



Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2010

HISTORY – FIRST PAPER

MARKS: 150

TIME: 3 hours



This question paper consists of 8 pages and an addendum of 14 pages

INSTRUCTIONS AND INFORMATION

1. The question paper comprises of FOUR questions based on the prescribed content framework for 2010 which is as follows:

 QUESTION 1: 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? (CASE STUDY: KENYA)

 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.
2. Each question counts 75 marks and begins with a key question.
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.
4. In the answering of questions, candidates are required to demonstrate application of knowledge, skills and insight.
5. Rewriting of the sources as answers will be to the disadvantage of candidates.
6. Write neatly and legibly.

QUESTION 1: WHY AND HOW DID AMERICA BECOME INVOLVED IN THE VIETNAM WAR?

Use sources 1A, 1B, 1C and 1D to answer the following questions.

1.1 Refer to source 1A.

- 1.1.1 Use the written source and explain why America became involved in the Vietnam war. (1 x 2) (2)
- 1.1.2 How did the belief in the Domino Theory increase Kennedy and Johnson's fear of communism? (1 x 3) (3)
- 1.1.3 Do you think there was justification for the fear of the two presidents? Explain your answer. (2 x 2) (4)
- 1.1.4 Use the visual source and your own knowledge and explain the Domino Theory. (1 x 2) (2)
- 1.1.5 How does the visual source reinforce (support) the two presidents' belief in the Domino Theory? (2 x 2) (4)

1.2 Refer to source 1B.

- 1.2.1 Why, according to source 1B, did America become involved in the conflict in Vietnam? (2 x 2) (4)
- 1.2.2 Do you think these reasons justified American involvement? Explain your answer. (2 x 2) (4)
- 1.2.3 Use the source and your own knowledge and explain how Russia (communism) would benefit from the Domino effect in the East Indies. (2 x 2) (4)

1.3 Refer to source 1C.

- 1.3.1 How does McNamara's comment reinforce the Domino Theory? (1 x 2) (2)
- 1.3.2 Using the source and your own knowledge, explain to what extent the Cold War ideology influenced events in Vietnam. (2 x 2) (4)

1.4 Refer to source 1D

- 1.4.1 Use the source and your own knowledge and explain the concept: "Vietnamisation". (1 x 2) (2)
- 1.4.2 What message is the cartoonist trying to convey with this source? (2 x 2) (4)

- 1.5 Using the information from all sources and your own knowledge write a paragraph of 6 lines (60 words) on why America became involved in Vietnam. (6)

1.6 EXTENDED WRITING (Your answer should be about TWO pages long.)

Answer ONE of the following questions:

QUESTION 1.6.1. OR QUESTION 1.6.2.

- 1.6.1 Discuss why and how the United States of America got involved in the Vietnam war. (30)

OR

- 1.6.2 Using your own knowledge as well as the sources, explain how America's belief in the Domino Theory led to American involvement in the struggle between South- and North Vietnam. (30)

[75]

QUESTION 2: WHAT SOCIO-POLITICAL AND ECONOMIC STRUCTURES DID KENYA ESTABLISH AFTER INDEPENDENCE?

2.1 Refer to source 2A.

- 2.1.1 What type of economic policy did Kenya apply? (1 x 2) (2)

- 2.1.2 Use the source and your own knowledge to explain the following concepts:

- (a) Capitalism
(b) Harambee (2 x 2) (4)

- 2.1.3 How did the rural population apply harambee in practice? (2 x 1) (2)

- 2.1.4 Use the source and your own knowledge, the contradiction in Kenya's economic policy. (2 x 2) (4)

2.2 Use source 2B.

- 2.2.1 Explain what Mabonga meant with the following statement: '...that elements in the Kenya regime tarnished the noble spirit of harambee.' (2 x 2) (4)

- 2.2.2 Using the source, outline the reference to "enemies" as used by Kenyatta. (3 x 1) (3)

- 2.2.3 How did harambees assist the poor students in Kenya? (1 x 2) (2)

- 2.2.4 Explain the usefulness of this source to a historian studying the impact of harambees on Kenyan society. (2 x 2) (4)

2.3 Refer to source 3C.

2.3.1 What, do you think, motivated Kentridge to make this drawing? (2 x 2) (4)

2.3.2 Do you think Kentridge was objective in the drawing of this cartoon? (1 x 2) (2)

2.3.3 Use the source and your own knowledge to explain what the source reflects about the socio-economic position of people in post-independent Kenya. (2 x 2) (4)

2.3.4 How does source 2C compliment (support) source 2B in explaining the impact of harambees on Kenya's economy. (2 x 2) (4)

2.4 Using the information from all the sources and your own knowledge, write a paragraph of 6 lines (60 words) to explain the significance of harambees as part of Kenya's economy. (6)

2.5 **EXTENDED WRITING** (Your answer should be about TWO pages long).

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

2.5.1 Discuss the successes and constraints of Kenya's economic policy after independence. (30)

OR

2.5.2 Using your own knowledge as well as the sources, explain the impact of Kenya's economic policy on the people of Kenya. (30)
[75]

QUESTION 3: WHAT FORMS OF CIVIL RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

3.1 Use source 3A.

- 3.1.1 According to the source, which rights of black people were violated? (3 x 1) (3)
- 3.1.2 Use the source and your own knowledge to explain the following concepts:
- (a) Civil Rights
(b) Civil protest (2 x 2) (4)
- 3.1.3 Explain what King meant using the following words:
“the whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.” (2 x 2) (4)
- 3.1.4 What do you think was King’s intention when he delivered the “I have a Dream” speech? (2 x 2) (4)
- 3.1.5 Using the source, explain what King meant by using the following statement: ‘They will not be judged by the colour of their skin but by the content of their character.’ (1 x 2) (2)

3.2 Refer to source 3B.

- 3.2.1 According to the source, what were young people in the bus hoping to achieve? (2 x 2) (4)
- 3.2.2 Use the source and your own knowledge to explain which other campaign led to the Freedom Riders campaign. (1 x 2) (2)
- 3.2.3 What was the Ku Klux Klan’s and other whites’ response towards the Freedom Riders? (2 x 1) (2)

3.3 Study source 3C.

- 3.3.1 Use the source to explain the aim of ‘Freedom Summer’. (1 x 2) (2)
- 3.3.2 Why was it necessary for students to help black people in the South with voter registration? (2 x 2) (4)
- 3.3.3 What does this source reveal about social tensions in Mississippi? (2 x 2) (4)
- 3.3.4 How does source 3C complement source 3A in explaining 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 (60 words) in which you explain one form of civil liberty protest in the USA. (6)

- 3.5 **EXTENDED WRITING** (Your answer should be about TWO pages long).

Answer ONE of the following questions:

QUESTION 3.5.1 OR QUESTION 3.5.2.

- 3.5.1 Discuss the different campaigns of the Civil Rights Movement in the United States of America during the 1960s. (30)

OR

- 3.5.2 Using the information from all the sources and your own knowledge explain how successful the Civil Rights Movement was in the struggle for civil rights in America during the 1960s. (30)
[75]

QUESTION 4: WHAT WAS THE IMPACT OF BLACK CONSCIOUSNESS IDEAS ON BLACK STUDENTS IN SOUTH AFRICA DURING THE 1970s?

- 4.1 Refer to source 4A.
- 4.1.1 Using the information from the extract, explain why the students decided to protest. (1 x 2) (2)
- 4.1.2 What does the photo (visual source) reflect about the mood of the protesters. (2 x 2) (4)
- 4.1.3 Using the source and your own knowledge, explain the reaction of the police towards the protesters. (2 x 2) (4)
- 4.1.4 What was the impact of the Soweto uprising on:
- (a) the people of South Africa
- (b) the international community (2 x 2) (4)

- 4.2 Use source 4B.
- 4.2.1 What evidence is revealed in this song that children were taught government propaganda at school? (2 x 2) (4)
- 4.2.2 What sort of future, according to this song, awaited learners educated in black schools? (2 x 1) (2)
- 4.2.3 Using the source, explain whether the source would be useful to a historian who is studying the attitudes of African learners in the 1970s. (2 x 2) (4)
- 4.2.4 How does source 4B complement (support) source 4A in explaining the action of the police against black people during the 1970s? (2 x 2) (4)
- 4.3 Refer to source 4C.
- 4.3.1 Using the source and your own knowledge, explain the concept: Black Consciousness. (1 x 3) (3)
- 4.3.2 Explain what Biko meant with the statement: "They realise we are not dealing with mere bread and butter issues." (2 x 2) (4)
- 4.3.3 How reliable is this source in explaining the impact of Black Consciousness on the students during the Soweto uprising of 1976? (2 x 2) (4)
- 4.4 Using all the sources and your own knowledge, write a paragraph of six lines (60 words) explaining the influence of the Black Consciousness Movement on the students of Soweto. (6)
- 4.5 **EXTENDED WRITING** (The length of the essay 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 influence of the Black Consciousness Movement on the liberation struggle in South Africa. (30)

OR

- 4.5.2 Use all the sources and your own knowledge to evaluate Biko's role and influence on the Black Consciousness Movement in South Africa during the 1970s. (30)
- [75]**

TOTAL: 150



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**HISTORY – FIRST PAPER
ADDENDUM**

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TIME: 3 hours

This addendum consists of 12 pages.

QUESTION 1: WHY AND HOW DID AMERICA BECOME INVOLVED IN THE VIETNAM WAR?**SOURCE 1A****The Domino-Theory****WRITTEN SOURCE:**

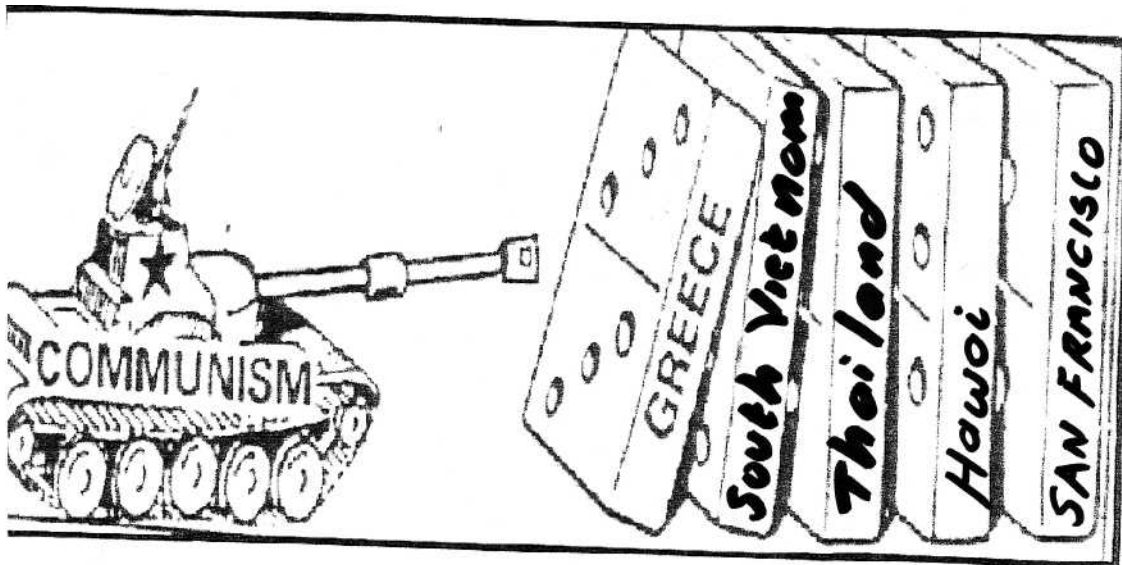
Both Presidents Kennedy and Johnson wanted the USA to stop the spread of communism into South Vietnam because they believed the “Domino Theory”. So did President Nixon.

“[Vietnam is]...the cornerstone of the Free World in Southeast Asia, the keystone to the arch, the finger in the dike.” (Senator John F Kennedy, 1956)

“If we don’t stop the Reds in South Vietnam, tomorrow they will be in Hawaii, and next week they will be in San Francisco”. (President Lyndon Johnson)

VISUAL SOURCE:

The USA believed that when one country became communist, it was like a domino that fell over and knocked over another domino, spreading communism to that state as well, until the USA itself was directly threatened.



Source: Viva History, Grade 12, p.39

SOURCE 1B**Another perspective on the Domino Theory:****The theory was used to justify American intervention in Vietnam.**

The loss of Vietnam with Laos on the west and Cambodia in the southwest would have meant the surrender to Communism and the domination of millions of people. On the material side, it would have meant the loss of valuable deposits of tin and big supplies of rubber and rice. It would have meant that Thailand, which had territory between itself and Red China, would be exposed on its entire eastern border to communist entry and attack. And if Indo-China fell, not only Thailand but Burma and Malaya would be threatened, with added risks to East Pakistan (now Bangladesh) and South Asia as well as to all Indonesia

Source: History for All, Grade 12, Macmillan, p.54-55

SOURCE 1C**The US Defense Secretary, Robert McNamara, explains why he supported America sending troops to Vietnam:**

First is the simple fact that South Vietnam, a member of the free world family, is striving to preserve its independence from communist attack.
Second, South East Asia has great significance in the forward defence of the USA. For Hanoi, the immediate object is limited: conquest of the South and national unification. For Peking (Beijing), however, Hanoi's victory would only be a first step towards eventual Chinese dominance of the two Vietnams and South East Asia and towards exploitation of the new strategy in other parts of the world.

Source: In Search of History, Grade 12, p.36

SOURCE 1D

"Vietnamisation" was the US policy which included spending more money arming and training the South Vietnamese and gradually withdrawing US ground troops and letting the South Vietnamese do their own fighting.



'If this boy of yours is real, how come we gotta wind him up all the time?'

Doubts about Nixon's policy of Vietnamization - the Guardian,
3 May 1972

Source: Twentieth Century World Affairs, Jack Watson, p.273

**QUESTION 2: WHAT SOCIO-POLITICAL AND ECONOMIC
STRUCTURES DID KENYA ESTABLISH AFTER
INDEPENDENCE?**

SOURCE 2A

Kenya opted for a capitalist approach to the economy

Kenya is a good example of an African country that followed the capitalist route to development. In his book *Africa since Independence: A Comparative History*, Paul Nugent claims that the origins of Kenya's capitalism can be traced back to the destruction of the Mau Mau rebels and the land settlement that followed independence. Very importantly, the large commercial farms belonging to the white settlers were not divided up after independence, and many of the country's new black elite acquired a stake in economic growth.

President Kenyatta's first post-independence government ensured that well-connected Kenyans shared in the country's business, industrial and agricultural sectors. While Kenya was a typical capitalist country in its encouragement of outside investment and private ownership, one aspect of Kenyan life had similarities to Nyerere's policy of Ujamaa and this was harambee – a Swahili word meaning let's get going or self-help. It reflected the fact that the Kenyan government did not regard itself as being in a position to meet all its social responsibilities. The rural population in particular was urged to practice Harambee. It involved local communities providing their own schools, clinics and other facilities with government help.

Source: Shuters History, Grade 12, p.72

SOURCE 2B

A letter to the editor of Kenyan newspaper, Daily Nation, dated 21 May 2003, supporting harambees.

For the sake of our country, harambee must continue

The stand Narc (National Rainbow Coalition) legislators have taken on harambees (voluntary funding) needs rethinking. During the Mombasa Forum on Economic Recovery for Job Creation and the Narc retreat at Nayuki, the majority of MPs argued that harambees should be abolished.

It is true that elements in the Kanu regime tarnished the noble spirit of harambee. Instead of pulling together for the sake of the disadvantaged in society, they enriched themselves illegally, contributing only some of the loot to the harambees. It is also common for crooked senior civil servants to prepare numerous cards and keep them in their offices, asking whoever sought assistance to make a donation. Chiefs and assistant chiefs threatened people's chickens and other valuables in the name of harambee. Worse, the huge amounts raised were rarely accounted for. However, harambee is at the heart of this nation. In his speech on being sworn in as prime minister on 1 June 1963, Mzee Kenyatta said: 'Many of our people suffer in sickness. Many are poor beyond endurance. As we participate in pomp and circumstance, and as we make merry at this time, remember this. We are relaxing before the toil that is to come. We must work harder to fight our enemies – ignorance, sickness and poverty. I, therefore, give you the call harambee!...'

In the early 1960s, harambees assisted people to better their lives. Fees were raised through self-help. Even after the airlifts initiated by Tom Mboya and Julius Kano, some students could not take up their scholarships because they could not raise the fare. Harambees bailed them out...In the 1970s, institutes of advanced science and technology were built through harambees...Many harambee schools were built by peasants. By 1965, a third of secondary schools were harambee...

Opicho J Mabonga
Kenyan Education Staff Institute
Nairobi

Source: Making History, Grade 12, p.59

SOURCE 2C

This drawing by William Kentridge, a famous South African artist, is of a member of the 'Wabenzi'. In East Africa, people cynically referred to the rich politicians, businessmen and officials who drove around in expensive Mercedes Benz cars as the 'Wabenzi'.



Source: In Search Of History, Grade 12, p.85

**QUESTION 3: WHAT FORMS OF CIVIL-RIGHTS PROTESTS
OCCURRED IN THE UNITED STATES OF AMERICA
(USA) DURING THE 1960s?**

SOURCE 3A

One of the greatest events of the Civil Rights Movement was the 1963 march on Washington where more than 250 000 took part in a peaceful protest against segregation. This extract is taken from the now famous 'I have a Dream' speech given by Martin Luther King to the assembled crowd at the Lincoln Memorial.

...we can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied...

...1963 is not an end, but a beginning... There will be neither rest nor tranquillity in America until the Negro is granted citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. But...in the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred... The marvellous new militancy which has engulfed the Negro community must not lead us to distrust all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone.

I have a dream that one day this nation will rise up, and live out the true meaning of its creed... that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that my four little children one day will live in a nation where they will not be judged by the colour of their skin, but by the content of their character... [So that one day] all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing the words of that old Negro spiritual 'Free at last! Free at last! Thank God Almighty, we are free at last!'

Source: New Africa History, Grade 12, p.81

SOURCE 3B

Pictured here are young Freedom Riders leaving by bus from New York to go to Washington DC. Note the slogans and demands on the posters.



Source: History for All, Grade 12, p.137

SOURCE 3C

FREEDOM SUMMER: Students were crucial in organizing the Civil Rights Movement in the Southern States. Volunteers organized courses on voting procedures.

“Freedom Summer” was organised in 1964 by CORE, NAACP and SNNC. The goal was to register African Americans in Mississippi, which at the time had the worst record in the nation, with less than 7% registration. Literacy tests and similar obstacles routinely were used to keep blacks from voting. Thirty “Freedom Schools” were set up in Mississippi towns. The response was violent. Schools, homes of volunteers and black churches came under attack. Dozens of volunteers were beaten by white mobs or police officers. The murders of civil rights activists Goodman, Chaney and Schwerner, believed to have been directed by the Ku Klux Klan, sparked outrage throughout America. More than 70 000 college students eventually joined the efforts of Freedom Summer.

Source: Viva History, Grade 12, p.126

QUESTION 4: WHAT WAS THE IMPACT OF BLACK CONSCIOUSNESS IDEAS ON BLACK STUDENTS IN SOUTH AFRICA DURING THE 1970s?

SOURCE 4A

The SOWETO-UPRISING:

The riots were sparked off by an educational issue – the introduction of Afrikaans as a medium of instruction in school.

Extract:

16 June 1976 – The Student Uprising

“Although the main reason for the 16 June protest was the Government’s decision on the use of Afrikaans, but pupils who embarked on the revolt of 1976 were influenced by other ideas and events.”

Visual source:

Marching students protesters, Soweto, 16 June 1976



Source: New Generation History, Grade 12, p.117

SOURCE 4B

South African Jessica Sherman adapted a protest song by American songwriter Pete Seeger to reflect the situation in Soweto.

What did you learn in school today?

What did you learn in school today,
Dear little child of mine?
We learnt that the West is always best,
And white is usually right,
And that rich and poor will always be,
And that's what makes us free.

And what did you learn in school today,
Dear little child of mine?
That education brings opportunities,
In this advancing age,
But we'll end up working in factories,
For a measly weekly wage.

What did you learn in school today,
Dear little child of mine?
We learnt that teargas burns the eyes,
We learnt how police dogs bite,
We learnt that batons break our bones,
And we're learning how to fight.

What did you learn in school today,
Dear little child of mine?
That agitators stir us up,
And lead us all astray,
BUT we can think and we can see,
And we want change today.

Source: New Generation History, p.147

SOURCE 4C**Steve Biko comments on the role of BC in the Soweto Uprising**

Where is the evidence of support among the younger generation for BPC? In one word Soweto! The boldness, dedication, sense of purpose, and clarity of analysis of the situation – all of these things are definitely a result of Black Consciousness ideas among the young generation in Soweto and elsewhere. Indeed, this is not quantitatively analyzable. For the power of a movement lies in the fact that it can indeed change the habits of people. This change is not the result of force but of dedication, of moral persuasion. This is what has got through to the young people. They realize we are not dealing with mere bread and butter issues.

Source: In Search of History, Grade 12, p.147

ACKNOWLEDGEMENTS

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)
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Biko Steve. *SASO Newsletter, We Blacks 'I write what I like'*, September 1970.
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