Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2026

HISTORY P2

MARKS: **150**

TIME: **3 hours**

This question paper consists of 9 pages and an addendum of 14 pages.

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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: TO THE PRESENT

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 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, 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.

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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 MASS DEMOCRATIC MOVEMENT (MDM) CHALLENGE THE SEGREGATORY LAWS OF THE APARTHEID GOVERNMENT IN THE 1980s?

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 *anti-apartheid groups* in your own words. (1 x 2) (2)

1.1.2 Which organisation, according to the source, was established as an anti-apartheid successor to the United Democratic Front (UDF)? (1 x 2) (2)

1.1.3 What, according to the source, did UDF expect from the MDM? (2 x 1) (2)

1.1.4 Comment on the implication of the statement, 'a condition for affiliation with the MDM was adherence to the provisions of the ANC's Freedom Charter', in the context of the struggle against apartheid. (2 x 2) (4)

1.2 Consult Source 1B.

1.2.1 Explain the messages conveyed in the photograph regarding the MDM's 'Open Hospital' defiance campaign against segregation. (2 x 2) (4)

1.2.2 Comment on the racial composition of the protestors who took part in this campaign. (1 x 2) (2)

1.3. Refer to Sources 1A and 1B. Explain how the information in Source 1A supports the evidence in Source 1B regarding the defiance campaigns organised by the MDM against segregatory laws in 1989. (2 x 2) (4)

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1.4 Use Source 1C.

1.4.1 Identify the TWO leaders that led a march to Parliament on 13 September 1989. (2 x 1) (2)

1.4.2 Explain what Tutu meant with his expression, 'Fifteen is a massacre ... even if we deal only with their figures, it is a scandal', in the context of police reaction against protestors. (2 x 2) (4)

1.4.3 Why, according to the source, did De Klerk allow the march to continue? (1 x 1) (1)

1.4.4 Explain what De Klerk meant with his statement, 'The door to a new South Africa is open. It is not necessary to batter (hit) it down.' (1 x 2) (2)

1.4.5 Comment on the usefulness of this source to a researcher studying the events that took place during the peace march to the Cape Town City Hall on 13 September 1989. (2 x 2) (4)

1.5 Read Source 1D.

1.5.1 State THREE ways in which the police dealt with the MDM leaders and protestors who contravened their restriction orders. (3 x 1) (3)

1.5.2 Define the term *defiance campaign* in the context of activities organised by the MDM in September 1989. (1 x 2) (2)

1.5.3 Quote evidence from the source that suggests that the police abused their powers in Mitchell's Plain on 2 September. (1 x 2) (2)

1.5.4 Why do you think Lieutenant Gregory Rockman commented that his colleagues had acted like 'wild dogs with a killer instinct'? (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 the MDM challenged the segregatory laws of the apartheid government in the 1980s. (8)

[50]

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QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE PEBCO THREE?

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

2.1 Study Source 2A.

2.1.1 What, according to the source, were the main objectives for the formation of the Port Elizabeth Black Civic Organisation (PEBCO)? (1 x 1) (1)

2.1.2 Identify TWO protest actions in the source that PEBCO, as an affiliate of the UDF, embarked on against certain products. (2 x 1) (2)

2.1.3 What, according to the source, was the central political doctrine of the ANC? (1 x 2) (2)

2.1.4 What do you think the police hoped to achieve by abducting the PEBCO Three? (2 x 2) (4)

2.2 Consult Source 2B.

2.2.1 Why do you think this article was printed on the front page of the *Cape Times* in May 1985? (2 x 2) (4)

2.2.2 What is implied by the statement, '… they (relatives) would not give up their search for the men until they found them – dead or alive', in the context of the PEBCO men disappearance? (2 x 2) (4)

2.3 Refer to Sources 2A and 2B. Explain how the information in Source 2A supports the evidence in Source 2B regarding the disappearance of the PEBCO Three. (2 x 2) (4)

2.4 Use Source 2C.

2.4.1 Define the concept *Askari* in your own words (1 x 2) (2)

2.4.2 Why, according to the source, was Mamasela sent from Vlakplaas to Port Elizabeth? (1 x 1) (1)

2.4.3 Why do you think the police had a braai when they were interrogating the activists? (1 x 2) (2)

2.4.4. Comment on the reliability of this source to a historian studying the amnesty process of the TRC. (2 x 2) (4)

2.4.5 How, according to the source, was Galela assaulted? (2 x 1) (2)

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2.5 Read Source 2D.

2.5.1 Where, according to the source, were the three community leaders abducted? (1 x 1) (1)

2.5.2 Using the source and your own knowledge, explain why the TRC denied the perpetrators amnesty. (2 x 2) (4)

2.5.3 Explain the term *abduction* in the context of measures taken by the security police against PEBCO Three. (1 x 2) (2)

2.5.4 Identify the security police who was denied amnesty by the TRC for the abduction and murder of the three leaders. (3 x 1) (3)

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 Commision (TRC) dealt with the murder of the PEBCO Three. (8)

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QUESTION 3: HOW DOES GLOBALISATION AFFECT THE ECONOMIES OF DEVELOPED AND DEVELOPING COUNTRIES?

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

3.1 Refer to Source 3A.

3.1.1 Identify the TWO goals of globalisation from the source. (2 x 1) (2)

3.1.2 Comment on what is implied by the statement, 'This approach to competition is gained via diversification of resources, the creation of new investments opportunities by opening up additional markets and accessing new raw materials and resources.' (2 x 2) (4)

3.1.3. Name THREE ways from the source, indicating how diversification of resources strengthened institutions. (3 x 1) (3)

3.1.4 Identify from the source any top industrialised country. (1 x 1) (1)

3.2 Consult Source 3B.

3.2.1 What, according to the source, were the results of globalisation? (2 x 1) (2)

3.2.2 Define the term *developed countries* in your own words. (1 x 2) (2)

3.2.3 What, according to the source, is the role of LEDCs in the world market? (2 x 1) (2)

3.2.4 Using the information from the source and your own knowledge, comment on why there are no guarantees that the wealth from inward investment will benefit the local community. (2 x 2) (4)

3.3 Use Source 3C.

3.3.1 Explain the symbolic representation of the directors or leaders of the World Trade Organisation. (2 x 2) (4)

3.3.2 What do you think the statement, 'POOR COUNTRIES TOO WANT THEIR RICH TO GET RICHER,' implies about the benefits of globalisation to poor countries? (2 x 2) (4)

3.4 Compare Sources 3B and 3C. Explain how the evidence in Source 3C supports the information in Source 3B regarding the developed countries contribution to global economic growth. (2 x 2) (4)

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3.5 Use Source 3D.

3.5.1 Explain the term *multinational corporations* in the context of MNC's role in developed or developing countries. (1 x 2) (2)

3.5.2 What do you think is meant by the statement, '14 million American jobs were potentially at risk over the next decade'? (1 x 2) (2)

3.5.3 Why, according to the source, were there opponents of offshoring? (2 x 1) (2)

3.5.4 Comment on the limitations of this source to a historian studying the impact of multinational corporations on poor or 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 affects the economies of developed and developing countries. (8)

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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 Black Consciousness Movement believed that black people should liberate themselves psychologically and become self-reliant in their struggle to challenge the apartheid government from the 1960s to the 1970s.

Do you agree with the statement? Use relevant evidence to substantiate your line of argument. **[50]**

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

The road to democracy was characterised by the continuous emergence of violence and conflicts that failed to stop the first democratic elections in South Africa in 1994.

Critically discuss this statement. Use relevant historical evidence to support your line of argument. **[50]**

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

Explain to what extent Gorbachev's reforms in the Soviet Union in the mid-1980s influenced FW de Klerk to introduce political reforms that paved the way for negotiations for a democratic South Africa.

Use relevant historical evidence to support your line of argument. **[50]**

TOTAL: 150

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