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HISTORY – FIRST PAPER

ADDENDUM

This addendum consists of 12 pages.

QUESTION 1: WHY WAS THE BERLIN WALL BUILT AND HOW DID IT REFLECT THE SITUATION BETWEEN THE SUPERPOWERS?

SOURCE 1A:

Throughout 1961 three different factors combined to create increasing tension between the superpowers in Berlin. This led to the building of the Berlin Wall by the East German government.

Since the creation of East Germany in 1949 over three million refugees, many of them skilled and economically active, fled to the West. By July of 1961 about 10 000 people a week were 'voting with their feet' and opting for the higher standard of living and greater freedom which the West offered. The East German government wanted to seal the border to stop the flow of refugees to the West.

Tension had increased between the USSR and the West as a result of the 1961 Bay of Pigs incident in Cuba, during which the US had been involved in an attempt to overthrow the newly established communist government of Fidel Castro.

Khrushchev needed a diplomatic victory to secure his position in the Soviet government. His domestic policies were failing, and he was being blamed for the diplomatic split between the two communist giants, the USSR and China. This led to the building of the Berlin Wall by the East German government. It stopped the flow of refugees, and as a result the East German economy improved.

The West was powerless to prevent the building of the Wall, but the status of West Berlin remained unchanged, an island of capitalism and democracy surrounded by East Germany. Many East Germans died trying to escape across the Wall, which became the most famous symbol of the Cold War period.

SOURCE: *In Search of History, Grade 12*, pp 341-342

SOURCE 1 B

The following are different viewpoints on the building of the Berlin Wall.

Viewpoint 1: This is the official view of the Communist-controlled East German government in 1961 as to why the wall was built.

In no other part of the world are so many spies of foreign states to be found as in West Berlin. Nowhere else can they act with such freedom. These spies are smuggling agents into the GDR [German Democratic Republic - the Russian name for East Germany], inciting sabotage and provoking riots and demonstrations.

Measures [the building of the Berlin Wall] have been taken ... in the interest of peace in Europe and of the security of the GDR (East Germany) and other Socialist states.

Viewpoint 2: A Western view on the building of the Berlin Wall.

On the other hand, West Berliners saw the Wall as a symbol of Soviet repression (the use of force to put down disorder and opposition). From 1961 until the fall of the Wall in 1989, 171 people were killed trying to escape to West Berlin

SOURCE 1C

In the following sources are the views expressed by President JF Kennedy of the USA before and after the building of the Berlin Wall:

Written Source 1:

In 1961 President JF Kennedy explained his views on Berlin and the reasons why the Western Powers would not give up its position in West Berlin which was surrounded by East Germany:

[Berlin] is more than a showcase of liberty, a symbol, an island of freedom in a Communist sea. It is even more than a link with the free world, a beacon of hope behind the Iron Curtain, an escape hatch for refugees ... above all it has become, as never before, a great testing place of Western courage and will.

Visual Source 2:

US President John F. Kennedy addresses a huge rally in front of the City Hall in Berlin, in June 1963:

“Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our people in ...”



Source: Nigel Hunter, *Spotlight on the Cold War*, p.44

QUESTION 2: WHAT WERE THE ECONOMIC POSSIBILITIES AND CONSTRAINTS THAT GHANA FACED AFTER INDEPENDENCE?**SOURCE 2A:**

This is how Kwame Nkrumah described Ghana's economic policy:

Ghana inherited a colonial economy ... We cannot rest until we have demolished the miserable structure and raised in its place an edifice of economic stability, thus creating for ourselves a veritable paradise of abundance and satisfaction ... We must go forward with our preparations for planned economic growth to supplant the poverty, disease and illiteracy left in the wake by discredited colonialism and decaying imperialism ... Socialism is the only pattern that can, within the shortest possible time, bring the good life to the people.

Source: *New Africa History, Grade 12, p 56*

SOURCE 2B:

Nkrumah's explanation of African socialism and the implementation thereof:

Although Ghana is also considered to be an example of African Socialism, Nkrumah's goals and methods were very different from Nyerere's. Nkrumah associated socialism with modernity.

Like Stalin in the 1930's, he was intent on using socialism as a means of catching up with the developed world. His constant goal was to make Africa independent and united, so that it could keep imperialism and neo-colonialism at bay. Although socialism was the official policy, he did not make any great effort to nationalize either land or industry in Ghana. His emphasis was on industrial development and rural development was neglected. The Seven-Year-Plan, which started in 1961, consisted of a number of projects, some with high priority and others less so. Nkrumah did not place emphasis on self-reliance at this stage, as he needed to raise the funds for the Seven-Year-Plan from outside Ghana.

Unfortunately, Ghana's Seven-Year Plan coincided with a sharp drop in the world price of cocoa, Ghana's main export. In order to get the capital for the major economic projects in the Seven-Year Plan, Nkrumah was forced to:

- squeeze money out of the peasants by paying them very low prices for their products
- borrow money from countries like Britain and the USA, which he had sharply criticized as neo-colonialist

The failure of President Nkrumah's economic policies led to declining agricultural production, an increase in smuggling and an increasing burden of foreign debt. By 1966, most Ghanaians were worse off than they had been before independence.

Source: *Shuters History, Grade 12, pp 74-75, 95*

SOURCE 2C

The two sources deal with the economic challenges that Ghana faced after independence.

Written source:

The text that follows describes Ghana's economic policies and includes statistical information on the performance of Ghana's economy:

Although expectations were high, colonialism had not allowed a local African business community to develop. International development agencies like the World Bank and others encouraged African governments to take loans to establish big capital-intensive industrial projects like dams, factories and mines. However, bad planning, inefficiency and corruption happen when governments are not accountable to their citizens, and projects often failed to live up to the imagined potential.

The story of Nkrumah's agricultural policies in Ghana is similar to many countries. State farms were staffed by CPP supporters and their families. They often relied on expensive imported machinery, which often broke down, and getting spare parts was difficult. The state-controlled Cocoa Marketing Board tried to take more and more of the profit by paying lower and lower prices to producers. In 1960, the Board paid 72% of the money from the sale of cocoa to farmers. By 1965, farmers were getting only 41% of the money from cocoa sales. Farmers responded by selling their cocoa illegally and by refusing to plant more trees. In the 15 years after 1965, cocoa production in Ghana halved.

Source: *New Africa History, Grade 12, p 55*

Visual Source:

A billboard encouraging Ghanaians to export more. This would bring in more money.



Source: *In Search of History, Grade 12, p 95*

QUESTION 3: WHAT INFLUENCE DID THE MONTGOMERY BUS BOYCOTT IN 1956 HAVE ON THE CIVIL RIGHTS MOVEMENTS IN THE USA?

SOURCE 3A

A photograph taken of Rosa Parks sitting on a forward seat in the bus to commemorate (celebrate) her historic act of defiance on 1 December 1956.



Source: *Govender, SP, New Generation History, 2007, p 129*

SOURCE 3B

This is an extract of a speech made by Martin Luther King in 1963. It was quoted in CK Macdonald, *Modern America*, 1987.

There comes a time when people get tired. We are tired of being segregated and humiliated, tired of being kicked about. We have no choice but to protest. We are protesting for the birth of justice. In our protest there will be no cross burnings. No white person will be taken from his home by a hooded Negro mob and brutally murdered. There will be no threats and bullying. Love must be our ideal. Love your enemies, bless them and pray for them. Let no man pull you so low as to make you hate him.

Source: *New Generation History Study Guide, Grade 12, p 59*

SOURCE 3C

This is from a secondary source about the civil rights movement:

Strong local communities formed the core of the civil rights movement. Often brave and committed individuals provided the spark for these communities to act.

The first and one of the most important expressions of this process occurred in Alabama's small city of Montgomery ... Blessed with well-organized educational, religious, and other institutions, this city's African American community of 45 000 was [in a position] to make history ... The movement in Montgomery did not emerge out of the blue ... It was as a result of years of organization and planning by protest groups. In addition to its numerous churches, two black colleges [universities], and other social organizations, the Alabama capital had a strong core of protest groups ...

On Thursday, December 1, 1955, Rosa Parks, a forty-three-year old department store seamstress and civil rights activist, boarded a city bus and moved to the back where African Americans were required to sit. All seats were taken so she sat in one toward the middle of the bus. When a white man boarded the bus, the driver ordered Parks to vacate [give up] her seat for him. There was nothing unusual in his request, but on this fateful day, Rosa Parks refused to move. She had not planned to resist on that day but, as she later said, she had "decided that I would have to know once and for all what rights I had as a human being and a citizen..." When her moment came she seized it and with this act of resistance launched the Montgomery bus boycott movement and inspired the modern civil rights struggle for freedom and equality.

**DC Hine, WC Hine and S Harrold, *The African-American Odyssey*
Volume 2: Since 1863, 2000, pp 504-6**

**QUESTION 4: HOW DID BLACK CONSCIOUSNESS INTENSIFY THE
LIBERATION STRUGGLE AGAINST APARTHEID IN THE 1970s?**

SOURCE 4A

This is an extract of quotations from writings of Steve Biko where he describes the meaning of Black Consciousness.

Blacks are 'those who are by law or tradition politically, economically and socially discriminated against as a group in South African society and identify themselves as a unit in the struggle towards the realisation of their aspirations ... Being black is not a matter of pigmentation – being black is a reflection of a mental attitude ...

Black Consciousness sought ... to show black people the value of their own standards and outlook ... to judge themselves according to these standards and not to be fooled by white society who have whitewashed themselves and made white standards the yardstick by which even black people judge each other.

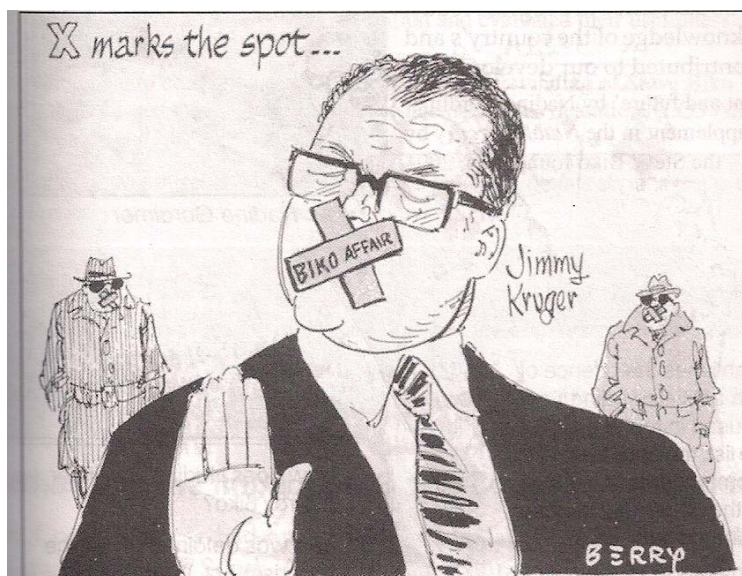
The most potent weapon in the hands of the oppressor is the mind of the oppressed ... We within the Black Peoples' Convention have made up our minds that we must operate within the confines of law or we will not operate.

Claire H, et al, *Making History Grade 12*, p 139

SOURCE 4B

This source comprises of two Visual Sources that show different reactions to the death of Steve Biko:

VISUAL SOURCE 1: This is a cartoon of Jimmy Kruger, the Minister of Justice. It shows his reaction after the death of Steve Biko.



VISUAL SOURCE 2: This is a photo of British anti-apartheid movement protesting against Biko's death in 1977.



Source: Visual source 1, Dlamini et al, *Shuter's History*, p 135

Visual source 2, Govender, *SP New Generation History*, p 121

SOURCE 4C

This is an extract taken from *Youth Culture and Politics in Soweto* by Clive Glaser, commenting on the influence of Black Consciousness in Soweto schools:

By the mid-1970s, high school students were uniquely placed to assume political leadership in Soweto. Secondary schools ... had a unifying influence. They drew together literate youths with similar experiences and grievances on a large scale. High schools ... were receptive to the Black Consciousness ideology ... School students, with energy and independence, and brimming with a self-belief inspired by Black Consciousness, occupied the political vacuum left by the outlawed Congress movement.

Source: *Friedman M, et al, Looking into the Past, p 156*

SOURCE 4D

A pamphlet distributed at the time of the 1976 uprising as part of the government's attempt to undermine the protest action.



Source: *Botarro J et al, Oxford in Search of history, p 148*

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following books:

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Graves, F et al 2007 *Moments in History* (Juta Gariep)
Spencer, J et al. 2007. *New Africa History* (New Africa Books)
Biko Steve. *SASO Newsletter, We Blacks 'I write what I like'*, September 1970.
Basil Davidson 1994 *Modern Africa*, Pearson.