



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
COMMON TEST
JUNE 2014**

MARKS: 100

TIME: 2 hours

**This question paper consists of 7 pages and
an addendum of 8 pages.**

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.
2. SECTION A consists of TWO (2) source-based questions. Source material that is required to answer questions will be found in the ADDENDUM.
3. SECTION B consists of TWO (2) essay questions.
4. Answer TWO (2) questions.
 - 4.1 Answer ONE (1) source-based question and ONE (1) essay question.
5. When answering questions, candidates should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage candidates.
7. Questions and subsections of questions must be numbered clearly and correctly.
8. Write clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer ONE (1) question from this section. Source material to be used to answer these questions is in the ADDENDUM.

QUESTION 1: HOW DID RUSSIA'S ATTEMPT AT HAVING SOLE ACCESS TO EAST BERLIN AFFECT THE ORDINARY PEOPLE OF GERMANY IN THE 1950s to 1960s?

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

1.1 Study Source 1A.

- 1.1.1 Using the source and your own knowledge, explain how the USA and Soviet Russia became involved in Berlin. (2 x 2) (4)
- 1.1.2 Explain the conflicting political ideologies of the USA and Soviet Russia. (2 x 2) (4)
- 1.1.3 What, according to the source, were the reasons for people from East Berlin to move to West Berlin? (2 x 1) (2)
- 1.1.4 Why, according to Soviet Russia, was it necessary for the Berlin Wall to be built? (1 x 2) (2)
- 1.1.5 Explain what you think is meant by the phrase "...those rumours were soon made a concrete reality". (1 x 2) (2)

1.2 Study Source 1B.

- 1.2.1 Why was Peter Fechter's friend lucky to have made it to the West with only minor injuries? (2 x 2) (4)
- 1.2.2 What do you think motivated Peter Fechter and his friends to flee to the West? (1 x 2) (2)
- 1.2.3 Explain why no one went to help Fechter when he lay crying for help next to the wall. (1 x 2) (2)
- 1.2.4 Using information from the source and your own knowledge, explain how you think this incident could have become a subject for Cold War propaganda in the West. (2 x 2) (4)

1.2.5 What do you understand by the term *propaganda*? (1 x 2) (2)

1.2.6 Comment on the attitude of the East German guards with regards to people defecting to the West. (2 x 2) (4)

1.2.7 Looking at Sources 1A and 1B, which source would you find more useful when researching the effects of the construction of the Berlin Wall. (1 x 3) (3)

1.3 Use Source 1C.

1.3.1 Mention THREE ways used by the Soviets to stop access to East Berlin. (3 x 1) (3)

1.3.2 What does the cartoonist wish to convey in this cartoon? (1 x 2) (2)

1.3.3 How did the West respond to these blockades? (1 x 2) (2)

1.3.4 Using information in the relevant sources and your own knowledge, write a paragraph of about eight (8) lines explaining how East Germans were affected by the Soviet Russia's attempt to have sole access to East Berlin. (8)
[50]

**QUESTION 2: HOW DID MARTIN LUTHER KING JR's CIVIL DISOBEDIENCE
PAVE THE WAY FOR DESEGREGATION IN THE USA IN THE 1960s?****Study Sources 2A, 2B and 2C to answer the following questions.****2.1 Use Source 2A**

- 2.1.1 Why do you think the students were referred to as Little Rock Nine? (1 x 2) (2)
- 2.1.2 How would you describe Governor Faubus' attitude towards racial integration in schools. (1 x 2) (2)
- 2.1.3 How did the white supremacists react to school desegregation? (1 x 2) (2)
- 2.1.4 Why do you think the Little Rock Nine persisted (continued) to attend in Central High, despite the humiliation they experienced? (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 Mention THREE demands highlighted by the Americans in the source. (3 x 1) (3)
- 2.2.2 Why do you think the photographer took this photograph? (1 x 2) (2)
- 2.2.3 Explain whether a historian researching the forms of resistance during the Civil Society protests in USA, would find this source useful. (2 x 2) (4)

2.3 Study Source 2C.

2.3.1 What according to the source led to the passing of the Voting Rights Act of 1965? (1 x 2) (2)

2.3.2 Define the term Segregation in your own words. (1 x 2) (2)

2.3.3 List THREE areas where African Americans were segregated. (3 x 1) (3)

2.3.4 How, according to the source, did the state-troopers react to the marchers led by John Lewis? (3 x 1) (3)

2.3.5 Why do you think there was an increase in the number of demonstrators between Selma and Montgomery? (1 x 3) (3)

2.3.6 Explain why Martin Luther King Jr. embarked on a series of demonstrations in Alabama. (1 x 2) (2)

2.3.7 Using the source and your own knowledge, explain why Martin Luther King's civil disobedience appealed to the majority of Americans in their fight against discrimination. (2 x 2) (4)

2.3.8 Explain whether you agree that the marches proved to be a turning point in the history of the Civil Rights Movement. (2 x 2) (4)

2.4 Using the information from relevant sources and your own knowledge, write a paragraph of about eight (8) lines (about 80 words) explaining the impact the civil disobedience protests had on the USA in the 1960s. (8)

[50]**TOTAL SECTION A: 50**

SECTION B: ESSAY QUESTIONS

Answer ONE (1) question from this section.

QUESTION 3: EXTENSION OF THE COLD WAR: VIETNAM

Lyndon Johnson, president of the United States of America (USA) said that he was not going to be defeated by a group of Asians wearing pyjamas.

With reference to this statement, comment critically on whether Lyndon Johnson was justified in participating in the Vietnam War.

[50]**QUESTION 4: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s:
BLACK POWER MOVEMENT**

Critically examine how the emergence of the Black Power Movement, as an alternative to Martin Luther King's non-violence protest, affected the lives of the African Americans in the 1960s.

[50]**TOTAL SECTION B: 30****GRAND TOTAL: 100**



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ADDENDUM

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This addendum consists of 8 pages including this page.



QUESTION 1: HOW DID RUSSIA'S ATTEMPT AT HAVING SOLE ACCESS TO EAST BERLIN AFFECT THE ORDINARY PEOPLE OF GERMANY IN THE 1950s to 1960s?**SOURCE 1A**

This extract is on the construction of the Berlin Wall by the German Democratic Republic, to exercise full control of East Germany in 1961.

Construction on the Berlin Wall began early on the morning of Sunday, 13 August, 1961. It was desperate – an effective move by the German Democratic Republic (GDR) to stop East Berliners escaping from the Soviet-controlled East German state into the West of the city, which was then occupied by the Americans, British and French.

Berlin's unique situation as a city half-controlled by Western forces, in the middle of the Soviet Occupation Zone of Germany, made it a focal point for tensions between the Allies and the Soviets and a place where conflicting ideologies were enforced side by side.

However, as more and more people in the Soviet-controlled East grew disillusioned with communism and the increasingly oppressive economic and political conditions, an increasing number began defecting to the West. By 1961 an estimated 1 500 people a day were fleeing to the West, damaging both the credibility and, more importantly, the workforce of the GDR. Soon rumours began to spread about a wall, and it wasn't long after that those rumours were made a concrete reality.

Source accessed from: <http://www.berlin-life.com/berlin/wall>

SOURCE 1B

The following is an account of Peter Fechter, a teenager who was killed trying to escape over the Berlin Wall in August 1962. Taken from *The Berlin Wall: A world divided* by Frederick Taylor; 2008.

Peter Fechter, eighteen years old, belonged to a circle of rebellious East German teenagers, who decided they would make a mass break-out to the West. As the planned day approached, predictably, most lost their nerve and dropped out, leaving just Fechter and a close friend.

Having dodged the guards who patrolled the restricted area behind the sector border, the two young men found themselves hiding in a disused building near the Wall. Gathering their courage, they finally left cover and made their high-risk dash. As they mounted the first wire barrier on the Eastern side, his friend going first and Fechter following, border guards opened up with automatic weapons from a distance of about fifty metres. They ran on. His friend reached the three metre high wall that marked the border with the American sector, managed to scale it, and jumped over with bullets thudding into the cement centimetres from him. He made it safely to the West with minor injuries.

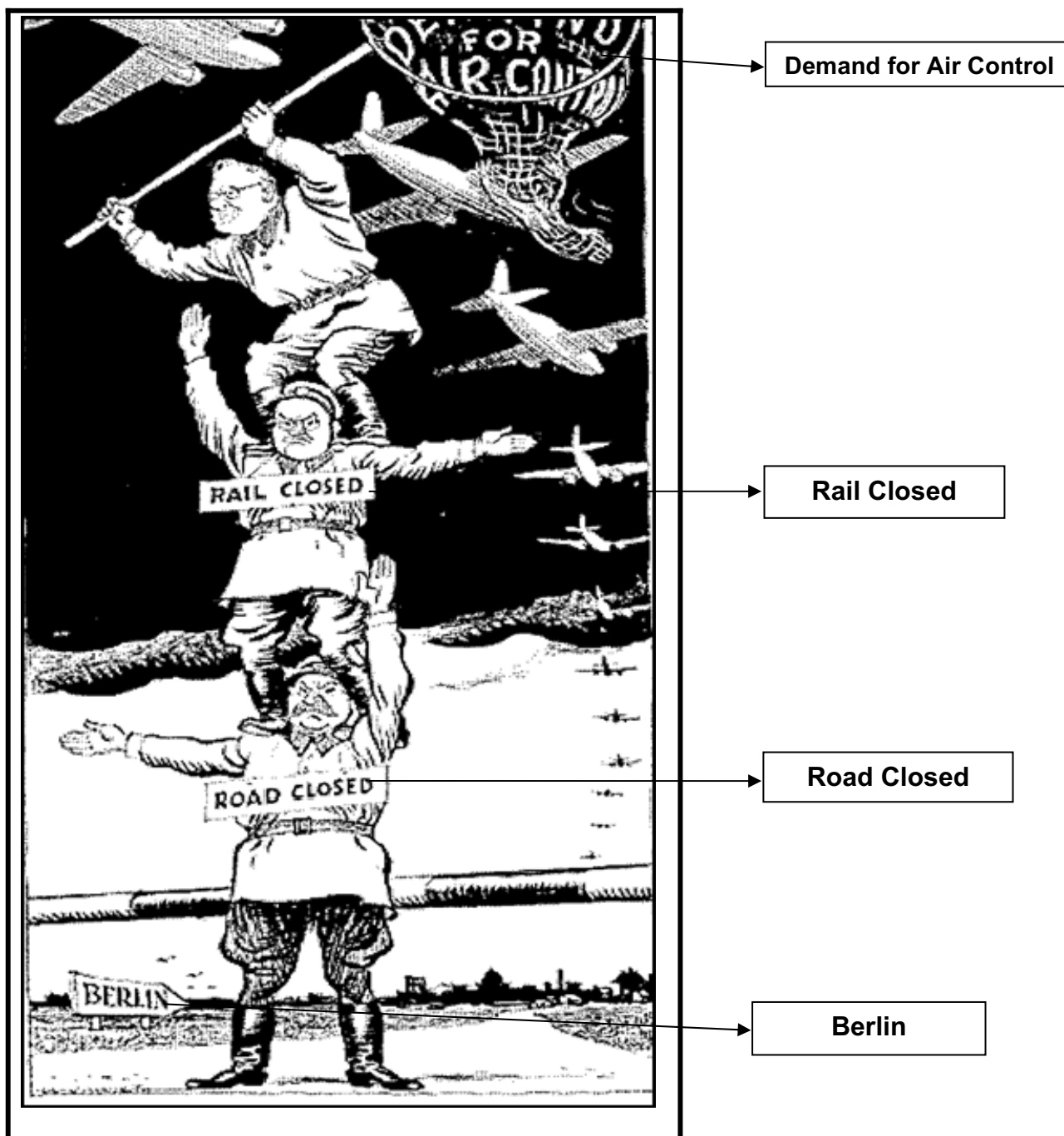
Peter was not so lucky. As he tried to follow his friend over the final barrier, Fechter was hit in the leg and slid back into no man's land. There he lay, moaning and crying for help, at first loudly, then in an increasingly weak and desperate voice.

The bullet in his leg had severed an artery. An angry crowd of West Berliners quickly gathered. No one arrived from the East or West to save the wounded man. After an hour and a half, East German police removed the unconscious Fechter who was pronounced dead on arrival at the police hospital. The death of Peter Fechter sparked outrage in the West.

From: *The Berlin Wall: A World Divided* by F. Taylor

SOURCE 1C

This is a cartoon from the National Library of Wales was an attempt at total transport blockade of Berlin. It is Vyshinsky and Molotov standing on Stalin's shoulders blocking access to the West.



From: <http://www.llgc.org.uk/cgi-berlin>

**QUESTION 2: HOW DID MARTIN LUTHER KING JR's CIVIL DISOBEDIENCE
PAVE THE WAY FOR DESEGREGATION IN THE USA IN THE 1960s?****SOURCE 2A**

This extract is adapted from *Via Afrika History 2013* by S.Grove. It highlights the challenges faced by African Americans during the Desegregation of schools in Little Rock Arkansas.

During 1949 and 1950, the legal team, put together by Thurgood Marshall and Professor Charles Houston, had won legal victories in higher education. In a landmark decision in May 1954, the Supreme Court ruled that racial segregation in schools was unconstitutional.

...By the summer of 1957, the school officials had selected 17 African American students to be enrolled at Central High. Some parents of the 17 students withdrew their children, fearing for their safety. At the beginning of the new school year, nine African American students had enrolled for Central High. They became known as the Little Rock Nine...

The day before the nine students were to enter Central High, Governor Faubus called in the national guard to surround the school. The reason he gave on television was that he had heard that white supremacists were planning to gather at central high, and if the African Americans attempted to enter the school, 'blood would run in the streets'...

...For the next 17 days, the Arkansas National Guard prevented the Little Rock Nine from entering Central High...On Monday, 23 September local police officers placed wooden barricades around Central high as more than a thousand angry white men and women gathered in front of the school building. To avoid the mob, the students entered through a side door. Fearing escalating mob violence, however, the students were rushed home soon afterward.

...Throughout that school year the Little Rock Nine continued to be subjected to racist hatred. White students yelled insults at them in the halls and during class. They beat up the Nine, particularly the boys, walked on their heels until they bled; destroyed their lockers and threw flaming paper wads at them in the bathrooms.

The Nine did their best not to retaliate, except for Minniejean Brown who lost her patience and was expelled.

Governor Faubus, with the majority support of the white community, closed all four of Little Rock's public high schools, rather than proceed with desegregation.

In June 1959, the Supreme Court ruled that the school board must reopen the schools and resume the process of desegregation.

From: *Via Afrika History Grade 12* by S. Grove

SOURCE 2B

This photograph shows the civil rights protesters in the USA in the 1960s. They were protesting against unjust laws posed on African Americans in different states in the US.



From: <http://stayinalive70.wordpress.com/2012/04/03/new-found-freedom>

SOURCE 2C

The extract below is from an article in *National Geographic*, February 2000, by C. Stone. It highlights how the marches eventually ended in the passing of the Voting Rights Act of 1965.

Thirty-five years ago, civil rights activists marched from Selma to Montgomery in a protest that led to the passing of the Voting Rights Act in 1965. Back then, Selma was a small southern town of 28 000 people with segregated schools, housing, jobs, theatres, swimming pools. Like millions of African Americans, those in Selma were denied the right to vote by poll taxes, literacy tests, and other intimidation tactics.

... The Voters League appealed to Martin Luther King Jr to add his charismatic clout (charming personality). In January 1965, King launched a series of demonstrations in Alabama. 'We must be willing to go to jail by the thousands,' ... 'We are not on our knees begging for the ballot, we are demanding the ballot ...'

... On Sunday 7 March, hundreds of demonstrators led by John Lewis and Hosea Williams of the SCLC (Southern Christian Leadership Conference) set out on a 54-mile (86-kilometre) trek. At the Edmund Pettus Bridge they confronted Alabama State troopers sent by Governor George Wallace, along with Sheriff Jim Clark and his 'posse' (sheriff's assistants). Ordered to disperse (break up), the marchers stood fast.

... Clark's men, some on horseback, charged in. A chaos of tear-gassing, whipping and clubbing left several demonstrators unconscious ... Televised images of flailing (swinging) clubs spilled into living rooms across the country. Americans were horrified. Ironically, a non-violent march ended violently in 'Bloody Sunday'.

... Momentum began building for another march. On Tuesday 9 March, Martin Luther King Jr led 2 000 people across the Pettus Bridge. Once again state troopers blocked the way. King turned the marchers around, and no one was injured. The following week President Lyndon Johnson went on television to call for legislation banning restrictions that denied blacks the right to vote.

... For five days, from March 21 to 25, the road between Selma and Montgomery was lined with marchers. Led by King, more than 3 000 people set out from Selma. At the march's end the crowd that King addressed live on national television from the foot of the state capital steps had swelled beyond 25 000. Another speaker was Rosa Parks whose refusal to give up her seat on a Montgomery bus had helped set off the modern Civil Rights Movement. 'The march was a turning point in the movement,' said John Lewis. That August, Congress passed the Voting Rights Act.

From: ***National Geographic*** by C. Stone

ACKNOWLEDGEMENTS

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