



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**SENIOR CERTIFICATE EXAMINATION - 2005**

**HISTORY P2**

**STANDARD GRADE**

**OCTOBER/NOVEMBER 2005**

**Marks: 150**

**2½ Hours**

**This question paper consists of 8 pages and an ADDENDUM of 15 pages.**



**INSTRUCTIONS TO CANDIDATES**

Read the following instructions carefully before deciding on which questions to answer.

1. This question paper consists of SECTION A and SECTION B.
2. SECTION A consists of SIX (6) essay questions.
3. SECTION B consists of THREE (3) source-based questions. Source material to be used to answer these questions is in the ADDENDUM.
4. Do NOT answer TWO (2) essay questions from the same theme.
5. You are allowed to answer ONE (1) essay question and ONE (1) source based question from the same theme.
6. Answer THREE (3) questions:
  - 6.1. At least ONE (1) must be an essay question and at least ONE must be a source-based question.
  - 6.2 YOU MUST ANSWER AT LEAST ONE (1) QUESTION FROM THE COMPULSORY THEME: AFRICA IN THE TWENTIETH CENTURY (EITHER AN ESSAY OR A SOURCE-BASED QUESTION).**
7. Questions and subsections of questions must be numbered clearly and correctly.
8. Write clearly and legibly.



**SECTION A: ESSAY QUESTIONS**

Answer at least ONE (1) question and not more than TWO (2) questions from this section.

**QUESTION 1: AFRICA IN THE TWENTIETH CENTURY**

Answer either QUESTION 1A or QUESTION 1B. Do NOT answer both questions.

**QUESTION 1A**

Describe the political, economic and social challenges experienced by the newly independent African states.

**[50]****OR****QUESTION 1B**

Explain the achievements and shortcomings of the Organization of African Unity (OAU).

**[50]****QUESTION 2: THE RISE OF SOVIET RUSSIA**

Answer either QUESTION 2A or QUESTION 2B. Do NOT answer both questions.

**QUESTION 2A**

Discuss the circumstances that forced Lenin to change from War Communism introduced in 1917 to his New Economic Policy in 1921.

**[50]****OR****QUESTION 2B**

Explain how Stalin's Five Year Plans transformed Russia from a backward agricultural country into a highly industrialized state in the period 1928 to 1939.

**[50]****QUESTION 3: THE RISE OF THE UNITED STATES OF AMERICA**

Answer either QUESTION 3A or QUESTION 3B. Do NOT answer both questions.

**QUESTION 3A**

Describe the factors that contributed to the rapid rise and fall of the American economy in the 1920s.

**[50]****OR**

**QUESTION 3B**

Explain how the measures introduced by Roosevelt's New Deal improved agriculture, unemployment and labour relations in the United States of America.

**[50]**



**SECTION B: SOURCE-BASED QUESTIONS**

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

**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1 WHAT WERE THE FACTORS WHICH INFLUENCED THE PROCESS OF DECOLONISATION?**

Study Sources 4A, 4B and 4C to answer the following questions:

4.1.1 Refer to Source 4A:

- a) Explain how the dialogue between the British officer and the African supports the reasons for colonies to be given their independence. (1 x 2) (2)
- b) What do you gather about the British officer when he did not say 'A Briton, Britons'? (2 x 2) (4)
- c) Why do you think the Africans rallied in thousands under the British flag? (1 x 2) (2)

4.1.2 Using Source 4B and your own knowledge, explain the importance of the All-African People's Conference held in Ghana. (2 x 2) (4)

4.1.3 What according to Macleod in Source 4C, was to be the role of the colonial powers in Africa? (1 x 2) (2)

4.1.4 Why do you think Macleod in Source 4C is supportive of decolonisation? (2 x 2) (4)

4.1.5 With reference to Sources 4A, 4B, 4C and your own knowledge, write a paragraph of about 12 lines on the factors which influenced the process of decolonisation. (10)  
**(28)**

**4.2 WHAT WERE THE OBSTACLES TO AFRICA'S INDEPENDENCE?**

Study Sources 4D and 4E to answer the following questions:

4.2.1 Use Source 4D:

- a) What aspirations of the people of Ghana does the source reflect? (4 x 1) (4)
- b) Why, according to this source, was outside interference seen as a problem? (2 x 1) (2)



- |       |   |         |             |
|-------|---|---------|-------------|
| 4.2.2 | What, according to Source 4E, was the African's dream of independence?  | (3 x 1) | (3)         |
| 4.2.3 | Why did Lumumba think that complete independence for the Congo would only come after centuries?                       | (3 x 1) | (3)         |
| 4.2.4 | How does the evidence in Source 4D support the evidence in Source 4E?   | (2 x 2) | (4)         |
| 4.2.5 | Using Sources 4D, 4E and your own knowledge, explain why you think obstacles to Africa's independence were a reality. | (3 x 2) | (6)         |
|       |   |         | <b>(22)</b> |
|       |   |         | <b>[50]</b> |

**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR**

**5.1 WHY WAS THE TREATMENT OF JEWS IN NAZI GERMANY A GROSS VIOLATION OF HUMAN RIGHTS?**

Study Sources 5A, 5B, 5C, 5D, 5E and 5F to answer the following questions:

- |       |  |         |     |
|-------|--|---------|-----|
| 5.1.1 | a) Using Source 5A, explain to what extent Hitler's parents influenced him in becoming anti-Semitic. | (1 x 2) | (2) |
|       | b) What was Hitler's experience when he first met a Jew?   | (5 x 1) | (5) |
| 5.1.2 | Use Source 5B and your own knowledge:  |         |     |
|       | a) Explain why Hitler saw the destruction of Jews as the most important job.                         | (2 x 2) | (4) |
|       | b) How did Hitler propose to exterminate (kill) the Jews?  | (4 x 1) | (4) |
| 5.1.3 | Explain how Source 5C was used to intensify anti-Jewish feeling in Germany.                          | (3 x 2) | (6) |
| 5.1.4 | In what way does the message in Source 5C support the message in Source 5D?                          | (2 x 2) | (4) |
| 5.1.5 | Refer to Source 5E:  |         |     |
|       | a) Describe what took place at the Auschwitz concentration camp.                                     | (4 x 1) | (4) |
|       | b) What does Source 5E tell you about Nazi policy?   | (1 x 2) | (2) |



- 5.1.6 What message does Source 5F convey about the treatment of Jews? (3 x 2) (6)
- 5.1.7 Explain how Sources 5E and 5F complement (support) each other. (2 x 2) (4)
- 5.1.8 This year the Jews throughout the world celebrate the 60<sup>th</sup> anniversary of the liberation of Jews from Auschwitz (concentration camp). Their human rights at Auschwitz were grossly violated.
- Using all the sources and your own knowledge, write a paragraph of about 10 lines explaining why you regard the treatment of Jews by Nazi Germany as a gross violation of human rights. (9)
- [50]**

**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS, 1945 - 1970:  
THE COLD WAR**

**6.1 WHAT LED TO THE TRUMAN DOCTRINE?**

Study Sources 6A, 6B and 6C to answer the following questions:

- 6.1.1 Refer to Sources 6A and 6B:
- a) Explain what Truman meant by the 'Domino Theory'. (2 x 1) (2)
- b) How did the belief in the 'Domino Theory' increase Truman's fear of communism? (1 x 3) (3)
- c) Explain why you think there was justification for Truman's fear. (1 x 3) (3)
- d) How does Source 6B reinforce (support) Truman's belief in the 'Domino Theory' in Source 6A? (2 x 2) (4)
- 6.1.2 Use Source 6C:
- a) Explain what is meant by the Truman Doctrine. (2 x 1) (2)
- b) How did Truman plan to resist the take-over by armed minorities and outside pressures? (2 x 1) (2)
- 6.1.3 Using Sources 6A, 6B and 6C, explain why Truman made his famous speech. (2 x 2) (4)
- (20)**



**6.2 DID THE FORMATION OF NATO INCREASE THE TENSION OF THE COLD WAR IN EUROPE?**

Study Sources 6D, 6E and 6F to answer the following questions:

6.2.1 Refer to Source 6D:

- |    |   |         |     |
|----|---|---------|-----|
| a) | Explain the term NATO.  | (2 x 1) | (2) |
| b) | What were the reasons for the formation of NATO?                              | (2 x 2) | (4) |
| c) | What evidence is there in Source 6D that suggests that NATO had to be formed? | (3 x 1) | (3) |

6.2.2 With reference to Source 6F, explain the suspicion the USSR had of NATO. (2 x 2) (4)

6.2.3 Explain why Sources 6E and 6F are important to a historian making a study of NATO. (2 x 2) (4)

6.2.4 Using Sources 6E, 6F and your own knowledge, explain the USSR's response to the formation of NATO. (1 x 3) (3)

6.2.5 Using Sources 6D, 6E, 6F and your own knowledge, write a paragraph of about 12 lines explaining how the formation of NATO increased tension in Europe. (10)  
**(30)**  
**[50]**

**TOTAL: 150**

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**SG**

**ADDENDUM**

**OCTOBER/NOVEMBER 2005**



**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1 WHAT WERE THE FACTORS WHICH INFLUENCED THE PROCESS OF DECOLONISATION?****SOURCE 4A**

This is an excerpt from a story told by a Zimbabwean (African) writer about the Second World War. The dialogue explains the reason why the colonies should be given their independence.

"Away with Hitler! Down with him," said the British officer. "What's wrong with Hitler?" asked the African.

"He wants to rule the whole world," said the British officer.

"What's wrong with that?"

"He is German you see," said the British officer...

"What's wrong with being German?"

"You see," said the British officer, trying to explain, "it is not good for one tribe to rule another. Each tribe must rule itself. That's only fair. A German must rule Germans, an Italian, Italians and a Frenchman, French people..."

But the extremely wary British officer did not say, "A Briton, Britons." What he said, however, carried weight with the Africans who rallied in thousands under the British flag. They joined the war to end the threat of Nazi domination.



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**SOURCE 4B**

The following is a photograph of a meeting of the All-African People's Conference in Accra, Ghana held in 1958. African delegates discussed the road to decolonisation.

Take note of the banner, which reads: **'Hands off Africa! Africa must be free!'** The word 'free' does not appear on the banner reflected in this source.



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ADDENDUM**SOURCE 4C**

The following is an excerpt from a speech made by I Macleod, British Colonial Secretary. It is about the re-awakening of African nationalism which led to the development of political movements that fought for freedom and independence.

We could not possibly have held by force our territories in Africa. We could not with an enormous force of troops even continue to hold the small island of Cyprus. General de Gaulle could not hold on to Algeria. The march of men towards freedom cannot be halted. It can only be guided. Of course there were risks in moving quickly but there were even bigger risks in moving slowly.

Our task is completed. Our African territories are very different places now from when we arrived. Among other things they have a respect for democratic values.

**4.2 WHAT WERE THE OBSTACLES TO AFRICA'S INDEPENDENCE?****SOURCE 4D**

This is an extract from *Towards Colonial Freedom: Africa against world imperialism*, 1973. It reflects the aspirations of the people of Ghana.

The peoples of the colonies know precisely what they want. They wish to be free and independent, to be able to feel themselves...equal with all other peoples, and to work out their own destiny without outside interference, and to be unrestricted to attain an advancement that will put them on a par with other technically advanced nations of the world. Outside interference does not help to develop their country. It impedes (halts) and stifles and crushes not only economic progress, but the spirit and indigenous enterprise of the peoples themselves.



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ADDENDUM**SOURCE 4E**

This is an extract from P Lumumba, *Congo, My Country*, 1962. He reflects the liberal attitudes he held at that time when he still felt confident that the Belgians should and would develop the Congo.

Hence the African's dream of independence does not arise from hatred for the Whites or a desire to drive them out of Africa, but simply from the wish to be not merely a free man but also a citizen in the service of his country and not perpetually (continually) in the service of the European. He believes, moreover, that, even if he is able to obtain complete emancipation under white domination, it will only come after centuries, because the European will hamper that emancipation (liberation) by all sorts of tricks and political schemes, and that the Blacks will therefore be kept in a state of inferiority as long as possible. Finally, he believes that once the country becomes independent, the emancipation of the inhabitants will be much more rapid than it would have been under the system of tutelage and colonialism.



**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 WHY WAS THE TREATMENT OF JEWS IN NAZI GERMANY A GROSS VIOLATION OF HUMAN RIGHTS?****SOURCE 5A**

An extract taken from *Mein Kampf* in which Hitler explains the reasons why he hated Jews

I do not remember ever having heard the word 'Jew' at home during my father's lifetime. Then, one day, when passing through the Inner City of Vienna, I suddenly saw a creature in a long caftan and wearing black sidelocks. My first thought was: Is this a Jew? I watched the man secretly, but the longer I gazed at this strange face and examined it section by section, the more the question shaped itself in my brain: Is this a German? I turned to books for help in removing my doubts. For the first time in my life I bought myself some anti-Semitic pamphlets for a few pence.

**SOURCE 5B**

An extract from a letter written by Hitler to Josef Hell in 1922 explaining the manner in which Jews would be killed

If I am ever really in power the destruction of the Jews will be my first and most important job. As soon as I have the power, I shall have gallows after gallows erected ...Then the Jews will be hanged one after another and they will stay hanging until they stink. They will stay hanging as long as hygienically possible. As soon as they are untied, then the next group will follow and that will continue until the last Jew in Munich is exterminated. Exactly the same procedure will be followed in other cities until Germany is cleansed of the last Jew.



**SOURCE 5C**

A Nazi cartoon of a Jewish department store. The cartoonist and date published are unknown. It appeared in a newspaper in the period during the Nazi persecution of Jews. The face of a Jew appears on top of a Jewish store and its tentacles extend to German houses. The German people are standing outside the Jewish store.



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**SOURCE 5D**

This is a photograph showing storm troopers outside a Jewish-owned shop. The placard tells Germans not to shop there.





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ADDENDUM**SOURCE 5E**

An extract from the Nuremberg Trial, 20 November 1945. The former commandant of the Auschwitz concentration camp explains the deaths of Jews.

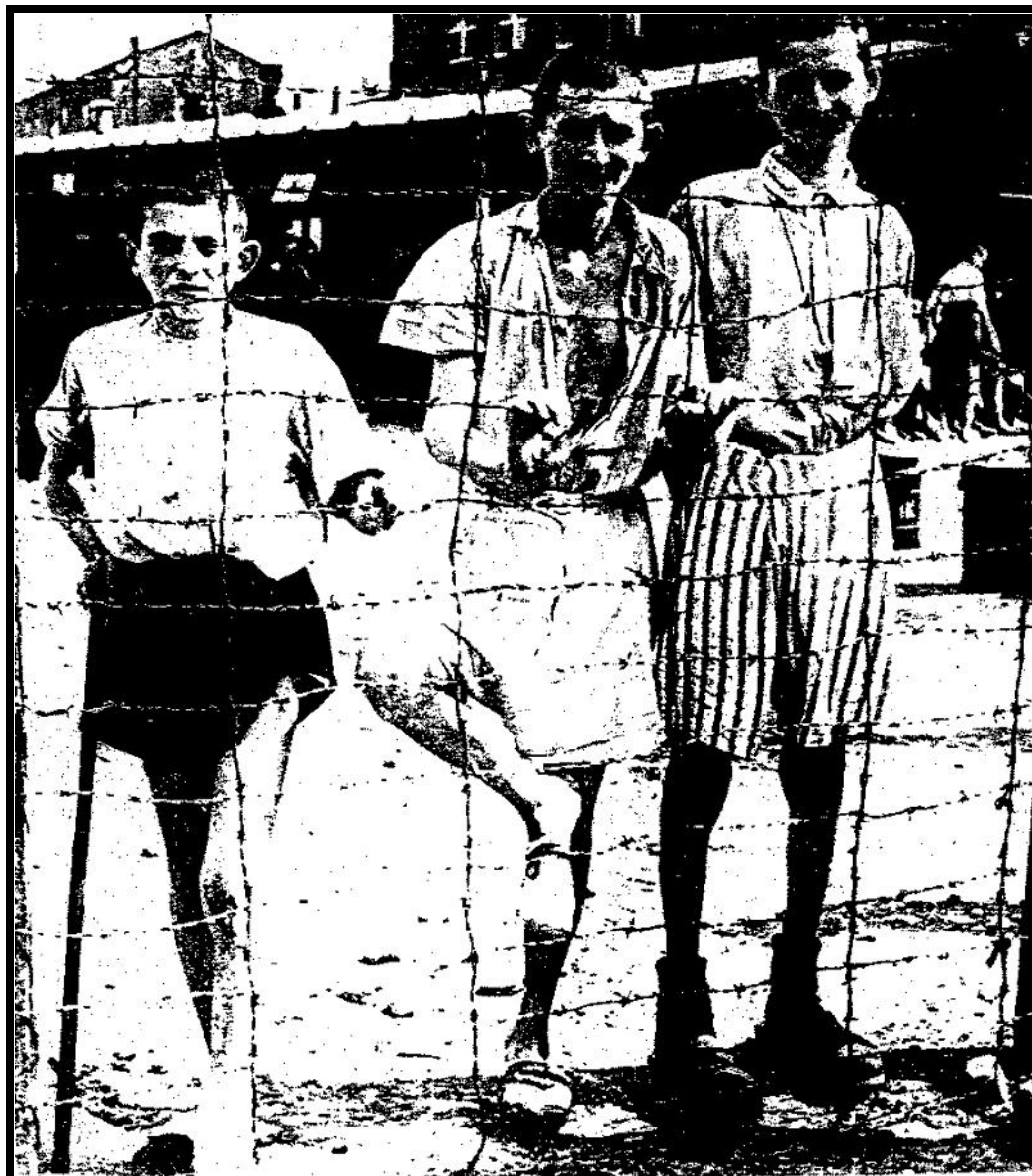
I commanded Auschwitz until 1 December 1943, and estimate that at least 2 500 000 victims were executed and exterminated there by gassing and burning, and at least another half-million succumbed to starvation and disease, making a total dead of about 3 000 000. This figure represents about seventy percent or eighty percent of all persons sent to Auschwitz as prisoners, the remainder having been selected and used for slave labour in the concentration-camp industries. Included among the executed and burnt were approximately 20 000 Russian prisoners of war (previously selected and taken out of prisoner-of-war cages by the Gestapo) who were delivered to Auschwitz in *Wehrmacht* transports operated by regular *Wehrmacht* officers and men. The remainder of the total number of victims included about 100 000 German Jews, and great numbers of citizens, mostly Jewish, from Holland, France, Belgium, Poland, Hungary, Czechoslovakia, Greece, or other countries. We executed about 400 000 Hungarian Jews alone at Auschwitz in the summer of 1944.



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**SOURCE 5F**

This is a photograph of three Jews standing behind a fence at Buchenwald concentration camp.



**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS, 1945 - 1970:  
THE COLD WAR****6.1 WHAT LED TO THE TRUMAN DOCTRINE?****SOURCE 6A**

An extract taken from *The Cold War in Europe*, explaining the civil war in Greece, 1946 – 47. It also explains President Truman's belief in the 'Domino Theory'.

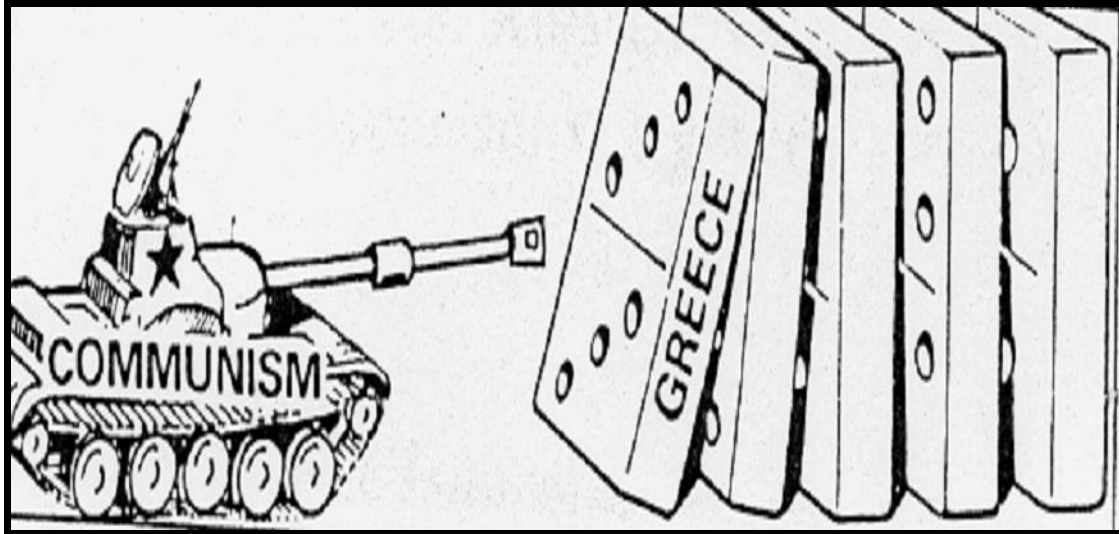
In 1946 a Greek Communist called Markos got an army together in Greece. This army began fighting against the army of the king of Greece, George II. George II's army was led by General Zervas. The British government has been giving help to the king of Greece but could not afford to do so any longer. Markos was being supplied with arms and ammunition by Albania and Bulgaria, both Communist countries.

The USA president, Harry S Truman, was just beginning to believe in the 'Domino Theory'. This was the theory or idea that if one country was taken over by Communists then the nearest country to it would be next, and that other bordering countries would then follow.



**SOURCE 6B**

A cartoon depicting the 'Domino Theory'. This was the theory or idea that if one country was taken over by Communists then the nearest country to it would be next, and that other bordering countries would then follow.

**SOURCE 6C**

An extract by President Truman explaining the Truman Doctrine. A doctrine is a set of ideas or beliefs. It outlined the USA's policy, which later became known as the Truman Doctrine.

I believe, that it must be the policy of the United States to support free people who are resisting attempted subjugation [take-over] by armed minorities or by outside pressures. I believe that our help should be primarily through economic and financial aid...The free peoples of the world look to us for support in maintaining their freedom. If Greece should fall, confusion and disorder might well spread throughout the Middle East. If we falter in our leadership, we may endanger the peace of the whole world.



**6.2 DID THE FORMATION OF NATO INCREASE THE TENSION OF THE COLD WAR IN EUROPE?****SOURCE 6D**

This is an information leaflet about NATO published by the British Atlantic Committee, 1984. It explains why NATO was formed.

NATO is an alliance of Western nations, equal in status, formed in 1949 with twelve members. It was formed to counter the aggressive behaviour of the Soviet Union which, having taken over parts of Finland and the Baltic States during the Second World War continued such actions in Eastern European countries in 1945. By the end of 1947, the rest of Romania, Poland, Bulgaria and Hungary were also behind the iron curtain, to be followed in 1948 by Czechoslovakia after a coup d'etat. That same year saw the beginning of the siege of West Berlin that lasted until May 1949. It is a defensive military alliance.

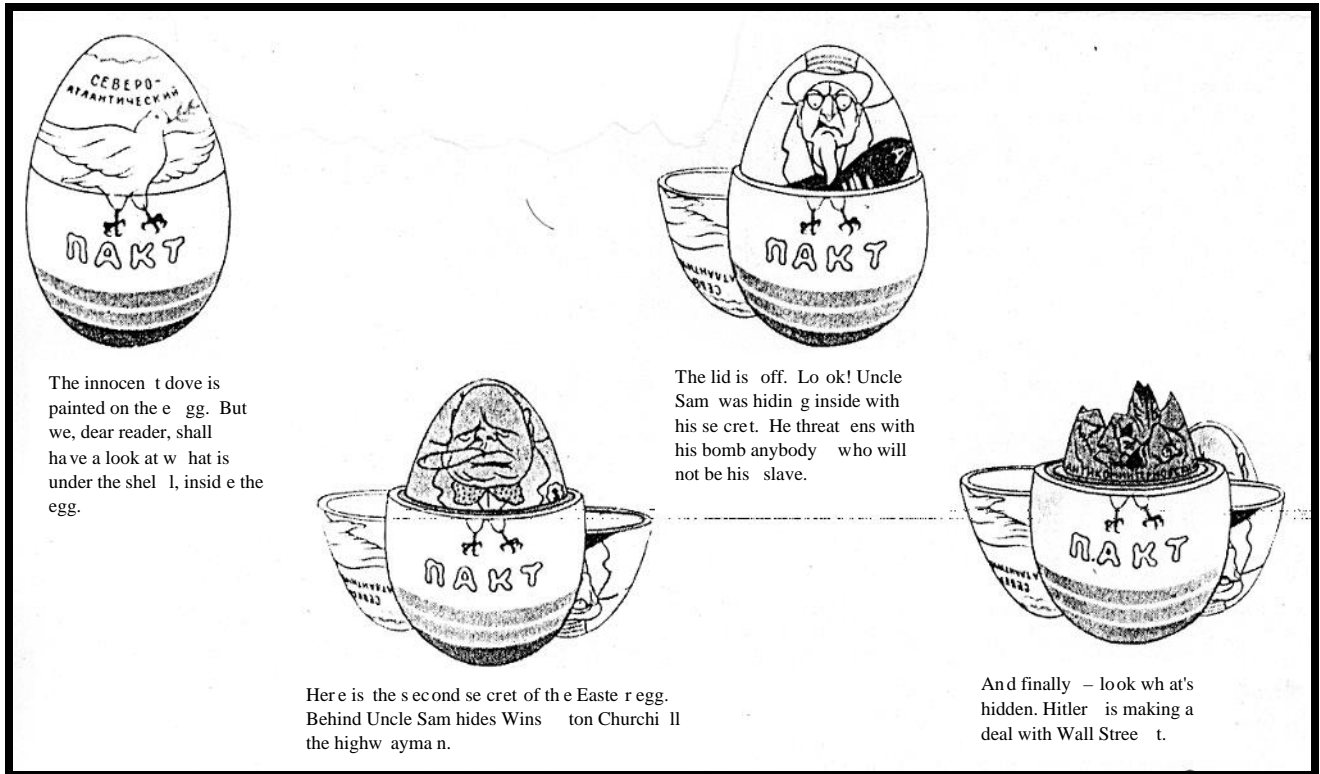
**SOURCE 6E**

This is a Soviet cartoon entitled 'Solemn Signing of the Atlantic Pact', 1949. It is against the formation of NATO. The twelve pens represent the signatory powers of NATO. The man holding the pens is Uncle Sam who represents the United States of America.



**SOURCE 6F**

A Soviet cartoon called 'An Easter Egg from Wall Street'. It depicts the suspicion the USSR had of NATO. On the eggs the word NAKT (NATO) is written. Uncle Sam represents the United States of America, Winston Churchill represents Britain and Hitler represents Germany.



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ADDENDUM**ACKNOWLEDGEMENTS**

Extracts and visual sources used in this addendum were taken from the following publications:

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