



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P1
NOVEMBER 2010**

MARKS: 150

TIME: 3 hours

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

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions based on the prescribed content as contained in the guideline document:

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: Focus on Vietnam

QUESTION 2: HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?

- Case study: Kenya

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: WHAT WERE THE CONSEQUENCES OF THE UNITED STATES OF AMERICA'S (USA'S) INVOLVEMENT IN THE VIETNAM WAR?

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

1.1 Study Source 1A.

- 1.1.1 Which country did President Johnson blame for the war in Vietnam? (Viewpoint 1) (1 x 1) (1)
- 1.1.2 Explain whether President Johnson was justified in intervening in Vietnam. (Viewpoint 1) (2 x 2) (4)
- 1.1.3 According to Minh, what were the THREE methods of warfare that the USA used against Vietnam? (Viewpoint 2) (3 x 1) (3)
- 1.1.4 Why, do you think, Minh was opposed to the USA's intervention in Vietnam? (Viewpoint 2) (2 x 2) (4)
- 1.1.5 How would you account for the difference in the Vietnamese view of the USA's involvement in Vietnam? (2 x 2) (4)
- 1.1.6 Using the source and your own knowledge, explain why Vietnam became a focal point of the Cold War in the East. (2 x 2) (4)

1.2 Refer to Source 1B.

- 1.2.1 Explain why Nick Ut took this particular photograph. (Photograph 1) (2 x 2) (4)
- 1.2.2 How, do you think, the South Vietnamese would have reacted to Photograph 1? (1 x 2) (2)
- 1.2.3 What does Photograph 2 show about the USA government's attitude towards the anti-war protestors? (1 x 2) (2)
- 1.2.4 Explain how Photographs 1 and 2 influenced public opinion in the USA about the war in Vietnam. (2 x 2) (4)

1.3 Consult Source 1C.

- 1.3.1 Which group in the USA's military service recorded the highest percentage death toll? (1 x 1) (1)
- 1.3.2 Why, do you think, the number of the USA's air force and navy casualties was small? (1 x 2) (2)

- 1.4 Refer to Sources 1A, 1B and 1C. Explain which ONE of the three sources you would consider to be most useful to a historian researching the USA's involvement in the Vietnam War. (2 x 2) (4)
- 1.5 Using ALL the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the human rights of ordinary Vietnamese were violated. (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 QUESTION 1.6.2.
- 1.6.1 Explain the consequences of the USA's involvement in the Vietnam War. (30)
- OR**
- 1.6.2 Professor D Pike from the University of California, Berkeley, stated that 'the American military was not defeated in Vietnam'.
- Using ALL the sources and your own knowledge, write an article for the *Washington Post* evaluating the accuracy of the above statement. (30)
- [75]**

QUESTION 2: WHAT ROLE DID JOMO KENYATTA PLAY IN TRANSFORMING KENYA FROM 1960 TO 1970?

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

2.1 Study Source 2A.

- 2.1.1 Describe the mood of the Kikuyu people when Jomo Kenyatta was released from prison. (1 x 1) (1)
- 2.1.2 Why, do you think, the British public were surprised when they listened to Kenyatta on the BBC television programme? (1 x 2) (2)
- 2.1.3 What were the TWO leadership qualities that Kenyatta displayed when he addressed the settler community in Nakuru? (2 x 1) (2)
- 2.1.4 Why, do you think, Kenyatta felt it necessary to speak to white settlers in Nakuru? (2 x 2) (4)
- 2.1.5 The British Governor of Kenya, Patrick Reninson, described Kenyatta as the 'leader to darkness and death'. Explain how Kenyatta's address in Nakuru contradicted Reninson's view of him. (2 x 2) (4)
- 2.1.6 What, do you think, was intended by 'Harambee' ('Let's all pull together')? (1 x 2) (2)

2.2 Use Source 2B.

- 2.2.1 In what way does the statement 'This is the greatest day in Kenya's history ...' signify the importance of uhuru? (1 x 2) (2)
- 2.2.2 How, do you think, the European settlers in Kenya would have reacted to its attainment of independence? (2 x 2) (4)
- 2.2.3 Explain the intention of the photographers when these photographs were taken. (Visual sources) (2 x 2) (4)
- 2.2.4 Describe how the visual sources support the evidence in the written source. (2 x 2) (4)
- 2.2.5 Explain whether the visual sources (Photographs 1 and 2) would be useful to a historian studying Kenya's independence. (2 x 2) (4)

2.3 Refer to Source 2C.

2.3.1 How, do you think, Kenyatta's support of capitalist policies benefited Kenya? Give TWO reasons. (2 x 1) (2)

2.3.2 In what way does Odinga's policy of socialism differ from Kenyatta's policy of capitalism? (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 the impact that independence had on Kenya. (6)

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

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

2.5.1 Discuss the role played by Kenyatta in transforming Kenya from 1960 to 1970. (30)

OR

2.5.2 Kenyatta has been characterised both as the 'leader to darkness and death' and a 'great African statesman'. (Source 2A)

Using ALL the sources and your own knowledge, write an article for a historical journal in which you critically assess the above statement.

(30)
[75]

QUESTION 3: HOW DID THE MARCH TO THE LINCOLN MEMORIAL GATHER MOMENTUM IN THE STRUGGLE FOR CIVIL RIGHTS IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

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

3.1 Refer to Source 3A.

- 3.1.1 What was the intention of Martin Luther's 'I have a dream' speech? (Written source) (2 x 1) (2)
- 3.1.2 How, do you think, the following people would have reacted to Martin Luther's speech:
- (a) African Americans
- (b) White Americans of the South (2 x 2) (4)
- 3.1.3 Why did the photographer take this particular aerial photograph? (Visual source) (1 x 2) (2)
- 3.1.4 Explain the limitations of this photograph to a historian studying the march to the Lincoln Memorial. (Visual source) (2 x 2) (4)
- 3.1.5 In what way does the written and visual sources add value to your understanding of the march to Lincoln Memorial? (2 x 2) (4)

3.2 Use Source 3B.

- 3.2.1 Why, do you think, *The New York Times* chose to write an editorial article on the Civil Rights march? (2 x 2) (4)
- 3.2.2 Explain why the authorities did not react to the march to the Lincoln Memorial. (1 x 2) (2)
- 3.2.3 Using the information in the source and your own knowledge, explain the term *civil rights*. (1 x 2) (2)

3.3 Explain how Source 3A supports Source 3B regarding the march to the Lincoln Memorial. (2 x 2) (4)

3.4 Study Source 3C.

- 3.4.1 Why, do you think, the struggle for civil rights embarrassed the USA government? (1 x 2) (2)
- 3.4.2 How did President Kennedy respond to the struggle for civil rights in the USA? (1 x 3) (3)
- 3.4.3 Explain the importance of Kennedy's reference to '... it is time to act in Congress'. (1 x 2) (2)

- 3.5 Refer to Sources 3A, 3B and 3C. Explain which ONE of the three sources you would consider to be most useful to a historian writing about the history of the Civil Rights Movement in the USA. (2 x 2) (4)
- 3.6 Using ALL the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) to explain the role that Martin Luther King Jr played in the Civil Rights Movement. (6)
- 3.7 EXTENDED WRITING (The length of your response should be about TWO pages.)
- Answer ONE of the following questions: QUESTION 3.7.1 OR QUESTION 3.7.2.
- 3.7.1 Explain how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement in the USA in the 1960s. (30)
- OR**
- 3.7.2 Using the information from ALL the sources and your own knowledge, write an article for your local newspaper showing how peaceful resistance brought about changes to the policy of segregation in the USA. (30)
- [75]**

QUESTION 4: HOW DID STEVE BIKO AND THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?

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

4.1 Refer to Source 4A.

- 4.1.1 Why, according to Biko, was it necessary for the black man to change? (Viewpoint 1) (1 x 2) (2)
- 4.1.2 How did Pakendorf view Black Consciousness? (Viewpoint 2) (1 x 2) (2)
- 4.1.3 Using Viewpoints 1 and 2, explain in your own words the concept *Black Consciousness*. (1 x 2) (2)
- 4.1.4 Compare Viewpoints 1 and 2 and explain whether Pakendorf's view of Black Consciousness can be regarded as support for the black liberation movement. (2 x 2) (4)

4.2 Use Source 4B.

- 4.2.1 How were 'high-school students' influenced to take up political leadership in Soweto? (Extract 1) (2 x 2) (4)
- 4.2.2 Explain whether you agree with the statement that 'High schools ... were receptive to the Black Consciousness ideology ...'. (2 x 2) (4)
- 4.2.3 What led SASM to become 'a fully fledged organisation'? (2 x 1) (2)
- 4.2.4 Explain why you think Teboho Mohapi was justified in making the statement: 'We'd talk about Bantu education as a poison that enslaved us.' (2 x 2) (4)
- 4.2.5 Which ONE of the two extracts in Source 4B would you consider to be more useful in understanding the reasons for the Soweto Uprising? Explain. (2 x 2) (4)

4.3 Study Source 4C.

- 4.3.1 Why, do you think, this photograph is titled 'The Young Lions of Soweto, 16 June 1976'? (1 x 3) (3)
- 4.3.2 Explain whether the students were justified in embarking on this uprising. (2 x 2) (4)
- 4.3.3 Using the evidence from Sources 4B and 4C as well as your own knowledge, explain how these sources support each other regarding the mood of the students who participated in the Soweto Uprising. (2 x 2) (4)

- 4.4 Using ALL the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) to explain how the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s. (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 Discuss the role played by Steve Biko and the Black Consciousness Movement in influencing the Soweto Uprising in 1976. (30)
- OR**
- 4.5.2 Using ALL the sources and your own knowledge, write a report for your local history magazine explaining how the Black Consciousness Movement contributed to South Africa's liberation struggle. (30)
- [75]**
- TOTAL: 150**