

education

Department:
Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATION - 2006

HISTORY PAPER 2 : GENERAL HISTORY

HIGHER GRADE

OCTOBER/NOVEMBER 2006

503-1/2E

**HISTORY HG: Paper 2
Question Paper & Addendum**



MARKS: 200

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 17 pages.



INSTRUCTIONS AND INFORMATION

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 essay questions.
3. SECTION B consists of THREE source-based questions. Source material to be used to answer these questions is in an ADDENDUM.
4. Do NOT answer TWO essay questions from the same theme.
5. You are allowed to answer ONE essay question and ONE source-based question from the same theme.
6. Answer FOUR questions.
 - 6.1 At least ONE must be an essay question and at least ONE must be a source-based question.
 - 6.2 **YOU MUST ANSWER AT LEAST ONE 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. Time allocated for the paper should be utilised wisely in the answering of questions, preferably about 45 minutes per question.
9. The mere rewriting of sources in the answering of questions will disadvantage candidates.
10. Write clearly and legibly.

SECTION A: ESSAY QUESTIONS

Answer at least ONE question and not more than THREE 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

Within a space of ten years from the 1950s to 1960s, circumstances beyond their control forced the colonial powers to grant freedom and flee.

Do you agree with this assessment of the decolonisation process in Africa? Support your argument with relevant evidence. [50]

OR

QUESTION 1B

Failure by the Organisation of African Unity to achieve its aims, though noble and profound, resulted from its own inherent weaknesses.

Is this a fair comment on the Organisation of African Unity (OAU)? Discuss critically. [50]

QUESTION 2: THE RISE OF SOVIET RUSSIA

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

QUESTION 2A

Lenin's introduction of the New Economic Policy was a master stroke to rescue Russia from economic collapse.

Do you agree with this statement? Substantiate your answer. [50]

OR

QUESTION 2B

To what extent was Stalin successful in his aims to create an independent and efficient Russian economy from 1928 until 1939? Substantiate your answer.

[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

The causes and consequences of the Great Depression in the United States of America can be blamed squarely on the policies of the Republicans in the 1920s.

Is this a fair assessment? Discuss.

[50]

OR

QUESTION 3B

Did Roosevelt's New Deal Policy rescue the United States of America from the Great Depression of 1929? Discuss.

[50]

SECTION B: SOURCE-BASED QUESTIONS

Answer at least ONE 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 CHALLENGES THAT AFRICA FACED AFTER INDEPENDENCE?**

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

- 4.1.1 Refer to Source 4A.
- (a) What does the drawing by Kentridge tell you about post-independent Africa? (1 x 2) (2)
- (b) What do you think motivated Kentridge to make this drawing? (1 x 2) (2)
- 4.1.2 Study Source 4B and use your own knowledge. Explain why the gross national product of the African countries differs so much from that of Denmark. (1 x 2) (2)
- 4.1.3 Explain the usefulness or limitations of Source 4B in reflecting an understanding of Africa's post-independence plight (situation). (2 x 3) (6)
- 4.1.4 Explain how Source 4A highlights the contrast with Source 4B. (5)
- 4.1.5 Using Source 4B and your own knowledge, explain the reasons for the high percentage of illiteracy in the African states. (1 x 2) (2)
- 4.1.6 Refer to Source 4C. Explain why you think Zapiro makes 'AIDS, WAR AND MALARIA' the leading causes of death in Africa. (1 x 3) (3)
- 4.1.7 Using Sources 4A, 4B, 4C and your own knowledge, write a paragraph of about 8 lines (about 80 words) on the challenges that faced Africa after independence. (8)
- (30)**



4.2 HOW WAS DEMOCRACY CONCEIVED (VIEWED) AND APPLIED IN POST-INDEPENDENT AFRICA?

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

- 4.2.1 Refer to Source 4D. What are Shillington's reasons for the African states not wanting a multi-party parliamentary system? (2 x 1) (2)
- 4.2.2 Explain whether you think there is justification for the argument that 'democratic choice could just as easily be exercised within a single party system'. (1 x 3) (3)
- 4.2.3 Study Source 4E. Explain the significance of the message that the cartoonist portrays through the character labelled African Democracy in this cartoon. (2 x 2) (4)
- 4.2.4 In what way is Source 4E useful in portraying the concept 'democracy'? (2 x 2) (4)
- 4.2.5 Using Sources 4D, 4E and your own knowledge, write a paragraph of about 7 lines (about 70 words) on how democracy was conceived and applied in post-independent Africa. (7)

(20)
[50]

QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR**5.1 WHAT WAS THE ATTITUDE TOWARDS WOMEN IN THE GERMAN NAZI STATE?**

Study Sources 5A, 5B and 5C and then answer the questions that follow.

- 5.1.1 Refer to Source 5A. How did Hitler view the role of women in the Nazi state? (1 x 2) (2)
- 5.1.2 Refer to Extract 2 of Source 5B. Explain how the subjects learnt by girls at school prepared them for their roles as wives and mothers in Nazi Germany. (4 x 1) (4)
- 5.1.3 In what way do Sources 5A and 5C complement each other with regard to the role of women? (3 x 2) (6)
- 5.1.4 Using Sources 5A, 5B, 5C and your own knowledge, write an article of 10 lines (about 100 words) for your school newspaper where you either support or challenge the Nazi attitude towards women. (10)
(22)

5.2 WAS THE GERMAN TAKE-OVER OF SUDETENLAND IN 1938 JUSTIFIED?

Study Sources 5D, 5E, 5F and 5G and then answer the questions that follow.

- 5.2.1 Refer to Source 5D. What do you gather about Hitler from the account given by William Shirer? (1 x 2) (2)
- 5.2.2 Refer to Source 5D and use your own knowledge. Hitler's subsequent actions show that he was dishonest in two respects in his speech that evening. Quote ONE of the statements from the speech that turned out to be false and explain why it was false. (2 x 2) (4)
- 5.2.3 Study Extract 1 of Source 5F. How does the French Minister of Foreign Affairs justify the signing of the Munich Agreement? (1 x 2) (2)
- 5.2.4 Study Extract 2 of Source 5F. Explain the implications of the statement: 'We stand alone'. (2 x 2) (4)
- 5.2.5 Refer to Source 5G and explain why you think the photograph is useful in portraying this event. (2 x 2) (4)
- 5.2.6 Explain how Source 5G complements Extract 2 of Source 5F. (2 x 2) (4)



5.2.7 Using the given sources and your own knowledge, write a paragraph of about 8 lines (about 80 words) explaining whether the German take-over of Sudetenland can be justified.

(8)
(28)
[50]



**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970:
THE COLD WAR****6.1 HOW DID THE UNITED STATES OF AMERICA (USA) RESPOND TO THE
EXTENSION OF SOVIET INFLUENCE IN EUROPE?**

Study Sources 6A, 6B, 6C and 6D and then answer the questions that follow.

- 6.1.1 Refer to Source 6A.
- (a) Why, according to George Marshall, was Europe in a serious economic situation in 1947? (2 x 2) (4)
 - (b) Explain why the USA (George Marshall) was so concerned about Europe's 'deterioration'. (1 x 3) (3)
 - (c) Explain whether you think the involvement of the USA in Europe can be justified. (2 x 2) (4)
- 6.1.2 With reference to Source 6B, what conclusions can you come to about the position of the USA after the Second World War? (2 x 2) (4)
- 6.1.3 In what way does the evidence in Source 6B complement Marshall's speech in Source 6A? (2 x 2) (4)
- 6.1.4 Refer to Source 6C.
- (a) Why do you think the Soviet government was sceptical about the Truman Doctrine and the Marshall Plan? (2 x 2) (4)
 - (b) Comment on the accuracy of the statement: '... the old methods of the colonisers and diehard politicians have outlived their time and are doomed to failure'. (2 x 2) (4)
- 6.1.5 Explain whether you regard the Soviet views expressed in Source 6D as being reliable. (2 x 2) (4)
- 6.1.6 Compare Sources 6C and 6D. In what way do these sources portray similar views on the USA's policy? (2 x 2) (4)
- 6.1.7 How does the Soviet view of the Marshall Plan given in Source 6D, differ from the USA's view expressed in Source 6A? (2 x 2) (4)

6.1.8 Using all the sources and your own knowledge, write a concise article of about 11 lines (about 110 words) for your school magazine explaining whether the USA's response to the extension of Soviet influence can be supported.

(11)
[50]

TOTAL: 200



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QUESTION 4: AFRICA IN THE TWENTIETH CENTURY

4.1 WHAT WERE THE CHALLENGES THAT AFRICA FACED AFTER INDEPENDENCE?

SOURCE 4A

This is a drawing by William Kentridge, a famous South African artist, of a member of the wabenzi (the nickname used for rich people in impoverished countries owning Mercedes Benz cars).



SOURCE 4B

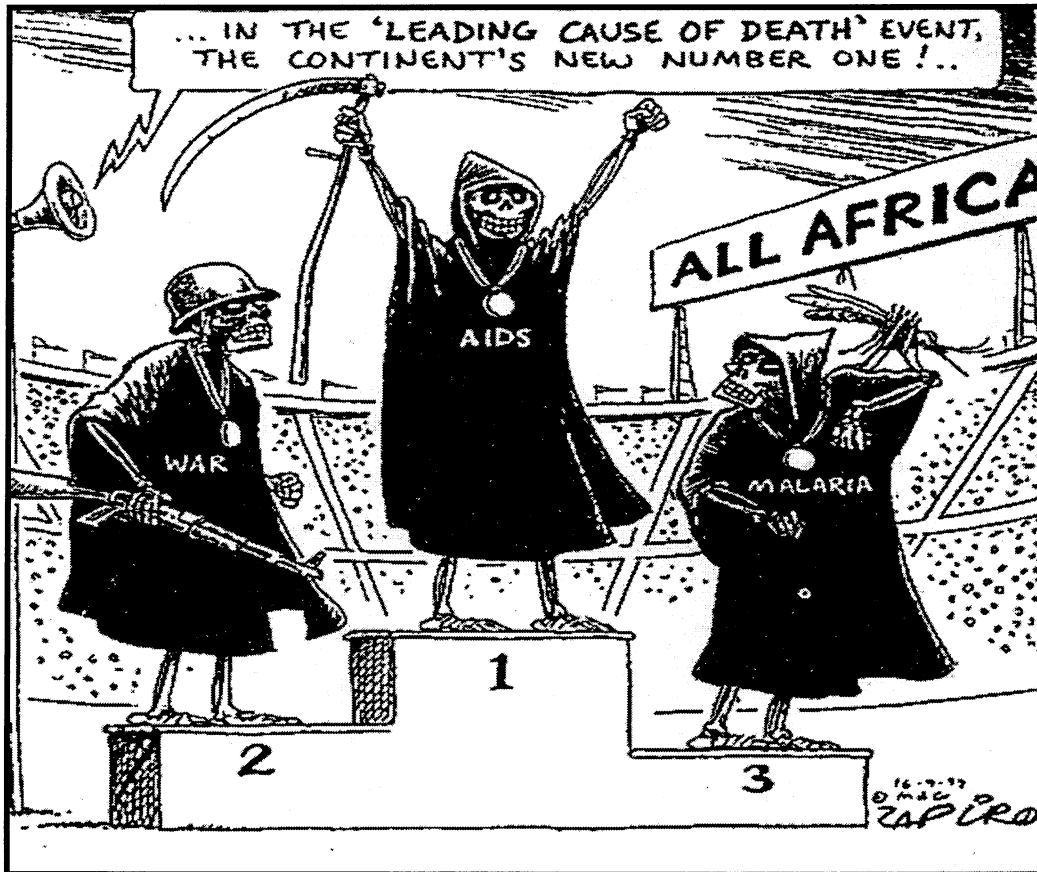
The following table shows some comparative trends in 1991 between developing countries and Denmark, a developed country. The trends were compiled by the International Bank for Reconstruction and Development (IBRD) in its *World Development Report* published in 1993.

Country	GNP* (average annual income) per person (\$US)	Life expectancy (years)	Infant mortality (per 1 000)	Adult illiteracy: female (%)	Adult illiteracy: male (%)
Mozambique	804	71	49	79	67
Nigeria	340	52	85	61	49
Zimbabwe	650	60	48	40	33
Mexico	3 030	70	36	15	13
Denmark	23 700	75	8	0	0

* GNP – the amount of money that country owns (per head means the amount of money each person would have if the GNP was divided up equally between the citizens of the country)

SOURCE 4C

This is a cartoon by Zapiro, a South African cartoonist, in 1999 depicting the leading causes of death in Africa. The cartoon drew attention to the causes of death.



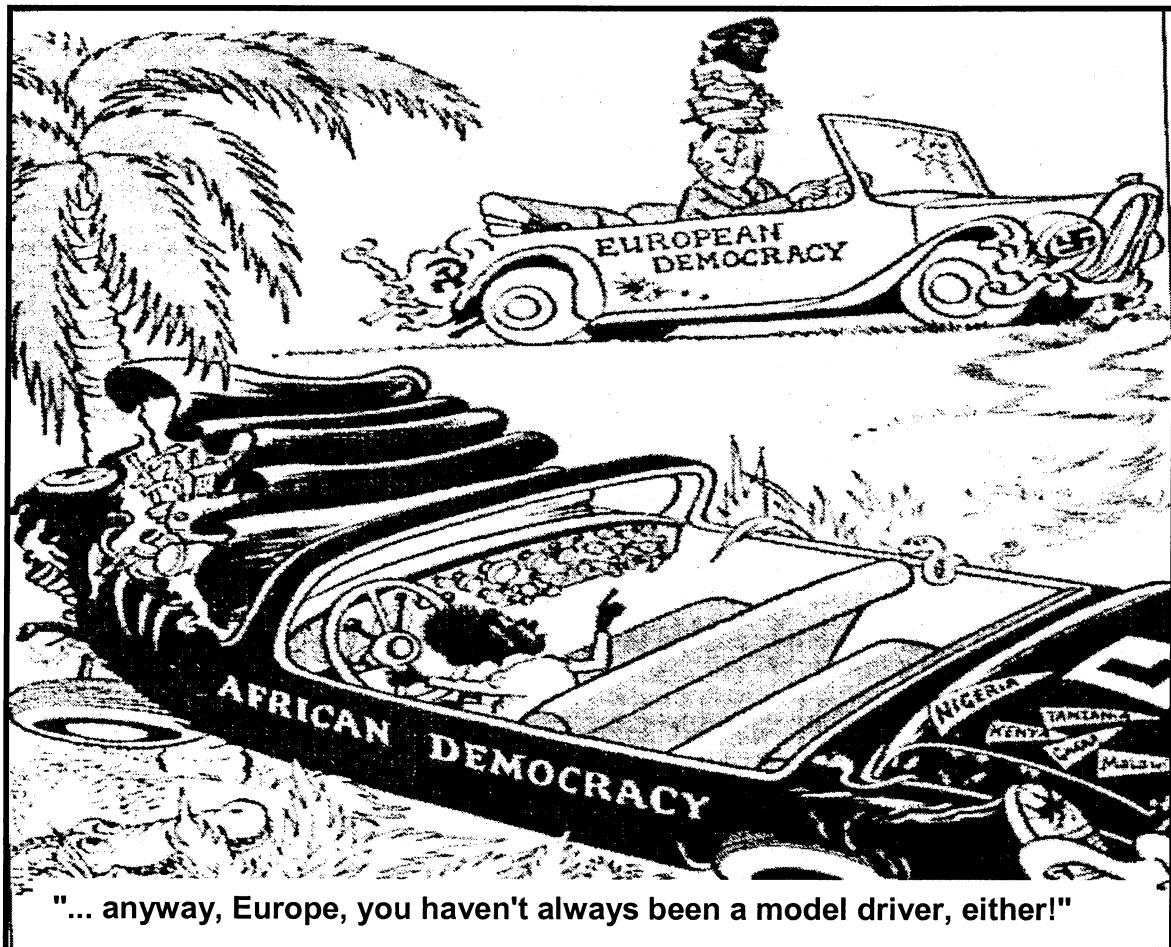
4.2 HOW WAS DEMOCRACY CONCEIVED (VIEWED) AND APPLIED IN POST-INDEPENDENT AFRICA?**SOURCE 4D**

This is a piece of writing by Shillington, an historian, explaining why many leaders chose a one-party state system. It is taken from the book *History of Africa* published in 1989.

Most of Africa's ruling politicians quickly rejected the multi-party parliamentary system as unworkable. They pleaded the particular circumstances of their country's crying need for national unity in order to achieve rapid social and economic development. Within a few years of independence most African governments had established some form of 'one-party state'...The argument in favour of a one-party system was that parliamentary opposition based upon regional ethnic interests was destructive rather than constructive opposition. Democratic choice, it was argued, could just as easily be exercised within a single-party system.

SOURCE 4E

This is a cartoon published in the *Daily Express*, a British newspaper, in January 1965, shortly after Kenya had become a Republic and on the eve of tense elections in Nigeria. The cartoon reflects how democracy was conceived and applied in post-independent Africa. The caption at the bottom of the cartoon reads '... anyway. Europe, you haven't always been a model driver, either!'



QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR**5.1 WHAT WAS THE ATTITUDE TOWARDS WOMEN IN THE GERMAN NAZI STATE?****SOURCE 5A**

Hitler had very conservative views on women. These views are clearly expressed in a speech Hitler gave before the Nazi Women's League in 1934 in which he explains what the role of women should be.

If the man's world is said to be the State ... then it may perhaps be said that the woman's is a smaller world. For her world are her husband, her family, her children, and her home. But what would become of the greater world if there were no one to tend and care for the smaller one? ...

We do not consider it correct for the women to interfere in the world of the man ... We consider it natural if these two worlds remain distinct. To the one belongs the strength of feeling, the strength of the soul. To the other belongs the strength of vision, of toughness, of decision, and of the willingness to act...

The programme of our National Socialist Women's movement has in reality but one single point, and that point is the child.

SOURCE 5B

The following two extracts illustrate some of the effects of the policies of the Nazis towards women on society and education. Extract 1 is from a 'Lonely Hearts' column which appeared in a German newspaper in 1935 in which a German male is seeking a wife. Extract 2 is from *Our Changing World* by Scott-Baumann and Platt in which a woman relates her experience on joining a new school. It illustrates the kind of education girls received under the Nazis.

Extract 1:

52-year-old male, pure Aryan doctor from Tannenberg wants to settle down. Wishes for male children from a marriage with young, healthy Aryan virgin, submissive (obedient), hard working and thrifty, with flat-heeled shoes, without ear-rings, also without money if possible. Confidentiality guaranteed.

Extract 2:

Before I attended classes I spent an hour with the principal, a very friendly, neat lady of fifty. She explained that every class in school was built around a course called *Frauenschaffen* (activities of women). This general subject was divided into: *Handarbeit* (handwork), *Hauswirtschaft* (domestic science, cooking, house and garden work) and most important, the *Pflege* course (eugenics and hygiene, devoted to a study of the reproductive organs, both male and female, conception, birth, racial purity, infant care, family welfare).

She told me that the Führer wanted the girls to feel that their bodies were more important for the state than their minds. He wanted girls to be proud of their bodies. He wanted them to get interested in the bodies of their sweethearts. If a girl had a healthy body, fit for childbirth, she should be proud to display it to advantage. She quoted *Mein Kampf*, page 458, Volume I (original German edition):

'It is in the interest of the nation that those who have a beautiful physique should be brought into the foreground, so they can encourage the development of beautiful bodily form among the people in general.'

SOURCE 5C

The historian, T. Noble, outlines the Nazi's attitude towards women in *Western Civilization*, a book published in 1994.

The Nazis claimed to embrace traditional family values. During the 1920s, they had emphasised the woman's role as wife and mother and deplored the ongoing emancipation of women evident in Germany as elsewhere after the war. Once Hitler came to power, concerns about unemployment reinforced these views. During the summer of 1933, the government began offering interest-free loans to help couples set up house if the woman agreed to leave the labour force. Moreover, efforts to increase the German birth rate reinforced the emphasis on child rearing in Nazi women's organisations... [However] beginning in 1936, when rapid rearmament began to produce labour shortages, the regime did an about face (turn) and began seeking to attract women back to the workplace.

5.2 WAS THE GERMAN TAKE-OVER OF SUDETENLAND IN 1938 JUSTIFIED?**SOURCE 5D**

This is an extract from the diary of William Shirer for 26 September 1938. It shows how close war seemed at the time. He was an American journalist who was in Berlin throughout the Czech crisis. He was a critic of the Nazis and eventually had to flee from Germany in 1940.

Hitler had finally burned his last bridges. Shouting and shrieking in the worst state of excitement I've ever seen him in, he stated in the Sportplatz tonight that he would have his Sudetenland by October 1 – next Saturday, today being Monday. If Beneš [the Czech President] doesn't hand it over to him he will go to war, this Saturday. ... Twice Hitler screamed that this is absolutely his last territorial demand in Europe. Speaking of his assurances to Chamberlain [British Prime Minister], he said: 'I further assured him that when the Czechs have reconciled themselves with their minorities, the Czech state no longer interests me.'

SOURCE 5E

This is a view by A.J.P. Taylor, an historian, on the Munich Agreement. It is taken from his book *The Origins of the Second World War* published in 1961.

The British statesman [Chamberlain] used practical arguments: the danger from air attacks by the Germans if war broke out, the backwardness of Britain's military forces. It would be impossible for Britain to help Czechoslovakia even if she had the military strength. British policy at Munich supported the belief that Germans were entitled to the Sudetenland on the grounds that it was German territory. The settlement at Munich was a triumph (victory) for British policy – not a triumph for Hitler. It was a triumph for all those who believed in equal justice between peoples.

SOURCE 5F

Britain, France, Italy and Germany held the Munich Conference to try and resolve this crisis. An agreement was reached there, without consulting Czechoslovakia, that Hitler could have the Sudetenland in return for 'Peace in our time'. Extract 1 is taken from the writings of Francois-Poncet, the French ambassador in Berlin. He describes how some of the French statesmen felt about the Munich Agreement. Extract 2 is taken from the announcement of the agreement to the Czechs by their Premier, General Syrový. It sums up how the Czechs felt about the agreement reached at Munich.

Extract 1:

We were bitterly aware of the cruelty of the event. Daladier [French Prime Minister] shook his head, muttered and cursed circumstances. He refused to take part in the congratulations exchanged by the other delegates. Worst, the most painful step had not yet been taken; we now had to break the news to the Czechoslovaks who were awaiting the outcome of the Conference at their hotel. Mastney, their minister in Berlin, broke into tears. I consoled him as best I could. 'Believe me', I said, 'all this is not final. It is but one moment in a story which has just begun.' Returning to our hotel at 2.30 a.m. I called Bonnet [Minister of Foreign Affairs] by telephoning to inform him of what had happened. Bonnet swept aside my detailed explanations. 'Peace is assured,' he said. 'That is the main thing. Everybody will be happy.'

Extract 2:

In Munich, four Great Powers met together and decided to demand of us the acceptance of new frontiers which separate the German-speaking areas from our State. They confronted us with the choice between a desperate and hopeless defence which would have meant the sacrifice of the whole younger generation, their wives and their children, and the acceptance of the conditions forced upon us... We were abandoned. We stand alone.

SOURCE 5G

This is a photograph of a Sudeten woman in tears as she is giving the Nazi salute to the German troops as they marched into Sudetenland to begin their take-over of the territory.



QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970: THE COLD WAR**6.1 HOW DID THE UNITED STATES OF AMERICA (USA) RESPOND TO THE EXTENSION OF SOVIET INFLUENCE IN EUROPE?****SOURCE 6A**

This is a speech made by the US Secretary of State, General George C. Marshall, where he announced an ambitious plan of economic aid to the whole of Europe. In a speech at Harvard University on 5 June 1947, Marshall said:

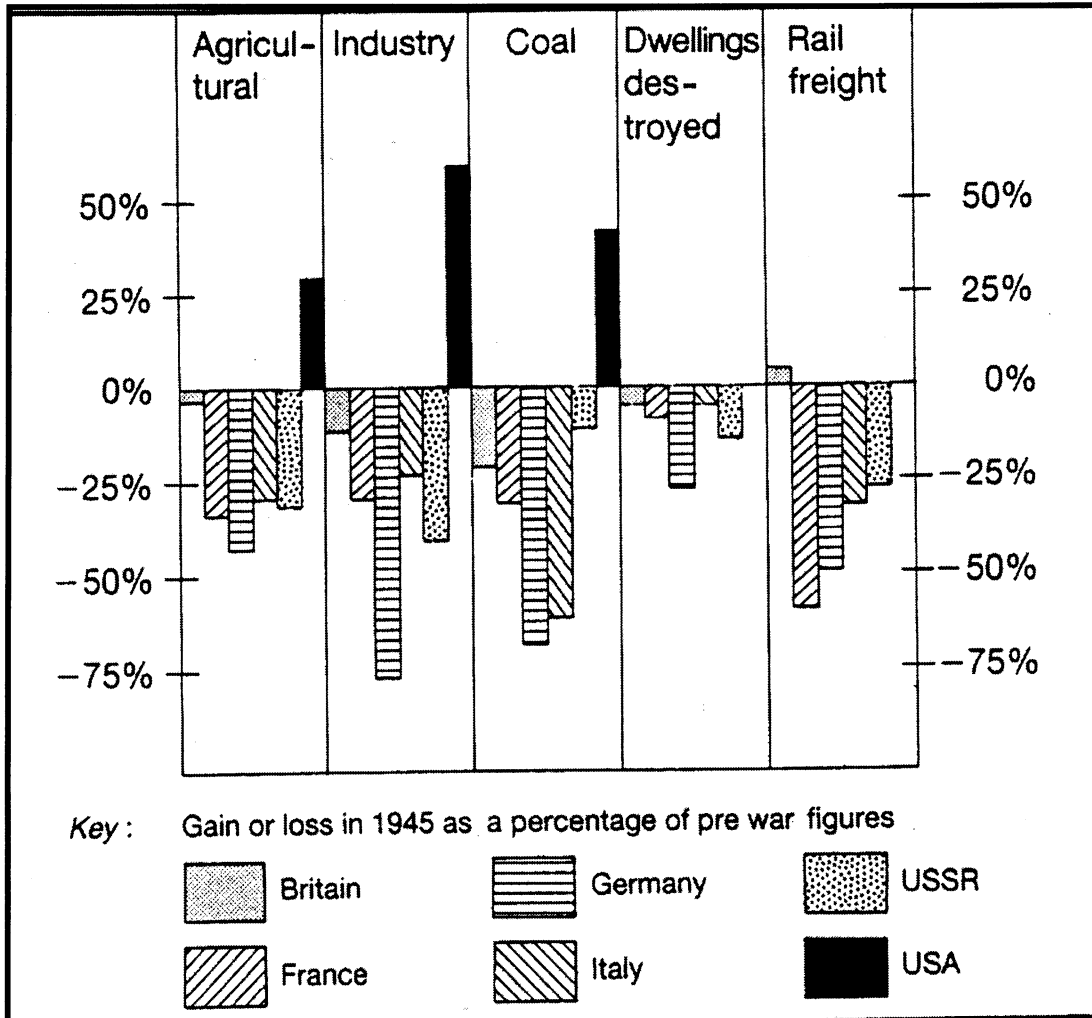
I need not tell you, gentlemen, that the world situation is very serious...

The truth of the matter is that Europe's requirements for the next three or four years of foreign foods and other essential products - principally from America - are so much greater than her present ability to pay that she must have substantial economic help, or face economic, social and political deterioration of a very grave character...

It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine, but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist.

SOURCE 6B

The graph shows the state Europe (Britain, France, Germany, Italy and USSR) was in after the Second World War. Even the victors, such as Britain, were close to economic ruin.



SOURCE 6C

These are two Soviet viewpoints regarding the Truman Doctrine and the Marshall Plan.

VIEWPOINT 1: The Soviet government denounced both the Truman Doctrine and the Marshall Plan, and prevented the East European states under its control from accepting any of the \$17,000 million which the United States gave to Europe over the next four years. In response to the Truman Doctrine, the Soviet newspaper, *Izvestia*, said:

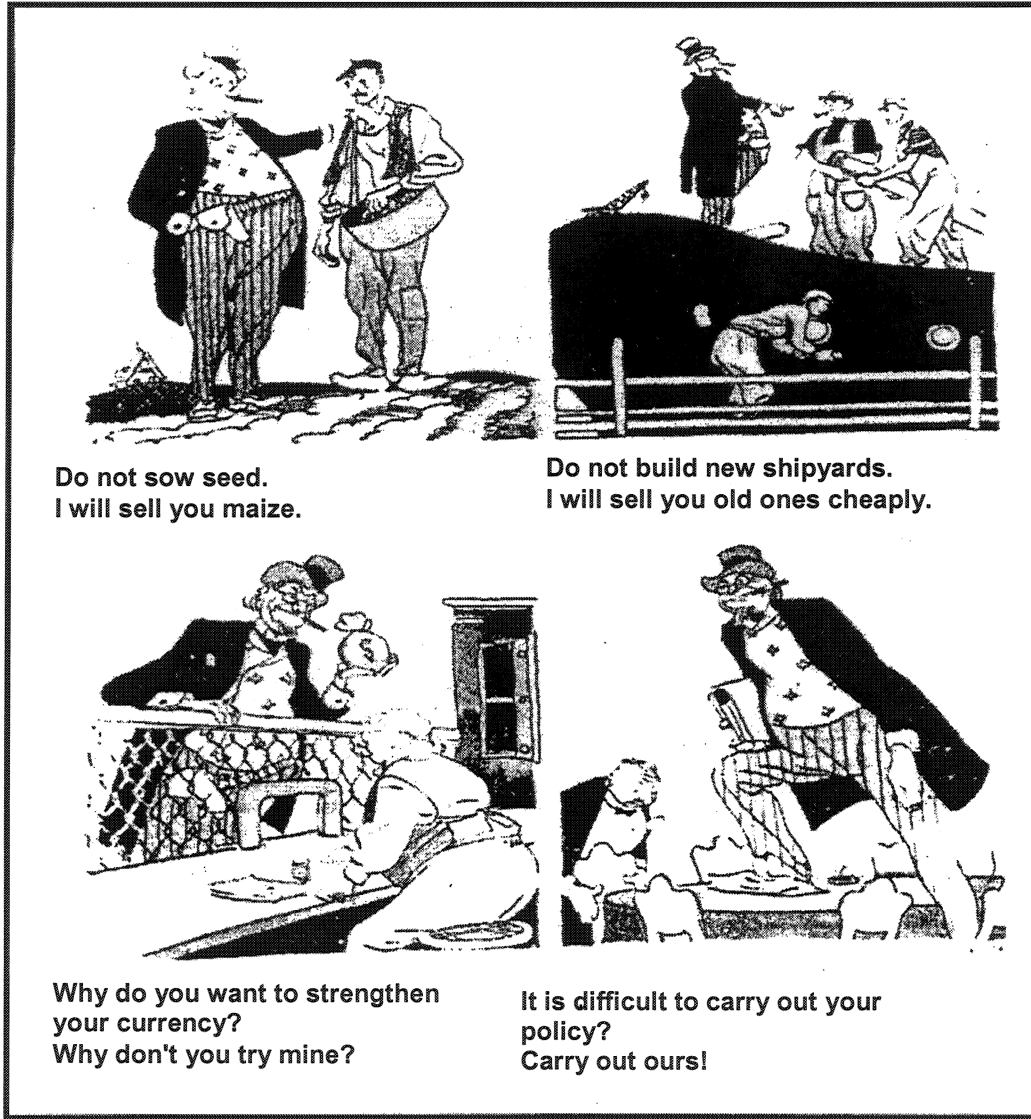
We are now witnessing a fresh intrusion of the USA into the affairs of other states. American claims to leadership in international affairs grow parallel with the growing appetite of the American quarters concerned. But the American leaders ... fail to reckon with the fact that the old methods of the colonisers and diehard politicians have outlived their time and are doomed to failure. In this lies the chief weakness of Truman's message.

VIEWPOINT 2: And in October 1947, the Manifesto of Cominform, the Communist Information Bureau that the USSR created that year to co-ordinate the activities of communist parties in the Eastern European countries, stated that:

The Truman-Marshall Plan is only a constituent part of the general plan of the world expansionist policy carried out by the United States in all parts of the world. The plan of economic and political enslavement of Europe by American imperialism is supplemented by plans for the economic and political enslavement of China, Indonesia and South America.

SOURCE 6D

This cartoon depicts a Soviet view of the Marshall Plan.



Senior Certificate Examination
Addendum**ACKNOWLEDGEMENTS**

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

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