



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

FEBRUARY/MARCH 2015

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 15 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 can be either a source-based question or an essay question.
5. When answering questions, candidates should apply their knowledge, skills and insight.
6. A mere rewriting of the 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, in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE FORMATION OF THE SOUTH AFRICAN STUDENT ORGANISATION (SASO) CHALLENGE THE APARTHEID REGIME'S POLICY OF BANTU EDUCATION IN THE 1970s?

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

- 1.1 Consult Source 1A.
- 1.1.1 Why, according to the source, did African students break away from NUSAS? (1 x 1) (1)
- 1.1.2 Biko proposed three ways in which 'blacks should take matters into their own hands'. State the THREE ways. (3 x 1) (3)
- 1.1.3 Define the concept *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.4 Why do you think Biko stated that black South Africans should free themselves from their 'psychological chains'? (2 x 2) (4)
- 1.2 Study Source 1B.
- 1.2.1 What messages does the cartoon convey about SASO? (2 x 2) (4)
- 1.2.2 Comment on why SASO responded in the manner it did to 'white' students as portrayed in the cartoon. (2 x 2) (4)
- 1.3 Explain how the information in Sources 1A and 1B support each other regarding the formation of SASO. (2 x 2) (4)
- 1.4 Read through Source 1C.
- 1.4.1 What TWO pieces of evidence in the source indicate that the influence of SASO was not only confined to students studying at universities? (2 x 1) (2)
- 1.4.2 Name any FOUR places in South Africa where SASO branches were established. (4 x 1) (4)
- 1.4.3 Explain the role that 'formation schools' played in the political education of African children in a South African context in the 1970s. (2 x 2) (4)
- 1.4.4 Name any TWO leaders who graduated from the 'formation schools'. (2 x 1) (2)



- 1.5 Refer to Source 1D.
- 1.5.1 Using the evidence in the photograph as well as your own knowledge, explain why the youth of Soweto embarked on protest action. (2 x 2) (4)
- 1.5.2 Explain the limitations of this source to a historian studying the reasons for the students' protest in Soweto during 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 how SASO challenged the apartheid regime's policy of Bantu education in the 1970s. (8)
[50]



QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) HELP SOUTH AFRICANS TO DEAL WITH THE PAST?

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 1) (1)
- 2.1.2 Quote evidence from the source that suggests that the TRC had to work within a specific time frame. (1 x 1) (1)
- 2.1.3 Name any TWO subcommittees that were established to assist the TRC with its work. (2 x 1) (2)
- 2.1.4 Why do you think 'the legalised injustices of apartheid' were excluded from the scope of the TRC? (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 What, according to the poster, were the THREE crimes of the past? (3 x 1) (3)
- 2.2.2 Using the information in the source, state why it was wrong to be 'silent'. (1 x 2) (2)
- 2.2.3 Define the concept *reconciliation* in your own words. (1 x 2) (2)
- 2.2.4 Explain whether the information in the poster conveys the work of the TRC in an effective manner. (2 x 2) (4)

2.3 Read Source 2C.

- 2.3.1 State THREE ways in which restorative justice was expected to assist both victims and perpetrators. (3 x 1) (3)
- 2.3.2 Tony Yengeni requested that Jeffrey Benzien re-enact the method he used during interrogation. Give a reason for this request. (1 x 2) (2)
- 2.3.3 Explain why Benzien broke down and wept. (2 x 2) (4)

2.4 Refer to the poster in Source 2B and the visual source in Source 2C. Explain how the information in these sources supports each other regarding the methods that the apartheid security agents used to interrogate anti-apartheid activists. (2 x 2) (4)



- 2.5 Use Source 2D.
- 2.5.1 State any TWO forms of support that victims wanted from the TRC process. (2 x 1) (2)
- 2.5.2 Comment on why 72 per cent of white respondents said that 'it was bad for the country to have had the Truth Commission'. (2 x 2) (4)
- 2.5.3 Explain the limitations of using the information in this source to a historian studying the TRC process. (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 TRC was successful in helping South Africans to deal with the past. (8)
[50]



QUESTION 3: HOW DID THE IMPLEMENTATION OF ECONOMIC POLICIES AFFECT SOUTH AFRICA AFTER 1996?

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

- 3.1 Refer to Source 3A.
- 3.1.1 According to the source, what was responsible for South Africa's economic and social chaos? (1 x 1) (1)
- 3.1.2 Give any TWO reasons why the International Financial Institutions decided to participate in South Africa's economy after 1989. (2 x 1) (2)
- 3.1.3 Name the TWO International Financial Institutions that benefitted from the globalisation of South Africa's economy after the 1990s. (2 x 1) (2)
- 3.1.4 Using the information in the source and your own knowledge, define the concept *globalisation*. (1 x 2) (2)
- 3.1.5 Why do you think South Africa's newly elected democratic government decided to introduce the Reconstruction and Development Programme (RDP)? (2 x 2) (4)
- 3.1.6 Using the information in the source and your own knowledge, explain why the South African government decided to abandon the RDP and replace it with GEAR. (2 x 2) (4)
- 3.2 Use Source 3B.
- 3.2.1 Identify the THREE alliance partners that are portrayed in the cartoon. (3 x 1) (3)
- 3.2.2 Explain the messages of the cartoon in the context of the ANC's economic policy. (2 x 2) (4)
- 3.3 Explain how Sources 3A and 3B support each other regarding the ANC's economic policy after 1996. (2 x 2) (4)
- 3.4 Consult Source 3C.
- 3.4.1 State TWO commitments that South Africa agreed to when it became a signatory of the General Agreement on Tariffs and Trade (GATT) in 1994. (2 x 1) (2)
- 3.4.2 Explain how the women in KwaZulu-Natal and the Western Cape were affected after the signing of the GATT. (2 x 2) (4)
- 3.4.3 Comment on whether a historian may consider the information in this source to be useful. Support your answer with relevant evidence. (2 x 2) (4)



3.5 Study Source 3D.

3.5.1 What were the employment figures in the clothing industry in the following years:

(a) 1997 (1 x 1) (1)

(b) 2004 (1 x 1) (1)

3.5.2 What conclusions can you draw from the statistics in the graph regarding the clothing and textile industry between 2002 and 2004? Support your answer with relevant evidence. (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 the implementation of neoliberal economic policies affected South Africa after 1996. (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

PW Botha's attempt at reforming the system of apartheid was a dismal failure.

Assess the validity of this statement in the context of intensified internal resistance against Botha's regime in the 1980s.

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

Nelson Mandela believed that 'negotiation, not war, was the path to a solution' for a democratic South Africa.

Critically evaluate this statement in the context of South Africa's process of negotiations that unfolded from 1990 to 1994.

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

Discuss to what extent Mikhail Gorbachev's reform measures led to the disintegration of the Soviet Union in 1992. Use relevant historical evidence to support your answer.

[50]**TOTAL: 150**

