basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

FEBRUARY/MARCH 2011

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 12 pages.

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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.

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QUESTION 1: HOW SUCCESSFUL WAS THE UNITED STATES OF AMERICA (USA) IN THE VIETNAM WAR?

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

1.1 Read Source 1A.

1.1.1 Quote evidence from the source to show that the Tet Offensive was a turning point in the war. (1 x 2) (2)

1.1.2 Explain to what extent the Tet Offensive influenced American public opinion about the war. (2 x 2) (4)

1.1.3 What do the words, 'Hey, hey, LBJ, how many kids did you kill today?', tell you about the attitude of Americans towards the Vietnam war? (2 x 2) (4)

1.2 Study Source 1B.

1.2.1 Explain the message conveyed by this photograph. (Visual source) (2 x 2) (4)

1.2.2 What, do you think, the photographer's intention was when taking this photograph of the My Lai massacre? (Visual source) (2 x 2) (4)

1.2.3 Explain whether Meadlo's actions in the My Lai massacre can be justified. (Written source) (2 x 2) (4)

1.2.4 Use the visual and the written sources.

(a) Based on Meadlo's testimony in the interview, explain to what extent you think this information would be useful to a historian researching the Vietnam war. (2 x 2) (4)

(b) Explain whether the actions of the USA soldiers can be viewed as a crime against humanity. (2 x 2) (4)

1.3 Refer to Source 1C.

1.3.1 Why, do you think, the number of American soldiers deployed in the Vietnam war was below 100 000 in the first few years from 1963 to 1964? (2 x 2) (4)

1.3.2 (a) In what year did the number of soldiers exceed 500 000? (1 x 1) (1)

(b) What conclusions can you draw from the statistics regarding the deployment of USA soldiers in Vietnam? (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 the impact of the My Lai massacre on Vietnam. (6)

1.5 EXTENDED WRITING (Your essay should be about TWO pages long.)

Answer ONE of the following questions: QUESTION 1.5.1 OR QUESTION 1.5.2.

1.5.1 Explain to what extent the USA was successful in the war in Vietnam. (30)

OR

1.5.2 '… all the military might of a superpower could not defeat a small nation of peasants.'

Do you agree with this statement? Discuss the statement critically in the light of the USA's involvement in Vietnam in the period 1963 to 1975. (30)
[75]

QUESTION 2: WHAT WERE THE POSSIBILITIES AND CHALLENGES THAT KENYA FACED ON ITS ROAD TO UHURU?

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

2.1 Study Source 2A.

2.1.1 Which colonial power governed Kenya? (1 x 1) (1)

2.1.2 How does Conley describe Kenya's reaction on attaining independence? (1 x 2) (2)

2.1.3 Explain why 20 October, a national holiday, was referred to as Kenyatta Day. (1 x 2) (2)

2.1.4 Name TWO steps that the new Kenyan government took to demonstrate its independence from colonial rule. (2 x 1) (2)

2.1.5 Using the source and your own knowledge, explain to what extent you consider the following statement to be accurate:

'There is every indication that Kenya will evolve into a one-party state.' (2 x 2) (4)

2.1.6 Explain how useful this source is to a historian researching Kenya's independence. (2 x 2) (4)

2.2 Use Source 2B.

2.2.1 Using the source and your own knowledge, explain the concept *Harambee*. (1 x 2) (2)

2.2.2 What do the words, 'The African share of new companies formed after independence rose from 19 per cent of the total in 1964, to 46 per cent in 1973', tell you about Kenya's economy? (1 x 2) (2)

2.2.3 How, do you think, the colonists would have reacted to post-independent changes in Kenya? (2 x 2) (4)

2.2.4 Explain to what extent the information in the statistical table supports the evidence in the written source with regard to Kenya's economic growth. (2 x 2) (4)

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2.3 Consult Source 2C.

2.3.1 (a) Why, do you think, Kentridge portrayed emerging independent African countries, like Kenya, in this manner? (1 x 2) (2)

(b) Explain whether Kentridge was justified in portraying African countries, like Kenya, in this manner. (2 x 2) (4)

2.3.2 In your own words, comment on the reference to 'wabenzi'. (1 x 2) (2)

2.4 Refer to Sources 2A, 2B and 2C. Explain which ONE of the three sources you would consider to be most useful to a historian researching post-independent Kenya. (2 x 2) (4)

2.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the changes Kenya underwent after independence. (6)

2.6 EXTENDED WRITING (Your essay should be about TWO pages long.)

Answer ONE of the following questions: QUESTION 2.6.1 OR QUESTION 2.6.2.

2.6.1 Discuss the possibilities and challenges that Kenya faced on its road to uhuru. (30)

OR

2.6.2 You are a senior official of the Organisation of African Unity (OAU). Using the sources and your own knowledge, write a report for the OAU outlining how Kenya responded to the various challenges as a newly independent country. (30)

[75]

QUESTION 3: WHY WERE THE 1965 SELMA TO MONTGOMERY MARCHES IN THE UNITED STATES OF AMERICA (USA) OF SPECIAL SIGNIFICANCE IN THE CIVIL RIGHTS MOVEMENT?

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

3.1 Refer to Source 3A.

3.1.1 Quote evidence from the source to indicate that racial segregation was a practice in the USA in the 1960s. (1 x 2) (2)

3.1.2 Why do you think the Voters League appealed to Martin Luther King Jr for help? (1 x 2) (2)

3.1.3 Explain why Martin Luther King Jr's statement, '... We are not on our knees begging for the ballot, we are demanding the ballot ...', can be supported. (2 x 2) (4)

3.1.4 How did the actions of the state troopers and the television coverage add value to the Civil Rights Movement? (2 x 2) (4)

3.1.5 Explain to what extent Rosa Parks influenced the Civil Rights Movement. (2 x 2) (4)

3.1.6 Explain whether the marches proved to be a turning point in the Civil Rights Movement. (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 Refer to Photograph 1. Why is this photograph entitled 'Bloody Sunday'? (2 x 2) (4)

3.2.2 Photograph 2 shows marchers carrying the American flag. What can you learn about the marchers and the Civil Rights Movement from this photograph? (1 x 3) (3)

3.2.3 Compare Photograph 1 and Photograph 2.

(a) Explain the differences between the Selma–Montgomery marches. (2 x 2) (4)

(b) How can you account for these differences? (2 x 2) (4)

3.3 Refer to Sources 3A and 3B. Explain which ONE of the two sources you think would be most useful to a historian writing the history of 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 Selma–Montgomery marches were necessary. (6)

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3.5 EXTENDED WRITING (Your essay should be about TWO pages long.)

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

3.5.1 Explain why the 1965 Selma–Montgomery marches were of special significance in the Civil Rights Movement. (30)

OR

3.5.2 Using all the sources and your own knowledge, write an article for a historical journal on the role played by Martin Luther King Jr in the Selma–Montgomery marches of 1965. (30)
[75]

QUESTION 4: WHAT WAS THE INFLUENCE OF THE BLACK CONSCIOUSNESS MOVEMENT ON 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 What do you understand by the concept *Black Consciousness*? (1 x 2) (2)

4.1.2 Explain the TWO forces that the black man, according to Biko, was subjected to in this country. (2 x 1) (2)

4.1.3 What, according to the source, are the factors that oppressed the black man? (3 x 1) (3)

4.1.4 Using the source and your own knowledge, explain why Biko's philosophy that the 'black man in himself has developed a certain state of alienation' can be justified. (1 x 2) (2)

4.1.5 Explain the usefulness of this source to a historian studying the history of the Black Consciousness Movement. (2 x 2) (4)

4.2 Use Source 4B.

4.2.1 How, according to Morobe, did the philosophy of Black Consciousness influence his thinking? (1 x 2) (2)

4.2.2 Explain why the apartheid government was opposed to the Black Consciousness Movement. (1 x 2) (2)

4.2.3 How did the Black Power struggle in the USA influence the Black Consciousness Movement in South Africa? (2 x 2) (4)

4.2.4 Why, do you think, it became necessary for activists to have meetings in secret? (1 x 2) (2)

4.3 Consult Source 4C.

4.3.1 What, do you think, the photographer's intention was when taking this photograph? (Visual source) (1 x 3) (3)

4.3.2 Using your own knowledge, in addition to what is highlighted in the photograph, name TWO other factors that motivated the students of Soweto to go on a march. (2 x 1) (2)

4.3.3 Explain the reliability of this photograph in capturing the mood of the students in the Soweto uprising. (Visual source) (1 x 3) (3)

4.3.4 Explain the similarity between the Soweto uprising (visual source) and the Black Consciousness Movement (written source). (2 x 2) (4)

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4.4 Compare Sources 4A and 4C. To what extent does the photograph in Source 4C support the view expressed by Woods in Source 4A. (2 x 2) (4)

4.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the impact of the Black Consciousness Movement on the students of Soweto. (6)

4.6 EXTENDED WRITING (Your essay should be about TWO pages long.)

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

4.6.1 Discuss the influence of the Black Consciousness Movement on the Soweto uprising of 1976. (30)

OR

4.6.2 Using all the sources and your own knowledge, write an essay for inclusion in the international media on the importance of the Black Consciousness Movement in South Africa's liberation struggle. (30)
[75]

TOTAL: 150

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