



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

NOVEMBER 2020

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 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 may 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 ONE hour per question.
6. When answering 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: WHY DID BLACK SOUTH AFRICAN STUDENTS PROTEST IN 1976?

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

- 1.1 Refer to Source 1A.
- 1.1.1 Quote TWO political organisations from the source that were banned in the 1960s. (2 x 1) (2)
- 1.1.2 Define the concept *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.3 Identify TWO concerns in the source that the student leaders had about the education system. (2 x 1) (2)
- 1.1.4 Using the information in the source and your own knowledge, explain why the apartheid government introduced Afrikaans as a compulsory medium of instruction at black South African schools. (2 x 2) (4)
- 1.2 Read Source 1B.
- 1.2.1 Why do you think the editor of *The World* newspaper decided to publish this article? (1 x 2) (2)
- 1.2.2 How, according to the source, did the 'strike' at Phefeni Junior Secondary School turn violent? (2 x 1) (2)
- 1.2.3 Comment on the usefulness of this source to a historian studying the events leading to the Soweto Uprising of 1976. (2 x 2) (4)
- 1.3 Study Source 1C.
- 1.3.1 Comment on the mood of the students in the photograph. (1 x 2) (2)
- 1.3.2 Using the information in the source and your own knowledge, explain why students from Soweto decided to embark on a march. (2 x 2) (4)

- 1.4 Use Source 1D.
- 1.4.1 Explain why you think there were differences in the official and unofficial figures regarding the number of students that were killed by the police in Soweto. (2 x 2) (4)
- 1.4.2 How, according to the source, did students respond to the apartheid police force after they opened fire? (4 x 1) (4)
- 1.4.3 Why, according to the source, did the Soweto Uprising surprise the apartheid police? (1 x 2) (2)
- 1.4.4 Using the information in the source and your own knowledge, explain why the Soweto Uprising is regarded as a turning point in South Africa's history. (2 x 2) (4)
- 1.5 Consult Sources 1C and 1D and explain how the information in Source 1C differs from the evidence in Source 1D regarding the Soweto Uprising of 1976. (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 why black South African students protested in 1976. (8) **[50]**

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVISTS SUCH AS THE CRADOCK FOUR?

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

2.1 Refer to Source 2A.

- 2.1.1 Why, according to the source, was the TRC established? (1 x 2) (2)
- 2.1.2 Explain why you think the TRC focused on restorative justice rather than retributive justice. (2 x 2) (4)
- 2.1.3 Define the concept *amnesty* in the context of the TRC. (1 x 2) (2)
- 2.1.4 Name any THREE security policemen in the source who applied for amnesty for the murder of the Cradock Four. (3 x 1) (3)

2.2 Consult Source 2B.

- 2.2.1 Comment on why the TRC decided to produce this poster. (2 x 2) (4)
- 2.2.2 Name any TWO crimes, in the source, that were committed in 'our past'. (2 x 1) (2)
- 2.2.3 Explain what is implied by the words, 'LET'S SPEAK OUT TO EACH OTHER ... SO THAT WE CAN WALK THE ROAD TO RECONCILIATION TOGETHER', in the context of the TRC hearings. (2 x 2) (4)

2.3 Read Source 2C.

- 2.3.1 Name the TWO activists in the source that Mr Lotz identified when he stopped the vehicle. (2 x 1) (2)
- 2.3.2 Using the information in the source and your own knowledge, explain why Mr Lotz set the motor vehicle alight. (2 x 2) (4)
- 2.3.3 Comment on the usefulness of this source for a historian researching the murder of the Cradock Four. (2 x 2) (4)

- 2.4 Study Source 2D.
- 2.4.1 What, according to the source, was the outcome of the TRC hearings regarding the Cradock Four? (1 x 1) (1)
- 2.4.2 Quote evidence from the source that suggests why the security police were denied amnesty by the TRC. (2 x 1) (2)
- 2.4.3 Explain why you think Goniwe's brother was pleased with the TRC's decision regarding the Cradock Four. (2 x 2) (4)
- 2.5 Refer to Sources 2B and 2D. Explain how the information in Source 2B supports the evidence in Source 2D regarding how the security policemen interrogated anti-apartheid activists. (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 the TRC dealt with the murder of political activists such as the Cradock Four. (8) **[50]**

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON SOUTH AFRICA?

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

- 3.1 Refer to Source 3A.
- 3.1.1 Define the term *globalisation* in your own words. (1 x 2) (2)
- 3.1.2 Give TWO examples in the source of the effects that globalisation had in various societies around the world. (2 x 1) (2)
- 3.1.3 According to the source, why did many observers believe that countries have entered 'an uncertain phase' in their economic development? List THREE factors. (3 x 1) (3)
- 3.1.4 Using the information in the source and your own knowledge, comment on Thomas Friedman's claims 'that today globalisation is "farther" (and) "faster" '. (2 x 2) (4)
- 3.2 Read Source 3B.
- 3.2.1 Quote evidence from the source that shows globalisation helped 'developed countries'. (2 x 1) (2)
- 3.2.2 How, according to the source, can countries use 'technology and innovation' to raise 'incomes and living standards of the poor'? (2 x 1) (2)
- 3.2.3 Using the information in the source and your own knowledge, explain why you think the wages of 'low-skilled workers' have been reduced. (2 x 2) (4)
- 3.3 Use Source 3C.
- 3.3.1 What, according to the source, was Gordhan's view of globalisation? (1 x 1) (1)
- 3.3.2 Identify the TWO strategies in the source that Gordhan suggested would help South Africa to deal with the social and economic divisions created by globalisation. (2 x 1) (2)
- 3.3.3 Explain how globalisation has contributed to increasing levels of inequality in South Africa. (2 x 2) (4)
- 3.3.4 Comment on the usefulness of the source to a historian researching the impact that globalisation had on South Africa's economy. (2 x 2) (4)

- 3.4 Consult Source 3D.
- 3.4.1 Explain the messages that are conveyed in the cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)
- 3.4.2 Using the information in the source and your own knowledge, explain who are 'THE HAVES' and the 'HAVE-NOTS' in the context of globalisation. (2 x 2) (4)
- 3.5 Study Sources 3C and 3D. Explain how the information in both sources supports each other regarding the negative effects of globalisation on South Africa. (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 South Africa. (8) **[50]**

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 the result of intense pressure from various international anti-apartheid organisations that led to the eventual collapse of the apartheid regime in the 1980s.

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

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

The process of negotiations among various political parties played a significant role in the establishment of a democratic South Africa in 1994.

Critically discuss this statement. Use relevant evidence to support your line of argument.

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

Explain to what extent the collapse of the Soviet Union in 1989 contributed to the political changes that occurred in South Africa.

Support your line of argument with relevant evidence.

[50]**TOTAL: 150**