



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2020



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: 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 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 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, skill 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 to be used to answer these questions is contained 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 and 1D and answer the questions that follow.

1.1 Refer to Source 1A.

- 1.1.1 Define the term *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.2 Comment on what Biko meant in his message: '*Do not be part of your oppression*'. (2 x 2) (4)
- 1.1.3 Why, according to the source, was Black Consciousness a crucial intervention? (1 x 2) (2)
- 1.1.4 How useful will the information in the source be to a historian studying the importance of the formation of the BCM? (2 x 2) (4)
- 1.1.5 What, according to the source, did the Black Consciousness Movement (BCM) instil in black South Africans? (4 x 1) (4)

1.2 Read Source 1B.

- 1.2.1 Name TWO ideas of the BCM that helped transform Veli Mbele's thinking. (2 x 1) (2)
- 1.2.2 Comment on what Veli implied with his statement, 'At the time the environment was not entirely friendly towards the BCM'. (1 x 2) (2)
- 1.2.3 What, according to the source, could happen to Veli and his accomplices if they did not abandon their political beliefs? (2 x 1) (2)

- 1.3 Study Source 1C.
- 1.3.1 Why, according to the source, did the government perceive the students to be dangerous? (1 x 2) (2)
- 1.3.2 Why, do you think, black students were at the forefront of the struggle in 1976? (2 x 2) (4)
- 1.3.3 Explain why Biko, for the first time in three years, could speak in public. (1 x 2) (2)
- 1.3.4 Why, do you think the South African government refused to listen? (1 x 2) (2)
- 1.4 Consult Source 1D.
- 1.4.1 What does the caption, 'I write what I like' imply about Steve Biko? (2 x 2) (4)
- 1.4.2 Explain what is meant by 'the bolded fist on Biko's chest'. (1 x 2) (2)
- 1.5 Compare Sources 1A and 1D. Explain how the information in Source 1A is similar to the evidence in Source 1D regarding the influence of the philosophy of Black Consciousness on black South Africans. (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 the philosophy of Black Consciousness influenced the South African youth in the 1970s. (8)
- [50]**

QUESTION 2: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN DEALING WITH THE MURDER OF AMY BIEHL?

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

2.1 Refer to Source 2A.

2.1.1 What, according to the source, were the aims of the TRC? (2 x 1) (2)

2.1.2 Using the information in the source and your own knowledge, explain why apartheid was perceived as a crime against humanity. (1 x 2) (2)

2.1.3 Define the term *amnesty* in the context of the TRC. (1 x 2) (2)

2.1.4 Comment on why you would regard the information in the source as useful when researching the role of the TRC. (2 x 2) (4)

2.1.5 Identify the THREE committees that did the work of the TRC. (3 x 1) (3)

2.2 Consult Source 2B.

2.2.1 Why, according to the source, was Amy murdered? (2 x 1) (2)

2.2.2 What kind of information did Amy's parents receive regarding the death of their daughter? (2 x 1) (2)

2.2.3 Why, do you think, the ANC assisted in finding Amy's killers? (2 x 2) (4)

2.2.4 What do you think the PAC meant when using the slogan, 'One settler, one bullet'? (2 x 2) (4)

2.3 Read Source 2C.

2.3.1 Name the THREE youths convicted of killing Amy Biehl. (3 x 1) (3)

2.3.2 Comment on the reasons as to why the killers apologised to Amy's parents. (2 x 2) (4)

2.3.3 Quote evidence from the source indicating that Peni showed remorse for his actions. (1 x 2) (2)

- 2.4 Use Source 2D.
- 2.4.1 What message is conveyed by this photograph regarding the aims of the TRC? (1 x 2) (2)
- 2.4.2 Why, do you think, did the men appear before the Amnesty Committee? (1 x 2) (2)
- 2.5 Compare Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding the murder of Amy Biehl. (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 successful the Truth and Reconciliation Commission (TRC) was in dealing with the death of Amy Biehl. (8)
- [50]**



QUESTION 3: WHAT IMPACT DID MULTI-NATIONAL CORPORATIONS (MNC'S) HAVE ON GLOBAL CULTURES IN THE 1990s?

Study Sources 3A, 3B, 3C and 3D to answer the following questions.

3.1 Read Source 3A.

- 3.1.1 Define the term *globalisation* in your own words. (1 x 2) (2)
- 3.1.2 How, according to the source, is the process of globalisation driven? (2 x 1) (2)
- 3.1.3 Quote a sentence from the source that indicates globalisation was not new. (1 x 2) (2)
- 3.1.4 Explain what Thomas Friedman meant when he said that globalisation is 'faster, cheaper and deeper'. (2 x 2) (4)

3.2 Refer to Source 3B.

- 3.2.1 Which countries' cultures have been imitated by developing countries? (2 x 1) (2)
- 3.2.2 Name TWO important tools of globalisation which make it possible to know what is happening in any other country. (2 x 1) (2)
- 3.2.3 Comment on how globalisation has positively affected people's cultures around the world. (2 x 2) (4)
- 3.2.4 Explain the reliability of the source to a historian studying the impact of globalisation on the cultures of developing countries. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 How, according to the source, were Nike products manufactured? (2 x 1) (2)
- 3.3.2 Name TWO cities where demonstrations were held. (2 x 1) (2)
- 3.3.3 Use the information in the source and your own knowledge to explain why demonstrations were held against the Nike company. (2 x 2) (4)

3.4 Study Source 3D.

3.4.1 What message is conveyed by this poster regarding corporations?
(2 x 2) (4)

3.4.2 Comment on whether the criticism against multi-national corporations was justified.
(2 x 2) (4)

3.5 Refer to Sources 3C and 3D. Explain how the information in Source 3C supports the evidence in Source 3D regarding the reasons for demonstrations against multi-national corporations.
(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 multi-national corporations had on global culture.
(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

Explain to what extent demonstrations, boycotts, sanctions and disinvestments by the international anti-apartheid organisations contributed to the eventual demise of the apartheid regime in the 1980s.

Substantiate your line of argument by using relevant evidence.

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

‘South Africa’s road to democracy was beset (affected) with various challenges, dilemmas (problems) and obstacles. It was the spirit of intense negotiations, resolute (firm) leadership and commitment to democracy that eventually led to the birth of a democratic dispensation in 1994.’

Critically discuss the 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

‘It was the collapse of the Soviet Union in 1989 that significantly contributed to the political transformation that occurred in South Africa.’

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

[50]

TOTAL: 150