



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
NOVEMBER 2008**

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 15 pages.

INSTRUCTIONS AND INFORMATION

1. The question paper consists of FOUR questions based on the prescribed content framework for 2008, which is as follows:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLD WAR IN FORMING THE WORLD AS IT WAS IN THE 1960s?

- USSR/USA – creating spheres of interest

QUESTION 2: HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?

QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

- Focus 1960s: Civil Rights Movement in the USA

QUESTION 4: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

- Focus 1970s: Black Consciousness Movement in South Africa

2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
3. Candidates are required to answer TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Write neatly and legibly.

QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY COLD WAR TENSIONS IN EUROPE?

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

- 1.1 Refer to Source 1A.
- 1.1.1 What were the TWO reasons for the poor economic state of East Germany according to Wheeler? (2 x 1) (2)
 - 1.1.2 Whom does Wheeler hold responsible for the conditions in East Berlin? (1 x 1) (1)
 - 1.1.3 Comment on whether people were justified in leaving East Berlin. (1 x 3) (3)
 - 1.1.4 Explain to what extent propaganda was the motive for describing the levels of prosperity between East Berlin and West Berlin by Wheeler. (1 x 3) (3)
 - 1.1.5 Explain the reliability of this source to a historian studying Cold War tensions in Europe. (1 x 2) (2)
 - 1.1.6 Compare how the lives of people in East Berlin and West Berlin were influenced by the role of the USSR and USA respectively. (2 x 2) (4)
- 1.2 Study Source 1B.
- 1.2.1 What do you think was the intention of the photographer taking Photographs 1 and 2? (1 x 2) (2)
 - 1.2.2 Explain how the written evidence in Source 1A complements (supports) the visual evidence in Source 1B. (2 x 2) (4)
- 1.3 Refer to Source 1C.
- 1.3.1 What was the number of defectors crossing into West Berlin in 1953? (1 x 1) (1)
 - 1.3.2 Use the data from the source and your own knowledge to explain whether Khrushchev was justified in building the Berlin Wall. (2 x 2) (4)
 - 1.3.3 How reliable do you think these statistics are to a historian studying the number of defections from East Berlin to West Berlin? (1 x 2) (2)
- 1.4 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the statistical graph in Source 1C. (2 x 2) (4)

1.5 Consult Source 1D.

1.5.1 What does Ursula's daily routine tell you about life in Berlin before the construction of the Wall? (1 x 2) (2)

1.5.2 Explain the reasons for the people's reaction when they learnt that the border between East and West Berlin had been closed. (1 x 3) (3)

1.5.3 Why do you think people were determined to cross from East to West Berlin despite the risk of being killed? (1 x 2) (2)

1.6 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) highlighting how the construction of the Berlin Wall violated the human rights of Germans. (6)

1.7 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 1.7.1 OR 1.7.2.

1.7.1 Discuss how the division of Berlin intensified Cold War tensions in Europe. (30)

OR

1.7.2 Using all the sources and your own knowledge explain how the Berlin Wall affected the lives of ordinary people. (30)
[75]

QUESTION 2: HOW WAS PATRICE LUMUMBA'S RULE UNDERMINED IN THE STRUGGLE FOR UHURU (FREEDOM) IN THE CONGO?

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

2.1 Refer to Source 2A.

- 2.1.1 What, according to this source, sealed Lumumba's fate? (2 x 1) (2)
- 2.1.2 Explain the term *neo-colonial state* in your own words. (1 x 2) (2)
- 2.1.3 Why was Lumumba regarded as an 'obstacle' by Western interests? (1 x 2) (2)
- 2.1.4 How do you think the independence of the Congo was undermined by Belgium and the USA? (2 x 2) (4)
- 2.1.5 How did Brussels and Washington react to the news of Lumumba's death? (1 x 2) (2)

2.2 Use Source 2B.

- 2.2.1 What message does the cartoonist wish to convey about the role of the UN in the Congo crisis? (1 x 2) (2)
- 2.2.2 Using this source and your own knowledge, explain the accuracy of the cartoon in depicting the arrest of Lumumba. (2 x 2) (4)

2.3 Compare Sources 2A and 2B. How does the information in Source 2A support the evidence depicted in Source 2B? (2 x 2) (4)

2.4 Study Source 2C.

- 2.4.1 Using this source and your own knowledge, explain whether there was justification in referring to Lumumba as an 'African Fidel Castro'. (1 x 3) (3)
- 2.4.2 Explain how the position of the USA was compromised in the murder of Lumumba. (1 x 2) (2)
- 2.4.3 Why do you think Devlin did not follow orders from his superiors? (1 x 2) (2)

2.5 Compare Sources 2A and 2C. What are the similarities between these sources regarding the events leading to the death of Lumumba? (2 x 1) (2)

2.6 Use Source 2D.

- 2.6.1 In his last letter to his wife, Lumumba's passionate vision for his country was still evident. Use information from the source to explain Lumumba's vision. (1 x 2) (2)
- 2.6.2 What does the letter tell you about Lumumba's character? (1 x 2) (2)
- 2.6.3 Explain the usefulness of this letter to a historian studying the events leading to the death of Lumumba. (2 x 2) (4)

2.7 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why the granting of independence to African colonies in the 1960s and 1970s did not make them totally free. (6)

2.8 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 2.8.1 OR 2.8.2.

2.8.1 Explain how Lumumba's rule was undermined in the struggle for uhuru (freedom) in the Congo. (30)

OR

2.8.2 Using all the sources and your own knowledge, write a report to your local newspaper in which you respond to the following statement:

The emergence of Lumumba as a leader of an independent Congo was seen as a serious threat by Western forces. (30)
[75]

QUESTION 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA (USA)?

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

3.1 Refer to Source 3A.

- 3.1.1 What were the circumstances that led to the march to Washington?
(1 x 2) (2)
- 3.1.2 Explain what the words 'It was the largest commingling of blacks and whites' tell you about this march.
(2 x 2) (4)
- 3.1.3 How did Martin Luther King Jr respond to the gathering at Lincoln Memorial?
(1 x 2) (2)
- 3.1.4 After studying the visual source (photograph), explain what you gather about the mass of people at the Lincoln Memorial. (1 x 3) (3)
- 3.1.5 Explain which of the two sources (written or visual) is more appropriate to a historian researching the Civil Rights Movement.
(2 x 2) (4)

3.2 Study Source 3B.

- 3.2.1 Explain why, in spite of the principles of the Constitution and the Declaration of Independence, the African-American community felt deprived as citizens of the USA.
(1 x 3) (3)
- 3.2.2 What do the words 'meeting physical force with soul force' tell you about King's philosophy?
(1 x 3) (3)
- 3.2.3 What do you think was King's intention when he delivered the 'I have a dream' speech?
(2 x 2) (4)
- 3.2.4 Using the information from the source and your own knowledge, explain why, according to King, blacks and whites had to share the same destiny.
(1 x 2) (2)
- 3.2.5 After reading through the source, briefly explain how the following would have reacted to King's speech:
- (a) African-Americans
- (b) Right-wing Americans (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 What motivated the American government to pass the Civil Rights Act of 1964? (1 x 2) (2)
- 3.3.2 Explain why it became necessary for the Civil Rights Act of 1964 to be passed. (2 x 2) (4)
- 3.3.3 What important conclusions can you draw from the photograph? (2 x 1) (2)

3.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the significance of the Civil Rights Movement. (6)

3.5 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 3.5.1 OR 3.5.2.

- 3.5.1 Martin Luther King Jr ended his 'I have a dream' speech with the following words: 'Free at last! Free at last! Thank God Almighty, we are free at last!'
- Discuss this statement by referring to the role and influence of Martin Luther King Jr in the Civil Rights Movement. (30)

OR

- 3.5.2 Using the information from all the sources and your own knowledge, write an essay in which you explain why the Civil Rights march to Lincoln Memorial in 1963 was necessary for the liberation of all Americans. (30)
- [75]**

QUESTION 4: WHY WERE STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT VIEWED AS THREATS BY THE APARTHEID REGIME?

Study Sources 4A, 4B and 4C to answer the following questions.

4.1 Refer to Source 4A.

- 4.1.1 According to Koka in Viewpoint 1, what were the fundamental principles of Black Consciousness? (2 x 1) (2)
- 4.1.2 Why do you think Koka considered it important for black South Africans to become self-reliant? (Viewpoint 1) (2 x 1) (2)
- 4.1.3 How did Pakendorf, in Viewpoint 2, view Black Consciousness? (1 x 2) (2)
- 4.1.4 After reading Viewpoints 1 and 2, explain the similarities and differences between these viewpoints. (2 x 2) (4)

4.2 Use Source 4B.

- 4.2.1 According to the information given by Major Snyman in Perspective 1, what were the reasons for Biko's arrest and detention? (2 x 1) (2)
- 4.2.2 Explain to what extent Snyman's report on the injuries sustained by Biko was accurate. (Perspective 1) (2 x 2) (4)
- 4.2.3 Using the information from both perspectives and your own knowledge, why do you think the security officers confessed in 1997 to the killing of Steve Biko? (2 x 2) (4)
- 4.2.4 Explain the reasons for the two different perspectives on the death of Steve Biko. (2 x 2) (4)
- 4.2.5 As a historian studying the history of Biko, explain which of the two perspectives you think is more convincing. (1 x 3) (3)

4.3 Consult Source 4C.

- 4.3.1 What explanation did Kruger give at the Transvaal Congress of the National Party for the death of Biko? (Written Source) (1 x 2) (2)
- 4.3.2 Using the information from the source and your own knowledge, explain whether Kruger provided an accurate account of events leading to the death of Biko. (Written Source) (2 x 2) (4)
- 4.3.3 What do the words 'He leaves me cold' tell you about Kruger's attitude towards Biko? (Written Source) (1 x 2) (2)
- 4.3.4 (a) What event led Berry to draw this particular cartoon? (1 x 2) (2)
- (b) Why do you think Kruger is depicted in that posture with his mouth sealed? (1 x 2) (2)

4.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the human rights of Biko were violated by the agents of the apartheid regime. (6)

4.5 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 4.5.1 OR 4.5.2.

4.5.1 Steve Biko was viewed as a threat by the apartheid regime. For years he was accused of being a dangerous agitator who influenced people to use violent means to overthrow the state.

In view of the above statement, examine how Steve Biko and the Black Consciousness Movement challenged the apartheid regime in the 1970s. (30)

OR

4.5.2 Using the information from all the sources and your own knowledge, write a report to your local newspaper on the liberation struggle of Steve Biko and the Black Consciousness Movement in South Africa. (30)
[75]

TOTAL: 150