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# **basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**HISTORY P2**

**2019**

**TIME: 3 hours**

**MARKS: 150**

**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 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 may be either 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, 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 to be used to answer these questions is contained in the ADDENDUM.

**QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE SOUTH AFRICAN STUDENTS 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 concept <i>Black Consciousness</i> in your own words.  | (1 x 2) (2) |
| 1.1.2 | Identify the TWO 'targets' of the Black Consciousness Movement as quoted in the source.   | (2 x 1) (2) |
| 1.1.3 | Comment on what you think Biko implied by the statement, 'Merely by describing yourself as black ... marks you out as a subservient (passive) being.'               | (2 x 2) (4) |
| 1.1.4 | Using the information in the source and your own knowledge, explain the impact that the philosophy of Black Consciousness had on both students and workers by 1976. | (2 x 2) (4) |

1.2 Read Source 1B.

- |       |   |             |
|-------|---|-------------|
| 1.2.1 | Name the TWO subjects in the source that black South African students were forced to study in Afrikaans as a medium of instruction. | (2 x 1) (2) |
| 1.2.2 | Explain why you think most Soweto headmasters and teachers refused to implement the apartheid regime's language policy.             | (2 x 2) (4) |
| 1.2.3 | Why, according to the source, was Bantu Education introduced in South Africa?   | (1 x 2) (2) |
| 1.2.4 | How, according to the source, did the students of Soweto respond to the apartheid regime's language policy? State THREE ways.       | (3 x 1) (3) |

- 1.3 Study Source 1C.
- 1.3.1 Explain the messages that are conveyed in the photograph with reference to the following:
- (a) Members of the South African Defence Force (1 x 2) (2)
  - (b) Students (1 x 2) (2)
- 1.3.2 Comment on the usefulness of the evidence in the source for a historian researching the events that unfolded in Soweto on 16 June 1976. (2 x 2) (4)
- 1.4 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the Soweto Uprising of 1976. (2 x 2) (4)
- 1.5 Use Source 1D.
- 1.5.1 Explain in what ways the Soweto Uprising affected the following:
- (a) Black South African students (1 x 2)
  - (b) The South African government (1 x 2)
- 1.5.2 Quote THREE anti-apartheid organisations from the source that the apartheid regime banned in 1977. (3 x 1) (3)
- 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 South African students in the 1970s. (8)  
**[50]**

**QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH PERPETRATORS SUCH AS BRIAN MITCHELL?**

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

2.1 Use Source 2A.

- 2.1.1 What, according to the source, were the reasons for the formation of the TRC? (2 x 1) (2)
- 2.1.2 Identify any THREE gross human rights violations in the source that the TRC investigated. (3 x 1) (3)
- 2.1.3 Define the term *amnesty* in the context of the TRC. (1 x 2) (2)
- 2.1.4 Comment on what you think was implied by the statement, 'Amnesty therefore became the price for peace', in the context of the TRC. (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 Why, according to the source, was Brian Mitchell imprisoned? (1 x 2) (2)
- 2.2.2 Name any THREE political activists in the source who were killed in the Trust Feed massacre. (3 x 1) (3)
- 2.2.3 Using the information in the source and your own knowledge, explain what motivated Judge Andrew Wilson to grant Brian Mitchell amnesty. (2 x 2) (4)
- 2.2.4 Comment on why you think that members of the Trust Feed community were unhappy when Brian Mitchell was granted amnesty. (2 x 2) (4)

2.3 Read Source 2C.

- 2.3.1 Explain the message that is conveyed in the cartoon. Use the visual clues in the source to support your answer. (1 x 2) (2)
- 2.3.2 What do you think is implied by the words, 'ONCE-ONLY OFFER!!' in the context of the amnesty process of the TRC? (1 x 2) (2)

- 2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B supports the information in Source 2C regarding Brian Mitchell's appearance before the TRC. (2 x 2) (4)

## 2.5 Study Source 2D.

- 2.5.1 Why, according to the source, were members of the Trust Feed community unwilling to meet Brian Mitchell? Give TWO reasons. (2 x 1) (2)
- 2.5.2 Using the information in the source and your own knowledge, explain why:
- (a) Some members of the Trust Feed community did not forgive Brian Mitchell for the role he played in the killing of political activists (1 x 2) (2)
- (b) Some members of the Trust Feed community forgave Brian Mitchell for the role he played in the killing of political activists (1 x 2) (2)
- 2.5.3 Comment on why you would regard the information in this source useful when researching the amnesty process of the TRC. (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 Truth and Reconciliation Commission dealt with perpetrators such as Brian Mitchell. (8)

**[50]**

**QUESTION 3: WHAT IMPACT DID TRADE LIBERALISATION HAVE ON SOUTH AFRICA'S CLOTHING AND TEXTILE INDUSTRY?**

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

3.1 Refer to Source 3A.

- 3.1.1 Quote TWO agreements from the source that South Africa signed in 1994. (2 x 1) (2)
- 3.1.2 Define the term *liberalisation* in the context of globalisation. (1 x 2) (2)
- 3.1.3 Explain the impact that the Marrakech Agreement had on South Africa's clothing and textile industry. (2 x 2) (4)
- 3.1.4 Identify any TWO countries in the source, from where large quantities of clothing entered South Africa without duties (tariffs) being imposed. (2 x 1) (2)

3.2 Study Source 3B.

- 3.2.1 What message does the headline of the *Independent Online* news convey? (1 x 2) (2)
- 3.2.2 Explain how trade liberalisation affected female workers, as shown in the photograph. (2 x 2) (4)

3.3 Use Source 3C.

- 3.3.1 What impact, according to the source, did cheap imports from China have on people living in Hammarsdale? (2 x 1) (2)
- 3.3.2 Comment on Mjilo's views regarding Hammarsdale's economy in the:
- (a) 1990s (1 x 2) (2)
- (b) 2000s (1 x 2) (2)
- 3.3.3 Using the information in the source and your own knowledge, explain how the community of Hammarsdale was affected by the government's decision to introduce 'free trade' in South Africa. (2 x 2) (4)

## 3.4 Consult Source 3D.

3.4.1 Name TWO ways in the source in which South Africa's clothing and textile industry was able to compete with global manufacturers. (2 x 1) (2)

3.4.2 How, according to Patel, did the Clothing and Textile Competitiveness Improvement Programme benefit South Africa's clothing and textile companies? State TWO ways. (2 x 1) (2)

3.4.3 Using the information in the source and your own knowledge, explain how the clothing and textile sector in KwaZulu-Natal benefitted from government's intervention. (2 x 2) (4)

3.4.4 Comment on why you would regard the information in this source useful when researching the role that the DTI played in South Africa's clothing and textile sector. (2 x 2) (4)

3.5 Compare Sources 3C and 3D. Explain how the information in Source 3C supports the information in Source 3D regarding SACTWU's response to worker retrenchments. (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 trade liberalisation had on South Africa's clothing and textile industry. (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**

The British and Irish anti-apartheid movements were largely responsible for the downfall of the apartheid regime in the 1980s.

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

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

Critically discuss how leaders of various political organisations in South Africa were able to overcome the obstacles and challenges that confronted them during 1990 to 1994.

**[50]**

Support your line of argument with relevant evidence.

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

Explain to what extent Mikhail Gorbachev's policies of perestroika and glasnost were directly responsible for the political changes that occurred in South Africa after the 1990s.

Support your line of argument with relevant evidence.

**[50]****TOTAL: 150**