



Province of the
EASTERN CAPE
EDUCATION

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REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE – CURRICULUM MANAGEMENT

**GRADE 12 LEARNER SUPPORT
PROGRAMME**

**REVISION AND REMEDIAL TEACHING
INSTRUMENT:
QUESTIONS AND ANSWERS**

SUBJECT: HISTORY – FIRST PAPER

June 2009

This document consists of 10 pages.

Strictly not for test/examination purposes

INSTRUCTIONS AND INFORMATION

- 1.1 The question paper comprises 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?

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.

- 1.2 Each question counts 75 marks and begins with a key question.
- 1.3 Candidates are required to answer TWO questions. Each question consists of both the source-based question which counts 45 marks and the extended writing which counts 30 marks.
- 1.4 In the answering of questions, candidates are required to demonstrate application of knowledge, skills and insight.
- 1.5 Rewriting of the sources as answers will be to the disadvantage of candidates.
- 1.6 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)	<ol style="list-style-type: none"> 1. Interpret and evaluate information and data from sources. 2. 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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 to support the argument. 3. Sustain and defend a coherent and balanced argument. 4. Communicate knowledge and understanding in a written form.

In answering the extended writing questions candidates must refer to either of the following levels:

LEVELS OF QUESTIONS
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: HOW DID THE COLD WAR TENSIONS PLAY OUT IN GERMANY AFTER THE WAR?

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

1.1 Refer to Source 1A and 1B.

- | | | | |
|-------|---|---------|-----|
| 1.1.1 | During which conference, according to the sources was it decided to divide Germany? | (1 x 2) | (2) |
| 1.1.2 | Why did the Allies see the need to divide Germany? | (2 x 2) | (4) |
| 1.1.3 | In which sector of Germany was Berlin situated? | | (1) |
| 1.1.4 | Why did the Western forces join the three Western zones in Germany to form West Germany? | (2 x 2) | (4) |
| 1.1.5 | By using your own knowledge and the source, what was the Soviet's response to the Marshall Plan? | (2 x 2) | (4) |
| 1.1.6 | Using your own knowledge, explain the options that was available to the Western powers in response to the blockade. | (2 x 2) | (4) |

1.2 Refer to Source 1C.

- | | | | |
|-------|---|---------|-----|
| 1.2.1 | What event is depicted in the cartoon? | (1 x 2) | (2) |
| 1.2.2 | Explain what is meant by, "We thank the pilots for their work and effort". | (2 x 2) | (4) |
| 1.2.3 | To what extent would you regard the source as being useful to a historian studying the blockade? Explain your answer. | (2 x 2) | (4) |

1.3 Refer to Source 1D.

- | | | | |
|-------|--|---------|-----|
| 1.3.1 | What prompted Khrushchev to erect a barrier along the border between East and West Berlin? | (1 x 2) | (2) |
| 1.3.2 | What happened to East Berliners that decided to escape? | (1 x 2) | (2) |
| 1.3.3 | Explain the symbolism of the Berlin Wall? | (2 x 1) | (2) |
| 1.3.4 | Compare Source 1C and 1D. (How does Source 1C support 1D?) | (2 x 2) | (4) |

- 1.4 As a person living in East Berlin, use the information from all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) highlighting the living conditions in East Berlin and how the blockade has changed your life. (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 “A series of crisis over Berlin made it the focus of confrontation in the context of the Cold War”

In analysing the roles of superpowers in the Berlin issue (1945 to 1961) assess the validity of the above-mentioned statement. (30)

OR

- 1.5.2 You are a member of the media team covering the Berlin Airlift. You are asked to write a report promoting either the US government's actions or Soviet actions in Berlin. Use the information from the sources as well as your own knowledge to write this report. (30)
[75]

QUESTION 2: WHAT WERE THE FACTORS THAT LED TO THE INDEPENDENCE OF AFRICAN STATES IN THE 1960s AND 1970s?

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

- 2.1 Refer to Source 2A.

- 2.1.1 What is the cartoonist's view of Nkrumah's belief of a 'United Africa'? Provide evidence to support your answer. (1 x 2) (2)
- 2.1.2 What does the title of the cartoon suggest about the cartoonist's view of Nkrumah as an African leader? (1 x 2) (2)
- 2.1.3 According to the source, what does the cartoon reveal about the cartoonist's attitude towards African Unity? (1 x 2) (2)
- 2.1.4 Given your knowledge about Africa, would you support the cartoonist's view? Explain your answer. (2 x 2) (4)
- 2.1.5 What does the 'giant' in the source represent? (1 x 2) (2)
- 2.1.6 The cartoon in Source 2A appeared in a British newspaper. Do you think that British readers in 1960 would agree with the view of the cartoonist? Explain your answer. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 How according to the source could Africa solve her problems? (1 x 2) (2)
- 2.2.2 In what ways did Nkrumah believe that a union of African states would benefit Africa and the world as a whole? (2 x 2) (4)
- 2.2.3 How useful is the source for a historian studying history to understand Pan-Africanism? (2 x 2) (4)

2.3 Use Source 2C.

- 2.3.1 Use the source and mention a few countries that were 'swept out of Africa'. (3 x 1) (3)
- 2.3.2 Do you think the 'sweep out' process was successful? Explain your answer. (2 x 2) (4)

2.4 Study Source 2D.

- 2.4.1 How useful is Source 2D in explaining the role of the Second World War in the struggle against colonialism? (2 x 2) (4)
- 2.4.2 What do you understand by nationalism? (1 x 2) (2)

- 2.5 Using all the sources and your own knowledge and write a paragraph of 6 lines (60 words) on the factors which led to the decolonisation of African states. (6)

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

Answer QUESTION 2.6.1 OR QUESTION 2.6.2.

- 2.6.1 Discuss the factors which led to the decolonisation of Africa in the 1960s and 1970s. (30)

OR

- 2.6.2 "Africa for the Africans"
Using all the sources and your own knowledge explain the relevance of the slogan for African states in achieving their independence. (30)
- [75]**

QUESTION 3: WHAT FORMS DID THE STRUGGLE FOR RACIAL EQUALITY TAKE IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

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

3.1 Refer to Source 3A.

- 3.1.1 What was the reason for the governor of Arkansas to prevent the nine black students from entering the secondary school in Little Rock? (1 x 2) (2)
- 3.1.2 Using the source and your own knowledge, explain why President Eisenhower intervened in the Little Rock case? (1 x 2) (2)
- 3.1.3 How do you think the American public reacted to the action of President Eisenhower? (2 x 2) (4)

3.2 Use Source 3B.

- 3.2.1 Explain why African Americans were encouraged to register to vote. (1 x 2) (2)
- 3.2.2 What do the words, "We shall overcome" tell you about the attitude of the civil rights activists? (2 x 2) (4)
- 3.2.3 In this poster there are the chains that are included. What is the significance of the chains? (2 x 2) (4)
- 3.2.4 How useful is this source to a historian who is researching the history of the civil rights movement in the USA? (2 x 2) (4)

3.3 Study Source 3C.

- 3.3.1 Using Source 3C and your own knowledge, explain the meaning of 'Freedom Rides'. (1 x 2) (2)
- 3.3.2 Explain what James Farmer meant when he said that, "We were counting on the bigots in the South to do our work for us." (2 x 2) (4)
- 3.3.3 Using the information from the source and your own knowledge, explain how the 'Freedom Rides' hoped to desegregate the South? (2 x 2) (4)

3.4 Study Source 3D.

3.4.1 What does Source 3D tell you about the experiences of black Americans in the USA during the 1960s? (2 x 1) (2)

3.4.2 Why did Martin Luther King glorify the law of the USA? (1 x 1) (1)

3.4.3 Compare Source 3B and 3D. (How do they complement each other?) (2 x 2) (4)

3.5 Using the sources given and your own knowledge, write a paragraph justifying or criticising Martin Luther King's statement, "We must use the weapon of love" when they fought to end segregation. (6)

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

Answer QUESTION 3.6.1 OR QUESTION 3.6.2.

3.6.1 Discuss the different forms of the civil rights protests that took place in the USA in the 1960s. (30)

OR

3.6.2 Using all the sources and your own knowledge, write an article to your local newspaper explaining how the rights of black Americans were violated in the USA in the 1960s. (30)

[75]

QUESTION 4: WHAT CONTRIBUTION DID THE BLACK CONSCIOUSNESS MOVEMENT MAKE TO THE FREEDOM STRUGGLE IN THE 1970s?

4.1 Refer to Source 4A.

- | | | | |
|-------|--|---------|-----|
| 4.1.1 | Using the source and your own knowledge, explain the concept Black Consciousness. | (1 x 3) | (3) |
| 4.1.2 | Why was the philosophy of Black Consciousness important for black people in their struggle for freedom? | (2 x 2) | (4) |
| 4.1.3 | What, according to Biko were the effects of oppression on black people? | (2 x 2) | (4) |
| 4.1.4 | According to the source, why do you think black people could not rely on white liberals in their struggle for freedom? | (2 x 2) | (4) |

4.2 Study Source 4B.

- | | | | |
|-------|---|---------|-----|
| 4.2.1 | What does the black fist symbolise? | (1 x 2) | (2) |
| 4.2.2 | Many Indians and Coloureds identified themselves as 'black' within the Black Consciousness Movement. There was some debate whether they could be considered as 'black'. What do you think the arguments from both sides were? | (2 x 2) | (4) |
| 4.2.3 | How does Source 4B complement Source 4A? (How do they support each other?) | (2 x 2) | (4) |

4.3 Refer to Source 4C.

- | | | | |
|-------|--|---------|-----|
| 4.3.1 | Use the source and your own knowledge and explain the effects of apartheid on Archbishop Desmond Tutu. | (2 x 2) | (4) |
| 4.3.2 | How did the Black Consciousness Movement help Archbishop Desmond Tutu to regain his self-reliance and pride? | (1 x 2) | (2) |
| 4.3.3 | What according to the source should first happen before black people can achieve their liberation? | (4 x 1) | (4) |
| 4.3.4 | Explain what Tutu meant with, "Black Consciousness was not anti-white for being pro-black" | (2 x 2) | (4) |

- | | | | |
|-----|---|--|-----|
| 4.4 | Using all the sources and your own knowledge, write a paragraph of about six lines (60 words) to explain the philosophy of Black Consciousness. | | (6) |
|-----|---|--|-----|

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

Answer QUESTION 4.5.1 OR QUESTION 4.5.2.

- 4.5.1 Discuss the role of Steve Biko and the Black Consciousness in the struggle for freedom in South Africa. (30)

OR

- 4.5.2 Using all the sources and your own knowledge, write an article for your school's History magazine on the ideas of Black Consciousness and the impact thereof on black people in South Africa. (30)
- [75]**

TOTAL: 150



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**GRADE 12 LEARNER SUPPORT
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**REVISION AND REMEDIAL TEACHING
INSTRUMENT:
ADDENDUM**

SUBJECT: HISTORY – FIRST PAPER

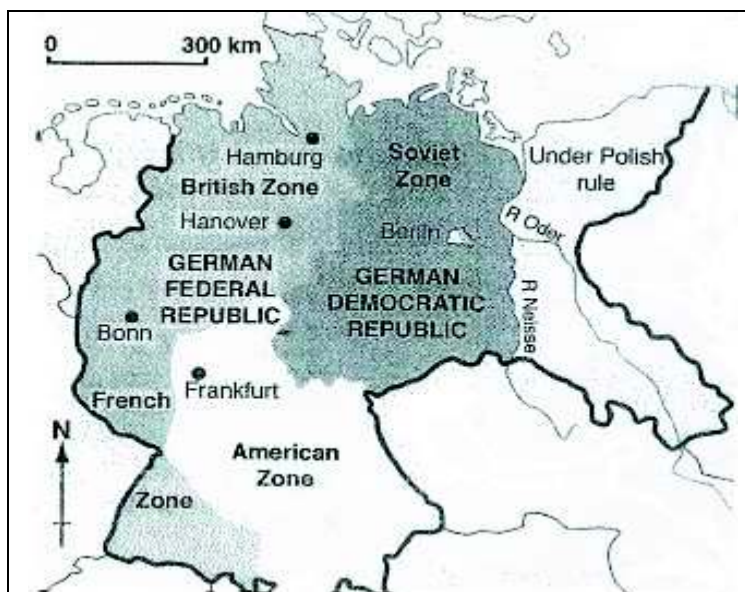
June 2009

This document consists of 13 pages.

Strictly not for test/examination purposes

QUESTION 1: HOW DID THE COLD WAR TENSIONS PLAY OUT IN GERMANY AFTER THE WAR?**SOURCE 1A**

A map of the Germany showing the German zones of occupation. This map was adapted from *Essential Modern World History*. At Yalta, the Allies agreed to divide Germany into zones of occupation.



Govender SP, et al, *New Generation History*, p26

SOURCE 1B

The Berlin airlift was one of the options that the Western powers' response to the Berlin Blockade. Historian Jack Watson writing in 1984:

The Berlin Airlift was a considerable achievement but neither side gained anything from the confrontation. The USSR had not gained control of Berlin. The West had not gained control of Berlin. The West had no guarantees that land communications would not be cut again. Above all, confrontation made both sides even more stubborn.

Walsh B, *Modern World History*, 2nd ed, John Murray, 2001

SOURCE 1C

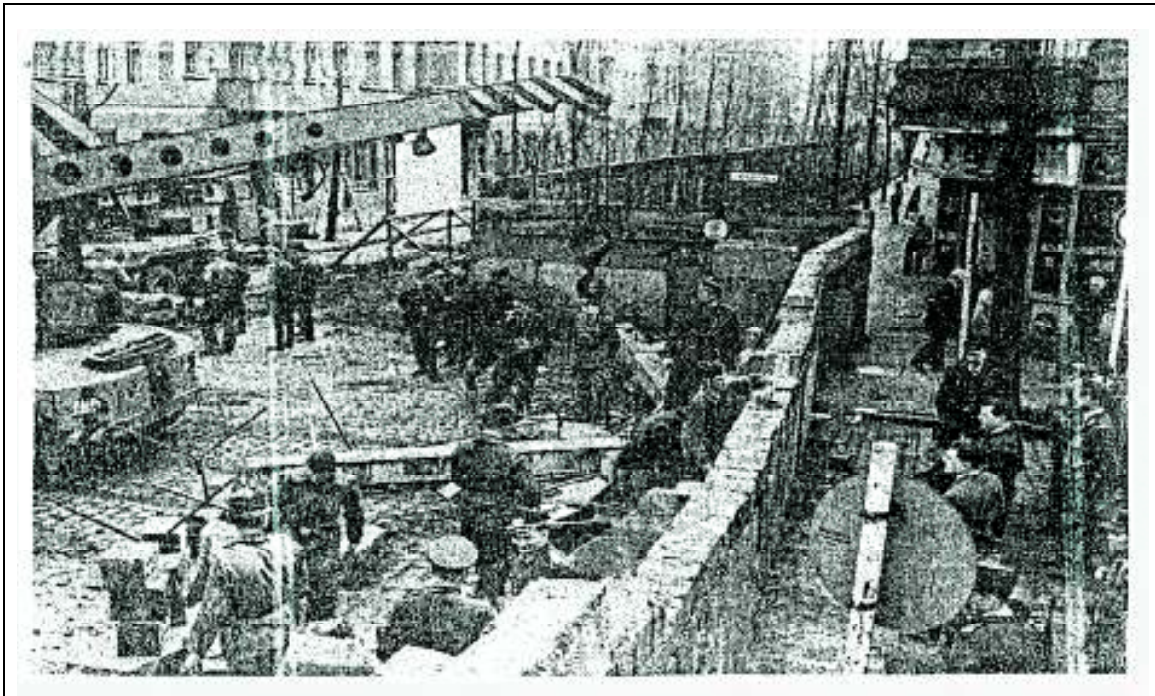
A German child's drawing of the Berlin Airlift. The writing says, "We thank the pilots for their work and effort."



Source: *In Search of History*, p13

SOURCE 1D

The building of the Berlin Wall was done under the watchful eyes of the East German army. Many thousands crossed from East to West but some were also killed whilst trying to escape.

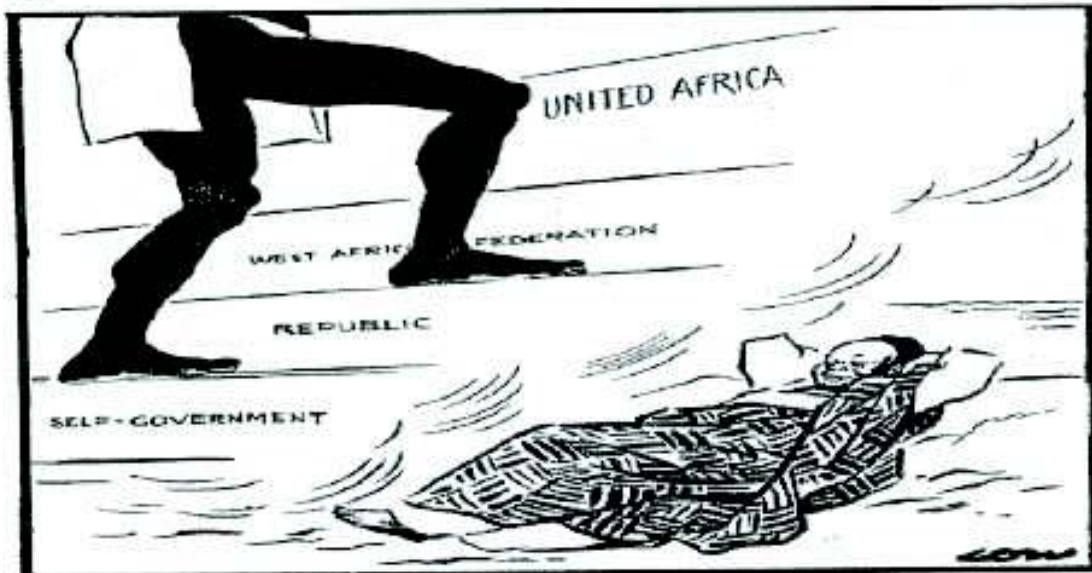


Source: *In Search of History*, p342

QUESTION 2: WHAT WERE THE FACTORS THAT LED TO THE INDEPENDENCE OF AFRICAN STATES IN THE 1960s AND 1970s?

SOURCE 2A

Cartoonist David Low's view of Nkrumah's vision for a '*United States of Africa*'. The cartoon shows that one country is interested in change whilst the other is simply happy about remaining the same.



(This cartoon was published in *The Guardian*, 9 March 1960) [Internet source: <http://opal.kent.ac.uk>, accessed 15/05/06]

SOURCE 2B

In another famous speech made in 1961, Nkrumah had this to say:

It is clear that we must find an African solution to our problems, and that this can only be found in African unity. Divided we are weak; united, Africa could become one of the greatest forces for good in the world ...

Never before have a people had within their grasp so great an opportunity for developing a continent endowed with so much wealth. Individually, the independent states of Africa, some of them potentially rich, others poor, can do little for their people. Together, by mutual help, they can achieve much.

But the economic development of the continent must be planned and pursued as a whole. A loose confederation designed only for economic co-operation would not provide the necessary unity of purpose. Only a strong political union can bring about full and effective development of our natural resources for the benefit of our people.

The greatest contribution that Africa can make to the peace of the world is to avoid all the dangers inherent in disunity, by creating a political union which will also by its success, stand as an example to a divided world. A union of African states will project more effectively the African personality. It will command respect from a world that has regard only for size and influence.

We have to prove that greatness is not to be measured in stockpiles of atomic bombs. I believe strongly and sincerely that with the deep-rooted wisdom and dignity, the innate respect for human lives, the intense humanity that is our heritage, the African race, united under one federal government, will emerge not as just another world bloc to flaunt its wealth and strength, but as Great Power whose greatness is indestructible because it is built not on fear, envy and suspicion, nor won at the expense of others, but founded on hope, trust, friendship, and directed to the good of all mankind.

Source: *Viva History* p74

SOURCE 2C

The Sweep Out! A Soviet cartoonist's interpretation of the decolonisation process in Africa.



Source: *Looking into the Past*, p69

SOURCE 2D

This source shows a comparison between African workers and working-class Europeans.

During the war, Africans had worked and fought alongside a wide range of working-class Europeans and found them to be very similar to themselves. They had fought against and killed Europeans, in the name of freedom and democracy. They had observed poverty in Europe and savagery in warfare. Africans, with their range and level of experience, would never return to their home countries as a docile and subservient colonial labour force.

Source: Kevin Shillington, *History of Africa*, St Martin's Press, 1995

**QUESTION 3: WHAT FORMS DID THE STRUGGLE FOR RACIAL EQUALITY TAKE
IN THE UNITED STATES OF AMERICA (USA) IN THE 1960S?**

SOURCE 3A

This is a photo of the Little Rock Nine. President Eisenhower called out 1 000 Federal Paratroopers against the Governor of Arkansas, who was using the National Guard to prevent these students from taking their places in the secondary school in Little Rock. The NAACP organised the students' integration.



Source: *Making History Grade 12* by H. Claire et al, p98

SOURCE 3B

This is a poster encouraging African Americans to register to vote.



In Search of History Grade 12 by J. Bottaro et al, p121

SOURCE 3C

This is a source where James Farmer, the Director of CORE, explained the motivation behind the Freedom Rides.

We planned the Freedom Rides with the specific intention of creating a crisis. We were counting on the bigots in the South to do our work for us. We figured that the government would have to respond if we created a situation that was headline news all over the world, and affected the nation's image abroad.

Looking into the Past Grade 12 by M. Friedman et al, p131

SOURCE 3D

This is an extract from a speech by Martin Luther King at the start of the Montgomery bus boycott.

We have known humiliation, we have known abusive language, we have been plunged into the abyss of oppression. And we decided to rise up only with the weapon of protest. It is one of the greatest glories in America that we have the right of protest.

If we are arrested everyday, if we are exploited everyday, if we are trampled over everyday, don't ever let anyone pull you so low as to have them. We must use the weapon of love. We must have compassion and understanding for those who hate us. We must realize so many people are taught to hate us that they are not totally responsible for their hate. But we stand in life at midnight, we are always on the threshold of a new dawn.

New Generation History Grade 12 by Suren Govender, p130

QUESTION 4: WHAT CONTRIBUTION DID THE BLACK CONSCIOUSNESS MOVEMENT MAKE TO THE FREEDOM STRUGGLE IN THE 1970s?

SOURCE 4A

The Black Consciousness Movement (BCM) in South Africa developed out of the university student organisation, the National Union of South African Students (NUSAS). One of the black student leaders, Steve Biko argued that NUSAS was an organisation dominated by white liberals and that whites could not be tasked to genuinely fight for black liberation.

Biko developed the philosophy of Black Consciousness (BC), in which he urged black people to free themselves from the chains of oppression, and for all Blacks (Africans, Coloureds and Indians) to work towards liberation. He urged black South Africans to take responsibility for their own struggle and not rely on white liberals.

In order to do this, Biko said that black people needed to develop self-confidence in their abilities. Biko recognised that 300 years of oppression had psychologically damaged black people, leading them to develop an inferiority complex. He believed that what was needed was a 'strong grassroots build-up of black consciousness such that blacks can learn to assert themselves and stake their rightful claim.'



BIKO

Source: *Looking into the Past*, p152

SOURCE 4B

The Black consciousness movement used what to be called a political definition of black – it included Indians and Coloureds as blacks. Its argument was that all people who were oppressed by the racial discrimination of apartheid should unite to overthrow the system.



The symbol of the Black Consciousness Movement

Source: *Understanding Apartheid: A supplement for teachers and learners*, Issue 4, September 2004

SOURCE 4C**EXORCISING THE DEMON OF SELF-HATE:**

by Archbishop Desmond Tutu speaking on: Steve Biko 21 years on:

A special supplement in the *Sunday Times* by the Steve Biko Foundation, September, 2001.

In 1972 I visited Nigeria for the first time. My heart thrilled with pride as we took off in a Nigerian Airways plane on a domestic flight. I grew inches because the pilots were black like me. I had never in my life before flown in a plane by blacks.

I had not known until that moment just how conditioned I had been, how brainwashed, and how, unbeknown to me I had internalised the white person's definition of who I was.

God raised Steve Biko to help us exorcising the demon of self-hate in our psyches. Steve did this through black consciousness which was absolutely indispensable in the struggle for freedom and justice. Our liberation would not have happened unless we threw our victim-hood, our self-hatred, our being shunted around as objects, unless we accepted that we were subjects, the masters and mistresses of our fate, taking charge of our lives, walking tall, not apologetically as if God had made a mistake in creating us black for black was beautiful. White was beautiful too but not as the only occupant of the arena. Black consciousness was not anti-white for being pro-black.

Source: *Sunday Times*, September 2002

ACKNOWLEDGEMENT

Visual sources and other historical evidence were taken from the following books:

- Bottaro, J et al. 2007. *In Search of History* (Oxford University Press)
Claire, H et al 2007. *Making History* (Heinemann)
Dlamini, N et al. 2007. *Shuter's History Grade 12* (Shuter & Shooter Publishers)
Dugmore, C et al 2007 *Viva History* (Vivlia Publishers)
Friedman, M et al. 2007. *Looking into the Past* (Maskew Miller Longman)
Graves, F et al. 2007 *Moments in History* (Juta Gariep)
Spencer, J et al. 2007. *New Africa History* (New Africa Books)
Biko Steve. *SASO Newsletter, We Blacks 'I write what I like'*, September 1970.
Basil Davidson. 1994. *Modern Africa*, Pearson.