



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

ADDITIONAL EXEMPLAR 2008

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 12 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 1960s?

QUESTION 2: HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND THE 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 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 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 IMPACT ON THE LIVES OF ORDINARY BERLINERS?

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

1.1 Read Source 1A.

- 1.1.1 What, according to the source, were the political differences between East and West Berlin? (2 x 1) (2)
- 1.1.2 What were the reasons for East German authorities building a barrier to divide Berlin in August 1961? (2 x 2) (4)
- 1.1.3 Comment on the significance of the author's statement that the barrier built on 17 August 1961 was "an amazing admission of failure by the Communists". (2 x 2) (4)
- 1.1.4 Why was it necessary for the Communists to replace the barbed wire barrier with a reinforced concrete wall? (2 x 2) (4)
- 1.1.5 How was the Berlin Wall designed to prevent people from climbing over it? (1 x 3) (3)

1.2 Refer to Source 1B.

- 1.2.1 What do you think motivated Peter Fechter and his friends to flee to the West? (2 x 2) (4)
- 1.2.2 Why was Peter Fechter's friend lucky to have made it to the West with only minor injuries? (1 x 2) (2)
- 1.2.3 Explain why no one went to help Fechter when he lay crying for help next to the wall. (1 x 2) (2)
- 1.2.4 Using information from the source and your own knowledge, explain how you think this incident could have become a subject for Cold War propaganda in the West. (2 x 2) (4)

1.3 Consult Source 1C.

- 1.3.1 What was the purpose of this photograph? (1 x 2) (2)
- 1.3.2 Explain how the following people might have reacted to this photograph:
- (a) An East German border guard
- (b) A teenager living in West Berlin (2 x 2) (4)
- 1.3.3 Explain which of the two sources (Source 1B or Source 1C) will be more useful 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 SIX lines (about 60 words) outlining why the Berlin Wall became a famous symbol of the Cold War. (6)

- 1.5 EXTENDED WRITING (The length of the essay should be about TWO pages.)

Answer ONE of the following questions: QUESTION 1.6.1 OR 1.6.2.

- 1.5.1 Discuss how the Berlin Wall impacted on the lives of ordinary Berliners during the Cold War. (30)

OR

- 1.5.2 Berlin became the pawn in the Cold War contest in Europe.

Using the information from the sources and your own knowledge, write an article for a history magazine supporting the above statement.

(30)
[75]

QUESTION 2: WHAT WERE THE CHALLENGES FACING NEWLY INDEPENDENT AFRICAN STATES?

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

2.1 Study Source 2A.

2.1.1 Define the following concepts in your own words:

- | | | |
|----------------|---------|-----|
| (a) Ujamaa | (1 x 2) | (2) |
| (b) Capitalism | (1 x 2) | (2) |

2.1.2 According to this source, explain how ujamaa differs from Western socialism. (2 x 2) (4)

2.1.3 Explain how useful this source would be to a historian investigating the attitudes of African leaders to democracy. (5)

2.2 Consult Source 2B.

2.2.1 What trend is being illustrated by the graph? (1 x 2) (2)

2.2.2 Explain the political, economic and social challenges that might be experienced in Kenya by the trends illustrated in the graph. (3 x 2) (6)

2.2.3 Comment on the limitations of using this graph to discuss the challenges faced by other newly independent African states. (5)

2.3 Refer to Source 2C.

2.3.1 This source is taken from a work of fiction. Explain how this would affect the historical reliability of the source. (5)

2.3.2 Explain what aspects of this source a historian might consider useful. (2 x 2) (4)

2.3.3 What evidence is there in the source to suggest that there were political challenges in Ghana? (2 x 2) (4)

2.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why newly independent African countries were saddled with challenges. (6)

2.5 EXTENDED WRITING (The length of the essay should be about TWO pages.)

Answer ONE of the following questions: QUESTION 2.5.1 OR 2.5.2.

- 2.5.1 Discuss the main political, economic and social challenges facing African states after independence. (30)

OR

- 2.5.2 You are a senior official in the United Nations (UN). Use all the sources and your own knowledge. Write a report for the UN outlining the political, economic and social challenges facing the newly independent African states and recommend steps that need to be taken in order to improve the situation in Africa. (30)
- [75]**

QUESTION 3: HOW DID THE CAMPAIGNS IN BIRMINGHAM INFLUENCE THE CIVIL RIGHTS MOVEMENT?

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

3.1 Refer to Source 3A.

3.1.1 Extract evidence from the source to support the following:

(a) The civil rights protests in Birmingham were non-violent (1 x 2) (2)

(b) There was still racial segregation in the south (1 x 2) (2)

3.1.2 Name THREE ways in which the authorities responded to the civil rights protestors. (3 x 1) (3)

3.1.3 Explain what President Kennedy meant by: "The Civil Rights Movement should thank God for Bull Connor". (1 x 3) (3)

3.1.4 Why do you think that a photograph like the one included in this source would have "inspired international support"? (2 x 2) (4)

3.2 Read through Source 3B.

3.2.1 Using your own knowledge, explain why it might be difficult for an African American to get a cup of coffee at a lunch counter. (1 x 3) (3)

3.2.2 Explain how white Americans would have reacted to Martin Luther King Junior's letter. (2 x 2) (4)

3.2.3 Why do you think Martin Luther King Jr felt that African Americans could no longer wait to be granted civil rights? (2 x 2) (4)

3.2.4 Explain to what extent a historian investigating the Civil Rights Movement would consider this a reliable source. (2 x 2) (4)

3.3 Use Source 3C.

3.3.1 Why do you think the photographer took this particular photograph? (1 x 2) (2)

3.3.2 How does this photograph (Source 3C) confirm the account of police brutality as outlined in Source 3A? (2 x 2) (4)

3.3.3 Explain how this source would be useful to a historian researching the Civil Rights Movement. (2 x 2) (4)

- 3.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) to explain why the Birmingham Campaign was necessary. (6)

- 3.5 EXTENDED WRITING (The length of the essay should be about TWO pages.)

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

- 3.5.1 The Birmingham Campaign of 1963 had a significant influence on the Civil Rights Movement.

Do you agree? Critically discuss this statement. (30)

OR

- 3.5.2 Using the information from the sources and your own knowledge, write a commemorative article for a historical journal on how Martin Luther King's non-violent protest impacted on the Civil Rights Movement.

(30)
[75]

QUESTION 4: HOW DID STEVE BIKO'S BLACK CONSCIOUSNESS IDEAS INFLUENCE THE SOUTH AFRICAN LIBERATION STRUGGLE?

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

4.1 Refer to Source 4A.

- 4.1.1 What do you understand by the concept of Black Consciousness? (1 x 2) (2)
- 4.1.2 Explain how Biko justified the need for Black Consciousness. (2 x 2) (4)
- 4.1.3 What, according to Biko, needs to happen before any real change occurs in South Africa? (1 x 3) (3)

4.2 Refer to Source 4B.

- 4.2.1 What evidence in the source suggests that the number of African learners at secondary schools had increased between 1950 and 1975? (2 x 1) (2)
- 4.2.2 Identify THREE challenges experienced by learners at secondary schools in Soweto. (3 x 1) (3)
- 4.2.3 Explain how learners were made politically aware at schools in Soweto. (2 x 2) (4)
- 4.2.4 How did schools contribute to the spread of Black Consciousness ideas? (1 x 2) (2)
- 4.2.5 Explain whether this source would be useful to a historian studying the influence of Black Consciousness ideas at schools. (2 x 2) (4)

4.3 Use Source 4C.

- 4.3.1 Explain how this source complements Source 4B regarding the influence of Black Consciousness at schools. (2 x 2) (4)
- 4.3.2 What does the photograph of armed policemen tell you about the government's response to 16 June 1976? (1 x 3) (3)
- 4.3.3 Explain to what extent this source would be considered reliable by a historian investigating the events of the 1976 Soweto Uprising. (2 x 2) (4)
- 4.3.4 Using the information from the source and your own knowledge, explain how the attitude of black South Africans were influenced by Black Consciousness. (2 x 2) (4)

- 4.4 Using the information from the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why schools were used to champion the cause of Black Consciousness. (6)

- 4.5 EXTENDED WRITING (The length of the essay should be about TWO pages.)

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

- 4.5.1 Discuss how the ideas of Biko influenced the Black Consciousness Movement in the liberation struggle in the 1970s. (30)

OR

- 4.5.2 Using all the sources and your own knowledge, write an article for inclusion in a Heritage magazine on the contribution of the Soweto youth to the liberation struggle in South Africa. (30)
[75]

TOTAL: 150