



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

FEBRUARY/MARCH 2010

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 11 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions based on the prescribed content as per current guideline of 2009:

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: The Civil Rights Movement in the USA

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

- Focus 1970s: The 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. Questions should be answered by referring to the Addendum.
7. Write neatly and legibly.

QUESTION 1: WHY DID THE MARSHALL PLAN GIVE RISE TO DISTRUST AND ANIMOSITY (BITTERNESS) BETWEEN THE UNITED STATES OF AMERICA (USA) AND RUSSIA (USSR)?

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

1.1 Refer to Source 1A.

- 1.1.1 Using this source and your own knowledge, explain why Europe was facing serious economic difficulties in 1947. (1 x 3) (3)
- 1.1.2 What, do you think, Marshall implied by saying that Europe faced 'economic, social and political deterioration of a very grave character' as a result of the difficulties? (2 x 2) (4)
- 1.1.3 Explain whether the USA was justified in becoming involved in Europe. (2 x 2) (4)
- 1.1.4 Why, do you think, Marshall was trying to justify USA's involvement when he said, 'Our policy is directed not against any country or doctrine, but against hunger, poverty, desperation and chaos'? (2 x 2) (4)
- 1.1.5 Using the source and your own knowledge, explain the limitations of Marshall's speech to a historian studying the Cold War. (2 x 2) (4)

1.2 Use Source 1B.

- 1.2.1 Using the source and your own knowledge, explain why the USSR refused to 'join in the scheme'. (1 x 2) (2)
- 1.2.2 Explain whether the USSR was justified when it denounced the Marshall Plan as 'foreign interference'. (2 x 2) (4)
- 1.2.3 Why, do you think, Hungary, Poland and Czechoslovakia had to withdraw from participating in the Marshall Plan? (1 x 2) (2)

1.3 Study Source 1C.

- 1.3.1 Who are the learners in 'Madam Molotov's School for Satellites'? (1 x 2) (2)
- 1.3.2 What does the 'Hot-Dog Stand' represent? (1 x 2) (2)
- 1.3.3 In what way were the learners attracted to the 'Hot-Dog Stand'? (1 x 2) (2)

- 1.3.4 What is implied by Madam Molotov's comment: 'Noses Left'?(1 x 2) (2)
- 1.3.5 Explain whether the cartoonist is justified in illustrating Molotov in that manner. (2 x 2) (4)
- 1.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why the USA needed to restore the economies of Europe. (6)
- 1.5 EXTENDED WRITING (The length of your response should be about TWO pages.)
- Answer ONE of the following questions: QUESTION 1.5.1 OR QUESTION 1.5.2.
- 1.5.1 Explain why the Marshall Plan gave rise to distrust and animosity between the USA and the Soviet Union. (30)
- OR**
- 1.5.2 You are a journalist covering the Cold War era. Using all the sources and your own knowledge, write a report for your local newspaper explaining how the Marshall Plan contributed to Cold War tensions between the USA and the USSR. (30)
- [75]**

QUESTION 2: HOW DID NYERERE ATTEMPT TO CHANGE TANZANIA THROUGH THE USE OF UJAMAA?

Refer to Sources 2A and 2B and answer the following questions.

2.1 Study Source 2A.

2.1.1 Explain the following in your own words:

- (a) Ujamaa
- (b) One-party state
- (c) Swahili (3 x 2) (6)

2.1.2 Why, do you think, Nyerere found it necessary to create a one-party state for the implementation of ujamaa? (2 x 1) (2)

2.1.3 What did Nyerere do to sensitise (make aware) the people to the principles of ujamaa? (1 x 2) (2)

2.1.4 How was self-reliance fostered in Tanzania through the 'two dimensions'? (2 x 2) (4)

2.2 Refer to Source 2B.

2.2.1 Why was the Arusha Declaration an important event? (1 x 2) (2)

2.2.2 Explain what was meant by: 'Factories and plantations were nationalised'. (2 x 2) (4)

2.2.3 How did Nyerere attempt to end the 'fattening of the elite'? (1 x 3) (3)

2.2.4 Define the following:

- (a) Leadership Code
- (b) African Socialism (2 x 2) (4)

2.2.5 Why, do you think, Nyerere was averse (reluctant) to foreign investment in Tanzania? (2 x 2) (4)

2.2.6 Justify whether this source would be reliable to a historian researching Nyerere's period of rule in Tanzania. (2 x 2) (4)

2.2.7 How does the photograph help in the understanding of ujamaa? (2 x 2) (4)

- 2.3 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why Nyerere was so passionate about ujamaa. (6)
- 2.4 EXTENDED WRITING (The length of your response should be about TWO pages.)
- Answer ONE of the following questions: QUESTION 2.4.1 OR QUESTION 2.4.2.
- 2.4.1 Discuss how Nyerere attempted to use ujamaa to free Tanzania from foreign indebtedness. (30)
- OR**
- 2.4.2 You are a political adviser to President Nyerere of Tanzania. Using all the sources and your own knowledge, write an article for *New African Journal* in which you explain how ujamaa transformed Tanzania into a prosperous, self-reliant and free country. (30)
- [75]**

QUESTION 3: WAS MARTIN LUTHER KING JR THE KINGPIN (KEY PLAYER) OF THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA?

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

3.1 Read Source 3A.

3.1.1 Who was Martin Luther King Jr? (1 x 2) (2)

3.1.2 Using the source and your own knowledge, explain the following:

(a) Boycott

(b) Democracy

(c) White supremacists (3 x 2) (6)

3.1.3 Quote evidence from the source to suggest that King's speech was liked by the boycotters. (1 x 2) (2)

3.1.4 What were the injustices that black people in the USA were forced to tolerate? (2 x 1) (2)

3.1.5 What do the following words tell you about King: 'In spite of the danger, he continued to lead campaigns for integration'? (1 x 3) (3)

3.1.6 Explain the usefulness of this source to a historian researching the Civil Rights Movement in the USA. (1 x 3) (3)

3.2 Refer to Source 3B.

3.2.1 What was the reason for the march from Selma to Montgomery? (1 x 2) (2)

3.2.2 Quote evidence from the source to show that the marchers met with opposition. (2 x 1) (2)

3.2.3 Explain why you think King was justified when he said, 'We ain't goin' let nobody turn us around'. (1 x 3) (3)

3.2.4 What do you learn about King from his repeated statement, 'We are on the move now'? (1 x 2) (2)

3.2.5 What information do you gather from the photograph? (1 x 2) (2)

3.3 Compare Source 3B with Source 3A. How does Source 3B complement Source 3A? (2 x 2) (4)

3.4 Use Source 3C.

3.4.1 Explain why you think Reagan found it fitting to honour King. (1 x 2) (2)

3.4.2 Explain whether Coretta Scott King's tribute to Martin Luther King Jr can be regarded as reliable. (2 x 2) (4)

3.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) to explain how a black American like Martin Luther King Jr shaped the destiny of the USA. (6)

3.6 EXTENDED WRITING (The length of your response should be about TWO pages.)

Answer ONE of the following questions: QUESTION 3.6.1 OR QUESTION 3.6.2.

3.6.1 Discuss Martin Luther King Jr as the inspiration and kingpin (key player) of the Civil Rights Movement in the USA. (30)

OR

3.6.2 Using the information from all the sources and your own knowledge, write an article for your local newspaper explaining why King can rightly be regarded not only as the conscience of his generation, but also as the transformer of the world. (30)
[75]

QUESTION 4: WHY WERE STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT SIGNIFICANT IN SOUTH AFRICA'S LIBERATION STRUGGLE?

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

4.1 Refer to Source 4A.

4.1.1 Explain the following terms:

(a) Apartheid

(b) Black consciousness (2 x 2) (4)

4.1.2 Using this source and your own knowledge, explain what Steve Biko implied by wanting to give South Africa a 'more humane face'. (1 x 2) (2)

4.1.3 What were the special qualities of Biko that singled him out as a leader? (2 x 1) (2)

4.1.4 How did the apartheid government attempt to prevent Biko's influence as a political activist? (2 x 2) (4)

4.1.5 What evidence in the source suggests that Biko was recognised internationally as a struggle hero? (1 x 2) (2)

4.1.6 How did Mandela envisage South Africa honouring and commemorating Biko? (2 x 2) (4)

4.1.7 Why, do you think, East London was appropriate for the unveiling of Biko's statue? (1 x 2) (2)

4.1.8 Explain how useful this source is to a historian studying the role and influence of Steve Biko. (2 x 2) (4)

4.1.9 Using this source and your own knowledge, justify whether Biko was a threat to the apartheid government. (1 x 3) (3)

4.2 Use Source 4B.

4.2.1 Why is the journalist critical of what is usually written about Steve Biko? (1 x 2) (2)

4.2.2 Explain whether you agree with the statement that all South Africans, both black and white, lost a true leader. (2 x 2) (4)

4.2.3 How, in the opinion of Biko, did whites become conscious participants in the oppression of black people? (1 x 2) (2)

- 4.3 Compare Sources 4A and 4B. Explain how Source 4B supports Source 4A in highlighting Biko as a leader. (2 x 2) (4)
- 4.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining what made Biko a visionary leader. (6)
- 4.5 EXTENDED WRITING (The length of your response should be about TWO pages.)
- Answer ONE of the following questions: QUESTION 4.5.1 OR QUESTION 4.5.2.
- 4.5.1 Explain why Biko and the Black Consciousness Movement were significant in South Africa's liberation struggle. (30)
- OR**
- 4.5.2 'It is better to die for an idea that will live, than to live for an idea that will die.' – Steve Biko
- Using all the sources and your own knowledge, write a report for your history magazine explaining whether Steve Biko's life and death bears testimony to the above statement. (30)
- [75]**
- TOTAL: 150**