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NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

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
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 can 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 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, you should apply your 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 that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) RESIST APARTHEID IN THE 1980s?

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

- 1.1 Read Source 1A.
- 1.1.1 What, according to the source, did COSAS devote itself to? (2 x 1) (2)
- 1.1.2 Name TWO statements of beliefs that COSAS adopted. (2 x 1) (2)
- 1.1.3 Using the information in the source and your own knowledge explain why COSAS adopted the theme, 'Student-worker Action.' (1 x 2) (2)
- 1.1.4 Comment on why you think the information in the source is useful when researching the reasons for the formation of COSAS. (2 x 2) (4)
- 1.2 Refer to Source 1B.
- 1.2.1 What type of resistance tactics, according to the source, were staged under the banner of COSAS? (2 x 1) (2)
- 1.2.2 What do you think were the school-based issues that led to the school boycotts? (2 x 2) (4)
- 1.2.3 Define the concept of *boycott* in your own words. (1 x 2) (2)
- 1.2.4 Comment on what COSAS meant by the slogan, 'Liberation before Education.' (2 x 2) (4)
- 1.3 Use Source 1C.
- 1.3.1 What messages are conveyed in the poster regarding the reasons for the demands made by COSAS? (2 x 2) (4)
- 1.3.2 Name TWO speakers at this conference as indicated on the poster. (2 x 1) (2)
- 1.4 Compare Source 1B and Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the role played by COSAS in resisting apartheid. (2 x 2) (4)

- 1.5 Consult Source 1D.
- 1.5.1 Why, according to the source, was Mogale arrested? (1 x 2) (2)
- 1.5.2 Name TWO consequences that the state repression had on students. (2 x 1) (2)
- 1.5.3 Comment on what the COSAS speaker implied with the following statement: 'We will prove in action that Bantu education is evil. We will revolt against it until it has been utterly scrapped, dumped on the junk-bin of history, and buried once and for all.' (2 x 2) (4)
- 1.5.4 Define the concept *State of Emergency* in the context of the government's reaction to the student revolts. (1 x 2) (2)
- 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 COSAS resisted apartheid in the 1980s. (8)

[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDERS OF THE GUGULETHU SEVEN?

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

2.1 Read Source 2A.

- 2.1.1 Which incident in the source shows an escalation in armed attacks by MK operatives? (1 x 1) (1)
- 2.1.2 Identify THREE askaris, according to the source, that was deployed by Major General Griebnow to the Western Cape to infiltrate the Gugulethu Seven. (3 x 1) (3)
- 2.1.3 Comment on why you think Major General Griebnow called for the assistance of Vlakplaas. (2 x 2) (4)
- 2.1.4 Define the term *askari* in your own words. (1 x 2) (2)
- 2.1.5 In the context of the killing of Gugulethu Seven, comment on the following statement about the attitude of the police, "All sustained numerous gunshot wounds to their bodies: all were shot in the head: one had half his face blown away." (2 x 2) (4)

2.2 Refer to Source 2B.

- 2.2.1 Name the TWO police officers, as quoted in the source, who applied for amnesty for the death of the Gugulethu Seven. (2 x 1) (2)
- 2.2.2 Why, according to Mbelo, would it have been easy to arrest the Gugulethu Seven? (1 x 2) (2)
- 2.2.3 Comment on why you think the TRC granted Mbelo amnesty. (1 x 2) (2)
- 2.2.4 Explain the reliability of this source to a historian studying the TRC hearings. (2 x 2) (4)

2.3 Use Source 2C.

- 2.3.1 What messages are conveyed in this cartoon regarding the aims of the TRC? (2 x 2) (4)
- 2.3.2 Identify the leader of the TRC who was leading the process. (1 x 2) (2)

2.4 Compare Source 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the work of the TRC. (2 x 2) (4)

- 2.5 Consult Source 2D.
- 2.5.1 Name the TWO political activists in the source who were killed by the police in 1985. (2 x 1) (2)
- 2.5.2 Explain what Nomvewu Ngewu meant in her statement, “We do not want to return the evil that perpetrators committed to the nation. We want to demonstrate humanness towards them so that they in turn may restore their own humanity.” (2 x 2) (4)
- 2.5.3 Define the term *amnesty* in the context of the TRC. (1 x 2) (2)
- 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 Truth and Reconciliation Commission dealt with the murders of the Gugulethu Seven. (8)
- [50]**

QUESTION 3: HOW DID GLOBALISATION AFFECT THE ECONOMIES OF DEVELOPING COUNTRIES?

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 Why, according to the source, did the rate of globalisation increase in recent years? (2 x 1) (2)
- 3.1.3 Quote TWO pieces of evidence from the source that shows how businesses benefitted from globalisation. (2 x 1) (2)
- 3.1.4 Comment on what you think is implied by, "The garment industry in Bangladesh, for instance, employs an estimated four million people, but an average worker earns less in a month than an American worker earns in a day." (2 x 2) (4)

3.2 Study Source 3B.

- 3.2.1 Using the information in the source and your own knowledge, explain why the migrant and sweatshop workers supported action against globalisation. (2 x 2) (4)
- 3.2.2 Quote evidence from the source that suggests that some protesters were aware of the activities of the World Trade Organisation. (2 x 1) (2)
- 3.2.3 What were the TWO issues according to the source, that protesters were not happy about, regarding the operation of the World Trade Organisation? (2 x 1) (2)
- 3.2.4 Comment on the limitations of this source for a historian studying the role that the WTO played in globalisation. (2 x 2) (4)

3.3 Use Source 3C.

- 3.3.1 What messages does the cartoon convey regarding globalisation? (2 x 2) (4)
- 3.3.2 What impact, according to the cartoon, did the relocation of production have on the USA? (1 x 2) (2)

- 3.4 Read Source 3D.
- 3.4.1 Why, according to the information in the source, did multi-national companies decide to locate their manufacturing plants in overseas countries? (2 x 1) (2)
- 3.4.2 Define the term *multi-national corporations* in the context of globalisation. (1 x 2) (2)
- 3.4.3 Using the source and your own knowledge, explain how the multi-national companies disadvantaged the ordinary people in developing countries. (2 x 2) (4)
- 3.4.4 Explain how multi-national companies benefitted from globalisation. (1 x 2) (2)
- 3.5 Compare Source 3C and 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding the impact of globalisation on developing countries. (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 globalisation affected the economies of developing countries. (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 through the influence of the Black Consciousness Movement (BCM) that Black South Africans were able to stand up against the apartheid government in the 1970s.

Do you agree with this 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**

The commitment and determination of various political leaders and parties eventually led to the ending of apartheid, and the establishment of a democratic South Africa.

Critically discuss this 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 the collapse of communism helped both the ANC and NP to realise that the only solution in South Africa was to negotiate.

Use relevant evidence to support your line of argument.

[50]**TOTAL: 150**