



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1**

**FEBRUARY/MARCH 2009**

**MARKS: 150**

**TIME: 3 hours**

**This question paper consists of 10 pages and an addendum of 14 pages.**

**INSTRUCTIONS AND INFORMATION**

1. The question paper consists of FOUR questions based on the prescribed content framework, 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?

- What types of states were set up?
- What were the possibilities and constraints?

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

- Focus 1960s: Civil Rights 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

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 STRUGGLE FOR CONTROL AND INFLUENCE BETWEEN THE SUPERPOWERS CONTRIBUTE TO 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 'ways of life' referred to by President Truman? (2 x 1) (2)
- 1.1.2 Why do you think the USA had to make frequent protests? (1 x 2) (2)
- 1.1.3 Using the information in this source and your own knowledge, explain how the Yalta agreement was violated. (2 x 2) (4)
- 1.1.4 Explain whether Truman's belief that 'it must be the policy of the USA to support free peoples' can be justified. (2 x 2) (4)
- 1.1.5 Why do you think Truman made references to totalitarian regimes? (2 x 1) (2)
- 1.1.6 Explain the limitation of this source to a historian studying the Cold War in Europe. (1 x 2) (2)
- 1.2 Study Source 1B.
- 1.2.1 Which TWO of the countries listed received the largest amount of financial aid? (2 x 1) (2)
- 1.2.2 Using your own knowledge, give TWO reasons why these two countries were given special attention. (2 x 1) (2)
- 1.2.3 Compare the total amount of aid that was given to the United Kingdom with that given to Switzerland. Using the information in the source and your own knowledge, explain the reasons for the differences in the allocation of aid. (2 x 2) (4)
- 1.3 Consult Source 1C.
- 1.3.1 Why do you think the Soviet Union denounced the Truman Doctrine and the Marshall Plan? (1 x 2) (2)
- 1.3.2 What were the reasons for the strong reaction from the Soviet Union? (2 x 1) (2)
- 1.3.3 Using this source and your own knowledge, explain how the conflict of interest between the USA and the USSR heightened Cold War tensions in Europe. (1 x 3) (3)

- 1.4 Refer to Source 1D.
- 1.4.1 Explain the accuracy of the cartoonist's depiction of events in Europe. (1 x 2) (2)
- 1.4.2 What reason can you give for the faint illustration: 'Marshall Plan Delay' looming on the far horizon? (1 x 2) (2)
- 1.4.3 In what way does the cartoon in Source 1D complement (support) Source 1A? (2 x 2) (4)
- 1.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) for your school's History magazine explaining why the USA offered aid to Europe after World War II. (6)
- 1.6 EXTENDED WRITING (The length of your response should be about TWO pages.)
- Answer ONE of the following questions: QUESTION 1.6.1 OR 1.6.2.
- 1.6.1 Explain how the contest for influence and control between the USA and USSR contributed to the Cold War tensions in Europe. (30)
- OR**
- 1.6.2 Using all the sources and your own knowledge, write a report for your local newspaper outlining whether the stance of the USSR in the Cold War can be justified. (30)
- [75]**

**QUESTION 2: DID JULIUS NYERERE'S POLICY OF UJAMAA HELP TANZANIA IN ATTAINING UHURU?**

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

2.1 Study Source 2A.

- 2.1.1 What were the aims of Nyerere's policy? (2 x 1) (2)
- 2.1.2 Define the following concepts in your own words:
- (a) Socialism
- (b) Ujamaa (2 x 2) (4)
- 2.1.3 What message does Nyerere wish to convey when he speaks of 'our land', 'our crop' and 'our shop'? (1 x 2) (2)
- 2.1.4 How do you think ordinary Tanzanians would have responded to Nyerere's announcement of the policy of Ujamaa? (2 x 1) (2)
- 2.1.5 Using Source 2A and your own knowledge, explain whether Nyerere's idea of 'such living and working in communities ...' was achievable. (2 x 2) (4)

2.2 Refer to Source 2B.

- 2.2.1 According to Viewpoint 1, explain why Mtikila was opposed to Nyerere's system of Ujamaa. (1 x 2) (2)
- 2.2.2 What methods did Nyerere's government use to suppress opposition? (Viewpoint 1) (3 x 1) (3)
- 2.2.3 What do you gather about Nyerere as a leader from the statement 'To live in a village is an order'? (Viewpoint 2) (2 x 1) (2)
- 2.2.4 Explain how the human rights of ordinary Tanzanians were violated. (Viewpoint 2) (1 x 3) (3)

2.3 Consult Sources 2A and 2B.

- 2.3.1 Explain how the information in Source 2A contradicts (goes against) the evidence in Source 2B regarding Nyerere's policy of Ujamaa. (2 x 2) (4)
- 2.3.2 Refer to Sources 2A and 2B and explain why you consider both the sources to be useful to a historian studying the period of Nyerere's rule of Tanzania. (2 x 2) (4)

- 2.4 Study Source 2C.
- 2.4.1 What message does the cartoon convey about Nyerere's policy of Ujaama? (1 x 2) (2)
- 2.4.2 Explain the reason for the frustrations expressed by the figure in the cartoon. (1 x 2) (2)
- 2.4.3 Whose point of view do you think is missing from this source? (1 x 3) (3)
- 2.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining Nyerere's ambition to make Tanzania economically self-sufficient. (6)
- 2.6 EXTENDED WRITING (The length of your response should be about TWO pages.)
- Answer ONE of the following questions: QUESTION 2.6.1 OR 2.6.2.
- 2.6.1 African countries, which attained their independence after 1960, followed different models to tackle the economic, political and social challenges that confronted them.
- Assess this statement by referring to a case study (a country) that you have studied. (30)
- OR**
- 2.6.2 Using all the sources and your own knowledge, write a report, as Tanzania's ambassador to the United Nations, explaining why Nyerere's policy of Ujamaa was the ideal model for Tanzania's Uhuru (freedom). (30)
- [75]**

**QUESTION 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE AMERICAN CIVIL RIGHTS MOVEMENT IN THE 1960s?**

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

3.1 Refer to Source 3A.

3.1.1 Define the following concepts in your own words:

(a) Civil disobedience

(b) Civil rights

(c) Desegregation (3 x 2) (6)

3.1.2 Why did it become necessary for Martin Luther King Jr to mobilise thousands of protesters? (2 x 1) (2)

3.1.3 Explain whether you think Martin Luther King Jr was justified in embarking on this protest action. (1 x 3) (3)

3.1.4 What does the use of 'tear gas, fire hoses and dogs' tell you about the police's handling of the situation? (2 x 1) (2)

3.1.5 Quote evidence from the source that suggests that the demonstration was well attended. (1 x 2) (2)

3.2 Use Source 3B.

3.2.1 What were Martin Luther King Jr's intentions in writing this letter? (2 x 2) (4)

3.2.2 What were the TWO issues of concern that Martin Luther King Jr raised in his letter? (2 x 2) (4)

3.2.3 What do you learn about America as a country from the statement 'We have waited for more than 340 years for our constitutional and God-given rights'? (2 x 2) (4)

3.3 Refer to Sources 3A and 3B. Explain why you consider these two sources to be useful to a historian studying the Civil Rights Movement. (2 x 2) (4)

3.4 Study Source 3C.

3.4.1 Why did Professor Sylvester pay tribute to Martin Luther King Jr? (2 x 1) (2)

3.4.2 'Black Americans needed a Martin Luther King Jr, but above all America needed him.' Explain whether this is an accurate assessment of Martin Luther King Jr. (2 x 2) (4)

3.4.3 How does the visual source support the written evidence in Source 3C? (1 x 2) (2)

3.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (60 words) justifying *Time Magazine's* choice of Martin Luther King Jr as 'Man of the Year' in 1964. (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 3.6.2.

3.6.1 Discuss how Martin Luther King Jr influenced the American Civil Rights Movement in the 1960s. (30)

**OR**

3.6.2 Using the information in all the sources and your own knowledge, write an article for your school's History magazine highlighting the legacy of Martin Luther King Jr. (30)  
**[75]**



**QUESTION 4: DID THE BLACK CONSCIOUSNESS MOVEMENT (BCM) CONTRIBUTE TO THE LIBERATION STRUGGLE 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 Define the concept *Black Consciousness* in your own words. (1 x 2) (2)
- 4.1.2 How did African-Americans influence Biko's thinking? (Perspective 1) (2 x 2) (4)
- 4.1.3 In what way do you think apartheid deprived black people of their pride and dignity? (2 x 2) (4)
- 4.1.4 What must be done, according to Biko in Perspective 2, for the 'black man' to change? (2 x 2) (4)
- 4.2 Use Source 4B.
- 4.2.1 According to Viewpoint 1, why was the BCM's policy regarded as a threat by the apartheid regime? (2 x 1) (2)
- 4.2.2 Explain to what extent the BCM influenced the Soweto uprising. (Viewpoint 1) (2 x 2) (4)
- 4.2.3 Refer to Viewpoint 2. What was Mathabane's view regarding the participation of the youth in the struggle? (2 x 2) (4)
- 4.2.4 What do you gather about the activist from his responses to the journalist? (Viewpoint 2) (1 x 2) (2)
- 4.2.5 Compare Viewpoints 1 and 2. Explain the differences between these viewpoints regarding the Soweto uprising. (2 x 2) (4)
- 4.3 Consult Source 4C.
- 4.3.1 What were the demands made by the Soweto students? (2 x 1) (2)
- 4.3.2 Explain how the BCM influenced the students of Soweto to embark on the struggle for freedom. (1 x 3) (3)
- 4.4 Refer to Sources 4B and 4C and explain their usefulness to a historian studying the Soweto uprising. (2 x 2) (4)
- 4.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining why the Black Consciousness Movement had a special appeal for the youth. (6)

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

Answer ONE of the following questions: QUESTION 4.6.1 OR 4.6.2.

4.6.1 The Black Consciousness Movement played a significant role in the struggle for liberation in South Africa in the 1970s.

Do you agree with the statement? Discuss critically. (30)

**OR**

4.6.2 Using the information in all the sources and your own knowledge, write a report for your local History magazine explaining how the Black Consciousness Movement influenced the political thinking of the youth in the 1970s. (30)

**[75]**

**TOTAL: 150**