source and your own knowledge, explain the relationship between globalisation and democracy. (1 x 2) (2)

3.2 Refer to Source 3B.

- 3.2.1 What, according to the source, were the results of globalisation? (2 x 1) (2)
- 3.2.2 Comment on why globalisation was not closing the gap between the world's poorest countries and the world's richest countries. (2 x 2) (4)
- 3.2.3 Explain whether you think McDonalds can be described as an example of how typical businesses operated in the global economy. (2 x 2) (4)
- 3.2.4 What, according to the source, are the roles of less economically developed countries in a globalised economy? (2 x 1) (2)

3.3 Consult Source 3C.

- 3.3.1 Explain the messages conveyed by the cartoonist regarding globalisation. (2 x 2) (4)
- 3.3.2 Quote evidence from the source to explain why Africa was not willing to forgive the West. (2 x 1) (2)
- 3.3.3 Comment on the impact of globalisation as portrayed in the cartoon on:
- (a) The West (1 x 2) (2)
- (b) Countries from Africa (1 x 2) (2)

- 3.4 Refer to Sources 3B and 3C. Explain how the evidence in Source 3C supports the information in Source 3B regarding the influence that globalisation had on underdeveloped nations. (2 x 2) (4)

3.5 Study Source 3D.

- 3.5.1 Name any TWO pivotal roles from the source that globalisation plays on Third World countries. (2 x 1) (2)
- 3.5.2 Explain the concept *cultural imperialism* in the context of globalisation. (1 x 2) (2)
- 3.5.3 Comment on the limitations of the information in this source for a historian studying the impact of globalisation on developing countries. (2 x 2) (4)
- 3.5.4 How, according to the source, are Third World countries connected to the rest of the world? (2 x 1) (2)

- 3.6 Using the information in the relevant sources and your own knowledge and write a paragraph of about EIGHT lines (about 80 words) explaining the impact that globalisation has on underdeveloped nations. (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

‘The philosophy of Black Consciousness instilled pride amongst blacks and mobilised them to challenge the apartheid state in South Africa in the 1970s.’

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

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

‘While giving his due credit, it should be noted that the birth of a democratic South Africa on 27 April 1994 was not only the result of the role that Nelson Mandela played.’

Critically discuss the statement. Substantiate your line of argument by using relevant evidence.

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

Explain to what extent Gorbachev’s reform policies of glasnost and perestroika influenced the National Party and African National Congress to reach an agreement in 1994.

Substantiate your line of argument by using relevant evidence.

[50]**TOTAL: 150**