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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P2**

**NOVEMBER 2019**

**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 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 that is required to answer these questions is contained in the ADDENDUM.

**QUESTION 1: WHAT ROLE DID THE SOUTH AFRICAN STUDENTS' ORGANISATION (SASO) PLAY IN CONSCIENTISING BLACK SOUTH AFRICANS?**

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

- 1.1 Refer to Source 1A.
- 1.1.1 Quote TWO reasons from the source about what prompted black South African students to join NUSAS. (2 x 1) (2)
  - 1.1.2 Define the concept *apartheid* in your own words. (1 x 2) (2)
  - 1.1.3 Using the information in the source and your own knowledge, explain why Biko felt it was necessary for the formation of SASO in 1969. (2 x 2) (4)
- 1.2 Read Source 1B.
- 1.2.1 How, according to the source, did SASO promote the philosophy of Black Consciousness? (2 x 1) (2)
  - 1.2.2 Name the TWO leaders in the source that influenced SASO's community development projects. (2 x 1) (2)
  - 1.2.3 List THREE community projects in the source that were established by SASO. (3 x 1) (3)
  - 1.2.4 Using the information in the source and your own knowledge, comment on the impact that community development projects had on black South Africans. (2 x 2) (4)
- 1.3 Study Source 1C.
- 1.3.1 How, according to the source, did the Minister of Justice stun (shock) parliament? (1 x 2) (2)
  - 1.3.2 Using the information in the source and your own knowledge, explain how Pelser justified the banning of the SASO 8. (1 x 2) (2)
  - 1.3.3 Why, according to the source, did Pelser not take the leaders of SASO to court? (1 x 1) (1)
  - 1.3.4 Explain what you think Helen Suzman implied by the statement, 'government was responsible for creating an indestructible (everlasting) black nationalism, which is only a by-product of white nationalism'. (2 x 2) (4)

- 1.4 Use Source 1D.
- 1.4.1 Explain why you think SASO decided to publish this newsletter. (2 x 2) (4)
- 1.4.2 Comment on the use of the raised black clenched fist on the front cover of the newsletter. (1 x 2) (2)
- 1.4.3 Explain the usefulness of the information in this source when researching the role of SASO. (2 x 2) (4)
- 1.5 Study Sources 1C and 1D and explain how the information in Source 1C supports the evidence in Source 1D regarding the SASO 8. (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 the role that the South African Students' Organisation (SASO) played in conscientising black South Africans. (8)  
**[50]**

**QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVIST ASHLEY KRIEL?**

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

2.1 Refer to Source 2A.

- 2.1.1 Quote TWO organisations from the source that agreed to the establishment of the TRC. (2 x 1) (2)
- 2.1.2 Give TWO reasons in the source for the formation of the TRC. (2 x 1) (2)
- 2.1.3 Explain why you think the TRC was mandated to investigate human rights abuses that were committed between 1 March 1960 and 10 May 1994. (2 x 2) (4)
- 2.1.4 Define the term *amnesty* in the context of the TRC. (1 x 2) (2)
- 2.1.5 Using the information in the source and your own knowledge, comment on why the TRC listened to testimonies from both victims and perpetrators. (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 Quote evidence from the source which suggests when and where Ashley Kriel was murdered. (2 x 1) (2)
- 2.2.2 How, according to the source, did activists describe Ashley Kriel's personality? (2 x 1) (2)
- 2.2.3 Using the information in the source and your own knowledge, explain why Ashley Kriel became a target of the apartheid security forces. (2 x 2) (4)
- 2.2.4 State TWO ways in the source in which Ashley Kriel's human rights were violated. (2 x 1) (2)

2.3 Study Source 2C.

- 2.3.1 Name any TWO political activists in the source that Benzien apologised for assaulting during interrogation. (2 x 1) (2)
- 2.3.2 Explain whether you think the TRC was justified in granting Benzien amnesty for the murder of Ashley Kriel. (2 x 2) (4)

- 2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B differs with the evidence in Source 2C regarding the murder of Ashley Kriel. (2 x 2) (4)

## 2.5 Use Source 2D.

2.5.1 Comment on what you think was implied by the words on the banner, 'TRC: NO JUSTICE FOR ASHLEY KRIEL'. (2 x 2) (4)

2.5.2 Explain why you would regard the evidence in this source useful when researching the circumstances around the death of Ashley Kriel. (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 the murder of political activist, Ashley Kriel. (8)  
**[50]**

**QUESTION 3: WHAT IMPACT DID THE 2018 BRICS SUMMIT 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 List any THREE BRICS member states from the source. (3 x 1) (3)

3.1.2 Where, according to the source, was the 10<sup>th</sup> BRICS Summit held? (1 x 1) (1)

3.1.3 What, according to Sooklal, were the THREE key challenges that emerging countries faced? (3 x 1) (3)

3.1.4 Using the information in the source and your own knowledge, explain how members of BRICS intended to address the challenges that emerging countries experienced. (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)

3.2.2 Using the information in the source and your own knowledge, comment on why you think leaders of BRICS were holding each other's hands. (1 x 2) (2)

3.3 Compare Sources 3A and 3B. Explain how the information in Source 3A supports the evidence in Source 3B regarding the 10<sup>th</sup> BRICS Summit. (2 x 2) (4)

3.4 Consult Source 3C.

3.4.1 Who, according to the source, benefitted from the agreement that was signed at the 10<sup>th</sup> BRICS Summit? (2 x 1) (2)

3.4.2 Using the information in the source and your own knowledge, explain the purpose of the investment deals that were signed at the BRICS Summit. (2 x 2) (4)

3.4.3 Comment on why you think BRICS member states referred to South Africa as an 'underdog'. (1 x 2) (2)

3.4.4 Explain the limitations of this source to a historian studying whether South Africa benefitted from BRICS. (2 x 2) (4)

## 3.5 Read Source 3D.

- 3.5.1 What challenges, according to the source, did South Africa face as a member of BRICS? (2 x 1) (2)
- 3.5.2 Define the term *capitalism* in your own words. (1 x 2) (2)
- 3.5.3 Identify ONE reason in the source that has 'restricted South Africa's growth'. (1 x 1) (1)
- 3.5.4 Comment on how BRICS member states affected South Africa's manufacturing sector. (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 the 2018 BRICS Summit 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 SOUTH AFRICA IN THE 1980s**

Explain to what extent boycotts, disinvestments and sanctions by the international anti-apartheid movements were responsible for the eventual downfall of PW Botha's regime in the 1980s.

Support 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**

2019 commemorates the 25<sup>th</sup> anniversary of the birth of a democratic South Africa.

Critically discuss the roles that various political organisations played in overcoming the challenges that South Africa faced between 1990 and 1994.

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

The fall of the Berlin Wall in 1989 led political enemies, the National Party and the African National Congress, to begin talks.

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

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