



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P1
EXEMPLAR 2008**

MARKS: 150

TIME: 3 hours

This question paper consists of 12 pages and an addendum of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This 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 IN THE 1960's?

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 movements and Black Power movements 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; apartheid in South Africa in the 1980s

2. Each question counts 75 marks and begins with a key question.
3. Candidates are required to answer TWO questions. Each question consists of both the source-based questions which count 45 marks and the extended writing which counts 30 marks.
4. In the answering of questions, candidates are required to demonstrate application of knowledge, skills and insight.
5. Rewriting of the sources as answers will be to the disadvantage of candidates.
6. Write neatly and legibly.

The following Learning Outcomes and Assessment Standards will be assessed in this question paper:

LEARNING OUTCOMES	ASSESSMENT STANDARDS The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 3. Interpret and evaluate information and data from sources. 4. Evaluate the usefulness of the sources for the task, taking into account stereotypes, subjectivity and gaps in the available evidence.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence from sources to support the argument. 3. Sustain and defend a coherent and balanced argument. 4. Communicate knowledge and understanding in a written form.

The extended writing questions focus on one of the following levels:

LEVEL OF QUESTION
Level 1 <ul style="list-style-type: none">• Discuss or describe according to a given line of argument set out in the extended writing question.• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
Level 2 <ul style="list-style-type: none">• Synthesise information to construct an original argument using evidence to support the argument.• Sustain and defend a coherent and balanced argument with evidence.• Write clearly and coherently in constructing the argument.

QUESTION 1: WHY DID BERLIN BECOME THE FOCAL POINT OF THE IDEOLOGICAL CLASH IN THE COLD WAR BETWEEN THE SOVIET UNION (USSR) AND THE UNITED STATES OF AMERICA (USA)?

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

1.1 Refer to Source 1A.

1.1.1 Describe the lifestyle in each of the following:

(a) West Berlin

(b) East Berlin

(1 x 2) (2)

1.1.2 What were the reasons for the difference in lifestyle in the two parts of Berlin?

(2 x 2) (4)

1.1.3 Why did Khrushchev and Kennedy become involved with Berlin?

(2 x 2) (4)

1.1.4 Can the action taken by Khrushchev in trying to stop people from defecting be justified? Explain your answer.

(2 x 2) (4)

1.2 Study Source 1B.

1.2.1 What differences did Kennedy highlight between the free world and the communist world?

(1 x 2) (2)

1.2.2 (a) How would supporters of the free world view Kennedy's speech?

(1 x 2) (2)

(b) Explain why you think Kennedy's speech was in praise of West Berlin.

(2 x 2) (4)

1.2.3 Explain the significance of Kennedy's statement, 'All free men, wherever they may live, are citizens of Berlin.'

(2 x 2) (4)

1.2.4 You are a newspaper correspondent in West Berlin. Write a front page caption (heading) for either *Pravda* (Russian paper), in which you criticise Kennedy's speech, or *The Washington Post*, in which you support Kennedy.

(1 x 3) (3)

1.3 Consult Source 1C.

1.3.1 What were the implications of the signboard 'Attention, you are now leaving West Berlin' to the people of West Berlin?

(1 x 2) (2)

- 1.3.2 Using information from the source and your own knowledge, explain how you think the issue of the Berlin Wall became a subject used for propaganda. (2 x 2) (4)
- 1.3.3 To what extent would these pictures be reliable to a historian researching the Berlin Wall? (2 x 2) (4)
- 1.4 Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) either defending or criticising Soviet actions in the building of the Berlin Wall. (6)
- 1.5 EXTENDED WRITING (The length of the essay should be about TWO pages.)
- Answer QUESTION 1.5.1 OR QUESTION 1.5.2.
- 1.5.1 Explain why Berlin became the focal point of the ideological clash in the Cold War between the USA and USSR. (30)

OR

- 1.5.2 The Berlin Crisis heightened tension and division in Europe.
- Do you agree? Using the information from the sources and your own knowledge, discuss this statement. (30)
- [75]**

QUESTION 2: WHAT WERE THE FACTORS THAT LED TO THE DECOLONISATION PROCESS IN AFRICA IN THE 1960s AND 1970s?

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

2.1 Refer to Source 2A.

2.1.1 Which country did each of the following persons represent?

- (a) Charles de Gaulle
- (b) Nkrumah
- (c) Chamberlain
- (d) King Leopold II (4 x 1) (4)

2.1.2 Using the source and your own knowledge, explain whether the European colonial powers were keen to 'get out of Africa'. (2 x 2) (4)

2.1.3 Why do you think Nkrumah was justified in making the following demand: 'No more white domination! We want Africa for the Africans'? (1 x 2) (2)

2.1.4 Explain why the following statement cannot be justified: '... the people aren't trained to manage their own government.' (1 x 2) (2)

2.2 Study Source 2B.

2.2.1 Explain how useful this source is to a historian studying the process of decolonisation of Africa. (2 x 2) (4)

2.2.2 What impressed Harold Macmillan especially about Africa's desire for independence? (1 x 2) (2)

2.2.3 (a) According to the source and your own knowledge, what was the message Macmillan was bringing to South Africa? (1 x 2) (2)

(b) Give TWO reasons for this. (2 x 1) (2)

2.3 Compare Sources 2A and 2B. Explain how they support each other regarding the process of decolonisation. (2 x 3) (6)

- 2.4 Read through Source 2C.
- 2.4.1 What message was Nkrumah conveying to the people by the statement: 'Seek ye first the political kingdom and all else will be added unto you'? (1 x 2) (2)
- 2.4.2 How does this source show that colonial rule was not in the best interest of Africans? (1 x 2) (2)
- 2.4.3 Using the source and your own knowledge, explain your impressions of Nkrumah as a leader. (1 x 2) (2)
- 2.5 Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining why, if you were in the position of a Ghanaian, you would want independence for Ghana. (6)
- 2.6 Refer to Source 2D.
- 2.6.1 How does Source 2D support the argument that colonial powers created the problems in Africa? (1 x 3) (3)
- 2.6.2 According to this source, why did it become necessary for Africans to forge 'new identities'? (2 x 1) (2)
- 2.7 EXTENDED WRITING (The length of the essay should be about TWO pages.)
- Answer QUESTION 2.7.1 OR QUESTION 2.7.2.
- 2.7.1 Discuss the factors that led to the decolonisation process in Africa in the 1960s and 1970s. (30)
- OR**
- 2.7.2 Uhuru was a painful outcome of the decolonisation process in Africa.
- Do you agree? Discuss the statement using the information from the sources and your own knowledge. (30)
- [75]**

QUESTION 3: WHAT FORMS OF CIVIL-RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

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

3.1 Refer to Source 3A.

- 3.1.1 What kind of society did Martin Luther King advocate? (1 x 2) (2)
- 3.1.2 Using this source and your own knowledge, explain what inspired Martin Luther King to make the 'I have a dream' speech. (1 x 2) (2)
- 3.1.3 Explain what was meant by the following: '... they will not be judged by the colour of their skin, but by the content of their character.' (1 x 2) (2)
- 3.1.4 What do the words 'Free at last! Free at last! ... we are free at last!' tell you about the situation in which African Americans found themselves? (1 x 2) (2)

3.2 Use Source 3B.

- 3.2.1 What evidence is there in the source to suggest that the slogan 'Black Power' was adopted by different African Americans? (2 x 1) (2)
- 3.2.2 How did African Americans affirm (assert) Black Power? (2 x 1) (2)
- 3.2.3 Using this source and your own knowledge, explain why Black Power appealed so strongly to some black people in America. (1 x 2) (2)
- 3.2.4 With reference to the source and your own knowledge, to what extent do you think Black Power helped shape the culture and define the destiny of the African Americans? (2 x 2) (4)

3.3 Read through Source 3C.

- 3.3.1 Explain whether Malcolm X is justified in his criticism of America. (2 x 2) (4)
- 3.3.2 How does Malcolm X wish to address the challenges facing African Americans? (2 x 2) (4)
- 3.3.3 According to Malcolm X, in what way was the United Nations to be used as a platform to carry out the following request: 'expand the civil-rights struggle'? (1 x 2) (2)
- 3.3.4 Explain why Malcolm X's speech 'The Ballot or the Bullet' is appropriate in the context of the civil-rights movement. (1 x 2) (2)

- 3.4 Explain in what ways Source 3A differs from Source 3C regarding the civil-rights protests in the USA during the 1960s. (2 x 2) (4)
- 3.5 With reference to Sources 3A, 3B and 3C, explain how they support each other with regard to the civil-rights protests in the United States of America. (5)
- 3.6 Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining how leadership formed the basis of the struggle for pride and dignity by the black Americans. (6)
- 3.7 EXTENDED WRITING (The length of the essay should be about TWO pages.)

Answer QUESTION 3.7.1 OR QUESTION 3.7.2.

- 3.7.1 The 1960s are often referred to as 'the decade of the civil-rights protests' in the United States of America.
- Do you agree with this statement? Critically discuss. (30)

OR

- 3.7.2 Using the information from the sources and your own knowledge, explain how the different forms of civil-rights protests that occurred in the United States of America made an impact on the struggle for human rights. (30)
- [75]**

QUESTION 4: HOW DID STEVE BIKO INFLUENCE BLACK CONSCIOUSNESS IN SOUTH AFRICA IN THE 1970s?

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

4.1 Refer to Source 4A.

- 4.1.1 Using this source and your own knowledge, explain the term *Black Consciousness*. (1 x 2) (2)
- 4.1.2 What, in Biko's opinion, were the anomalies (inconsistencies/differences) in South Africa at that time? (2 x 2) (4)
- 4.1.3 How did Biko propose to change the 'totality' of white power?(1 x 2) (2)
- 4.1.4 To what extent do you agree with Biko that the political system subjected blacks to a psychological feeling of inferiority? (2 x 2) (4)
- 4.1.5 What justification does Biko give for the formation of the South African Students' Organisation (SASO)? (1 x 3) (3)

4.2 Use Source 4B.

- 4.2.1 What attributes in the opinion of Donald Woods made Biko the 'most important political leader in the entire country'? (3 x 1) (3)
- 4.2.2 'He was a militant in standing up for his principles, yes, but his abiding goal was a peaceful reconciliation of all South Africans.' Explain whether you agree with this assessment of Biko. (2 x 2) (4)
- 4.2.3 Using the information from the source and your own knowledge, explain why Donald Woods regarded Steve Biko as his 'most valued friend'. (1 x 3) (3)

4.3 To what extent do Source 4A and Source 4B agree about the personality of Biko? (2 x 2) (4)

4.4 Read through Source 4C.

- 4.4.1 Explain how Gordimer's words: 'In a world of so much evil ... to be living in a country where there are still heroes,' portray the life of Biko. (1 x 3) (3)
- 4.4.2 In what way would this source be useful to a historian studying the contribution of Biko in the liberation struggle in South Africa during the 1970s? (4)

- 4.4.3 Explain your views regarding Gordimer's contention: 'It is difficult not to speculate ... on what he would have meant in ... the new South Africa' of today. (1 x 3) (3)
- 4.5 Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining why Biko was seen as a threat by the apartheid government of South Africa. (6)
- 4.6 EXTENDED WRITING (The length of the essay should be about TWO pages.)
- Answer QUESTION 4.6.1 OR QUESTION 4.6.2.
- 4.6.1 The thrust (driving force) of Black Consciousness was to conquer feelings of black inferiority and to inculcate black pride.
Do you agree? Discuss. (30)
- OR**
- 4.6.2 Use all the sources and your own knowledge to evaluate Biko's role and influence in the Black Consciousness Movement in South Africa during the 1970s. (30)
[75]
- TOTAL: 150**