



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATION - 2006**

**HISTORY P2 : GENERAL HISTORY**

**HIGHER GRADE**

**FEBRUARY/MARCH 2006**

**503-1/2 E**

**Marks: 200**

**3 Hours**

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

HISTORY HG: Paper 2  
Question Paper & Addendum



503 1 2E

HG

**X05**





**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 FOUR (4) 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 THREE (3) 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**

Although most colonial powers were weak after 1945, they were still obsessed with the idea of wanting to perpetuate (maintain) their hold on the African colonies for a long time to come.

With reference to the above, analyse the circumstances which made this idea impossible.

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

African leaders were in the main responsible for Africa's post-independence challenges.

Do you agree? Substantiate your viewpoint critically.

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

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

**QUESTION 2A**

Although history will remember Lenin as a hero of communism, he was still incapable of rescuing Russia from economic collapse.

Evaluate the statement by referring to Lenin's economic policies between 1918 and 1924.

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

Communism survived in Russia because of Stalin's Five Year Plans.

Is this a justifiable assessment? Substantiate your answer critically with reference to 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**

Failure to read the writing on the wall, caused the golden age in America's economy to come crashing down.

With reference to the period 1922 to 1929 examine this statement critically. **[50]**

**OR**

**QUESTION 3B**

Roosevelt's New Deal policy in the United States of America was a timeous boost to revive a dying economy.

Assess this statement by referring to the period 1933 to 1939. **[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 VIEWS AND OPINIONS THAT HELPED THE FOUNDING OF THE ORGANISATION OF AFRICAN UNITY (OAU)?**

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

4.1.1 Refer to Source 4A:

- a) What were the two viewpoints on unity exemplified in this source? (2 x 2)
- b) Explain the benefits that unity would have for Africa. (2 x 2)

4.1.2 Study Source 4B:

- a) What were the aims of the conferences? (2 x 2)
- b) Explain to what extent Source 4B is reliable in how it depicts (shows) how the OAU was formed. (6)

Question 4.1.2 (b) will be assessed according to criteria organised in a rubric.

4.1.3 Explain how Source 4A reinforces the idea contained in Source 4B. (2 x 2)

4.1.4 Refer to Source 4C. Why do you think it was necessary for Africa to pursue a policy of non-alignment? (3 x 2)

4.1.5 In what way are Sources 4A and 4C similar? (2 x 2)  
**(32)**

**4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN UNITY (OAU)?**

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

4.2.1 Refer to Sources 4D and 4E:

- a) Explain whether the viewpoints given in Source 4E nullify (reverse) the purposes listed in Source 4D. (2 x 2)
- b) Using Source 4E and your own knowledge explain the situation in Rwanda in 1999. (1 x 2)

- 4.2.2 Explain whether you would regard Source 4F as being reliable in the understanding of the OAU. (2 x 2)
- 4.2.3 Using Sources 4D, 4E, 4F and your own knowledge, write a paragraph of about 10 lines on the successes and failures of the OAU. (8)  
(18)  
[50]

**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 HOW DID NAZI POLICIES DEHUMANISE THE JEWS IN GERMANY?**

Use Sources 5A, 5B, 5C and 5D to answer the following questions:

- 5.1.1 Use Source 5A and your own knowledge:
- (a) Explain what is meant by Anti-Semitism. (1 x 2)
- (b) What do you think might be the possible reasons for Hitler's exclusion of Jews from Nazi Civil Services? (3 x 2)
- 5.1.2 Why, according to Source 5B, were mixed marriages forbidden? (2 x 2)
- 5.1.3 What evidence is there in Sources 5A and 5B that suggests the Jews were not citizens of Germany? (3 x 2)
- 5.1.4 Using Source 5C, explain why you think that Friedrich did not reveal his identity to Helga. (2 x 2)
- 5.1.5 How were Friedrich's human rights violated in Source 5C? (4 x 2)
- 5.1.6 Explain to what extent the evidence in Source 5C reinforces the evidence in Source 5D. (2 x 2)
- 5.1.7 Explain how reliable Sources 5C and 5D are to a historian researching the attitude of Germans towards other racial groups. (2 x 2)
- 5.1.8 Using Sources 5A, 5B, 5C, 5D and your own knowledge, write a paragraph of about 15 lines on how Nazi policies dehumanised the Jews in Germany. (12)  
[50]

**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970: THE COLD WAR****6.1 HOW WAS THE COLD WAR AN EAST-WEST POWER STRUGGLE AND A THREAT TO WORLD PEACE?**

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

- 6.1.1 Study Source 6A. What does this source tell you about the United States of America's (USA's) views of Soviet Russia? (2 x 2)
- 6.1.2 Study Source 6B. What does this source tell you about Soviet Russia's views of the USA? (2 x 2)
- 6.1.3 What according to Source 6C, were the characteristics of the Cold War? (2 x 1)
- 6.1.4 Refer to Source 6C. Explain why 'resorting to war was a suicidal enterprise'. (1 x 2)
- 6.1.5 Using Sources 6A, 6B, 6C and your own knowledge, write a paragraph of about 10 lines on why the Cold War can be regarded as an East - West power struggle and a threat to world peace. (8)  
(20)

**6.2 WHY WAS THE MARSHALL PLAN VIEWED DIFFERENTLY BY SOVIET RUSSIA AND THE USA?**

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

- 6.2.1 Refer to Source 6D. What were the aims of the Marshall Plan? (2 x 1)
- 6.2.2 Using Source 6E, explain why Zhdanov saw the Marshall Plan as an 'American design to enslave Europe'. (2 x 2)
- 6.2.3 With reference to Sources 6F and 6G, explain the reasons for the difference in attitude to the Marshall Plan. (3 x 2)
- 6.2.4 Explain how useful Source 6F is in showing how West Germany received the Marshall Plan. (2 x 2)
- 6.2.5 Explain how Source 6E complements Source 6G in respect of the Marshall Plan. (2 x 2)



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- 6.2.6 Using Sources 6D, 6E, 6F, 6G and your own knowledge, write a paragraph of about 12 lines explaining why the Marshall Plan was viewed differently by Soviet Russia and the USA. (10)  
(30)  
[50]
- TOTAL: 200**

**HISTORY P2 : GENERAL HISTORY**

**ADDENDUM**

**HIGHER GRADE**

**FEBRUARY/MARCH 2006**

**503-1/2 E**

**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1 WHAT WERE THE VIEWS AND OPINIONS THAT HELPED THE FOUNDING OF THE ORGANISATION OF AFRICAN UNITY (OAU)?****SOURCE 4A**

This is an extract presenting two viewpoints on unity. The first is by Julius Nyerere and the second is by Adekunle Ajala.

A new vision of unity in independence began to develop in these years. A new understanding of the need for that unity began to spread. Here are two statements, among many, which define this vision and understanding, as they now grew stronger.

The first is by President Julius Nyerere of Tanzania, in his book called *Africa's Freedom*. 'Only with unity', he wrote, 'can we ensure that Africa really governs itself. Only with unity can we be sure that African resources will be used for the benefit of Africans.'

The second is by the Nigerian historian Adekunle Ajala in his book called *Pan-Africanism*. He wrote 'Africa has many untapped resources ... the land is majestically situated between East and West. With a population of 350 million [but many more today] it exceeds those of the USA and USSR. There is therefore nothing to prevent a united, stable, economically strong and highly industrialised Africa from competing with them in world politics.'

The road to these new ideas about the need for all-African unity and progress was long and difficult. It passed through several stages.

**SOURCE 4B**

This is an excerpt explaining the convening of conferences which eventually led to the formation of the OAU.

These conferences began in 1958 under the leadership of Kwame Nkrumah and independent Ghana. They had two aims: to support the anti-colonial struggle in every part of the continent, and to strengthen the ideas of Pan African unity.

The first conference organised by Nkrumah was a meeting at Accra, in 1958, between the eight states then independent: Egypt (United Arab Republic: UAR), Ethiopia, Ghana, Liberia, Libya, Morocco, Sudan, Tunisia. 'For the first time in the modern world', wrote the Pan-Africanist historian V Bakpetu Thompson in his book *Africa and Unity*, 'leaders of independent African states met to discuss common problems, with a view to working out common policies concerning political, economic, cultural and social matters'.

A second Accra conference followed in December 1958. This was a meeting not of governments but of nationalist parties. Delegates came from all parts of Africa, whether or not these were independent countries, except from French Africa and Northern Nigeria. An All-African People's Organisation (AAPO) was formed with headquarters in Accra. It called for all-African liberation and steps towards an eventual Commonwealth of Free African States. Anti-colonial and anti-racist, AAPO was a channel through which the old ideas of Pan-African unity might develop in new forms and with new force.

Other AAPO conferences were held in Tunis in 1960, and at Cairo in 1961. An All-African Trade Union Organisation was launched.

**SOURCE 4C**

This is an extract explaining why the OAU should remain non-aligned.

Several ideas powered the formation of the OAU. One of them was that Africa's independent nations must remain outside the 'big-power blocs' into which the rest of the world was mostly divided. Otherwise, Africa's nations would soon lose their new-found independence. This was the idea or policy of non-alignment (neutrality). Africans, it said, must stand firm on their own ground. They must become able to resist outside pressures.

Non-alignment as a world movement took shape first at a meeting in Bandung, Indonesia, during 1955, attended by representatives of 17 (seventeen) Asian governments and of 6 (six) African governments (Egypt, Ethiopia, Liberia, Libya and the not-yet-independent governments of Ghana and Sudan). Later, most independent African governments joined the movement. Its aims were to defend newly won independence; advance the interests of the poorer countries of the world and assist in settling conflicts between them.

Non-alignment thus aimed at sheltering Africa from the bruising consequences of being trapped 'in the middle' of the so-called 'East-West' conflict: of the rivalry, that is, between the two great-power blocs led by the USA and the USSR. This aim had little success; and yet the Non-aligned Movement, as it has been called, has proved useful to the new nation-states. It has helped to give them solidarity (unity) between themselves. It has encouraged them to think about their own solutions to their own problems.

**4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN  
UNITY (OAU)?****SOURCE 4D**

This is an extract from the Charter of the OAU explaining the purposes of the OAU.

The purposes of the OAU as stated in Article 11(1) of its Charter are:

- a) to promote the unity and solidarity of the African states
- b) to co-ordinate and intensify their co-operation and efforts to achieve a better life for the peoples of Africa
- c) to defend their sovereignty, their territorial integrity and independence
- d) to eradicate all forms of colonialism from Africa and
- e) to promote international co-operation, having due regard to the Charter of the United Nations and the Universal Declaration of Human Rights

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ADDENDUM**SOURCE 4E**

Two viewpoints on the evaluation of the OAU.

**VIEWPOINT 1**

This viewpoint is from Basil Davidson, *Modern Africa*, explaining one of the successes of the OAU.

A small war broke out in October 1963 between Morocco and Algeria. It concerned a frontier area of Algeria that was claimed by Morocco. Acting as mediator, the OAU was able to bring about a cease-fire, and, in February 1964 an agreement for peace.

Each side gained something and agreed to the economic development of mineral deposits at Tindouf in Algeria. But this failed to satisfy Morocco. OAU peace efforts had to continue. They were crowned with success by a new agreement of May 1970. Other disputes of this kind were settled; and the OAU proved a valuable instrument of peace.

**VIEWPOINT 2**

This extract explains the gruesome genocide in Rwanda that received worldwide coverage. It shows the shortcoming of the OAU in conflict resolution. It is from the following website on the internet:  
<http://www.idt.unit.no/-isfit/speeches/mollan.html>

In April [1994] there were eight million people living in Rwanda. By today [1999], more than three million have fled the country, and almost one million have been killed.

Today [1999], Rwanda is like an open grave. There are corpses everywhere of men and women, children and babies. They have been slaughtered by their own countrymen, beaten to death, stabbed to death.

They are lying in pools of blood on the floor of their homes, on the grass outside their houses, in the fields that they have farmed. They are lying in the roads, they are floating down the rivers, they are rotting inside churches, they are being eaten by their own dogs. There are one million dead.

**SOURCE 4F**

This is an extract from a British Broadcasting Corporation (BBC) article about the history of the OAU in 1999.

The OAU has also been criticised for doing little or nothing to improve living standards in the world's poorest continent. But like any international institution, it can only be as strong as its member states allow it to be.

Those that rule those states have jealously guarded against outside interference that threatens their dominance.

Consequently, the OAU could only play a very limited role in stopping Africa's many political conflicts, or even in helping to integrate African economies.



**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 HOW DID NAZI POLICIES DEHUMANISE THE JEWS IN GERMANY?****SOURCE 5A**

This is an extract written by Raul Hilberg, a historian on the Holocaust. It explains Hitler's anti-Jewish measures that were designed to exclude the Jews from German public life.

On coming to power, the Nazis at once set about introducing a series of laws which aimed to exclude 'non-Aryans', i.e. Jews, from public life. 'Non-Aryans' were defined as persons with a Jewish parent or grandparent.

Having begun with the Civil Service, the Nazis went on to banish Jews from teaching in schools and universities and set a quota on Jewish students. Jews were barred from practising as doctors, dentists and judges. They might not sit as jurors. They were declared ineligible (barred) for military service.

'Aryanization' of cultural institutions meant that Jews were excluded from cultural life. They were forbidden to be publishers or editors.

Jews who had been naturalized (adopted) after 1918-they were mostly from Eastern Europe-lost their citizenship. As a result they became in effect stateless.

Humiliating legislation forbade Jews from owning dogs or using public parks, swimming pools or spas. Those measures were widely accepted by the majority of the German public, despite the intense criticism voiced abroad.

**SOURCE 5B**

The Nazi Party from time to time made various laws against the Jews. Here are extracts from four of these laws:

**Extract 1:** *Law for the Protection of German Blood and German Honour*, September 15th, 1935.

Marriages between Jews and citizens of German blood are forbidden. Marriages concluded in defiance of this law are void, even if for the purpose of evading this law, they were concluded abroad. Jews will not be permitted to employ female citizens of German blood as domestic servants. Jews are forbidden to display the national flag or the national colours.

**Extract 2:** *Regulation under Reich Citizenship Law*, November 14th 1935.

A Jew cannot be a citizen of the Reich. He has no right to vote in political affairs and he cannot occupy public office.

**Extract 3:** *Decree of October 18th 1936.*

1. From January 1st 1939 the running of retail shops, mail order houses and the practice of independent trades are forbidden to Jews.

2. Moreover, Jews are forbidden from the same date to offer goods or services in markets of all kinds, fairs or exhibitions or to advertise them or accept orders for them.

3. Jewish shops, which operate in violation of this order, will be closed by the police.

**Extract 4:** Two restrictions placed on Jews in Berlin in 1938 which did not allow them to use the following public facilities.

Restriction 1: All theatres, cinemas, cabarets, public concert and lecture halls, museums, amusement places, the exhibition halls at the Messedamm including the exhibition area and radio tower, the Sportplatz, the Reich Sports Field, and all sport places including the ice skating rinks.

Restriction 2: All public and private bathing establishments and: indoor baths as well as open-air baths.

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ADDENDUM**SOURCE 5C**

Friedrich, a Jewish teenager, recalls his personal experiences when the Nazis came to power in Germany.

All Helga knew about me was that my name was Friedrich Schneider, nothing else. And I couldn't tell her anything, otherwise she wouldn't want to meet me anymore ... again and again I searched out lonely paths, where we would hopefully meet nobody. After we had been walking for a while, Helga wanted to sit down. I didn't know what to do. I couldn't really refuse her such a thing. Before I could think of an excuse, we came to one of the green benches and Helga simply sat down ... I was so terribly afraid, there on that green bench.

All at once Helga stood up. She took my arm and pulled me along. We hadn't gone far when we reached a yellow bench, which was marked FOR JEWS ONLY. Helga stopped by this bench and said, 'Would it make you feel better if we sat here?'

**SOURCE 5D**

A Nazi propaganda poster depicting a friendship between an Aryan woman and a black woman

The caption reads: *The event! The loss of racial pride.*



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ADDENDUM**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970:  
THE COLD WAR****6.1 HOW WAS THE COLD WAR AN EAST WEST POWER STRUGGLE  
AND A THREAT TO WORLD PEACE?****SOURCE 6A**

This is a United States cartoon from the 1950s that shows a big bear. The bear has the star of the Soviet Russian Army on its cap. The bear is hanging over Europe and even touching Africa.



**SOURCE 6B**

This is a Soviet Russian cartoon about the USA, published in 1952. The main caption reads 'Words and Deeds'. American airbases (American flag) is shown in England and the rest of Europe. It shows a USA general sticking a flag in Greece, on the map. Greece had just joined NATO. The USA politician in the back pocket of the general holds an olive branch (symbol of peace) and talks of 'Peace, Defence, Disarmament'. In the same pocket is also a gun while a lot of dollar notes are visible in the side pocket.

**SOURCE 6C**

This is the view of A Dockrill, a historian, commenting on the Cold War in 1992.

The Cold War has been defined as a state of extreme tension between the superpowers [USA and Soviet Russia], stopping short of all-out war but characterised by mutual hostility and involvement in covert (secret) warfare and war by proxy (substitute) as a means of upholding the interest of one against the other. The Cold War remained cold because the development of nuclear weapons had made resorting to war a suicidal enterprise: both sides would be totally destroyed by such an eventuality. The struggle between the two sides has accordingly been carried out by indirect means, very often at considerable risk, and the resulting tension have ensured that both sides have maintained a high and continuous state of readiness for war.

**6.2 WHY WAS THE MARSHALL PLAN VIEWED DIFFERENTLY BY SOVIET RUSSIA AND THE USA?****SOURCE 6D**

This is an extract from the speech made by George C Marshall at Harvard University on 5 June 1947.

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 6E**

AA Zhdanov, a Soviet commentator, reflected on the announcement of the Marshall Plan on 22 September 1947.

[The Truman Doctrine and the Marshall Plan] are both an embodiment (picture) of the American design to enslave Europe. [The United States has] launched an attack on the principles of national sovereignty. By contrast, the Soviet Union indefatigably (persistently) upholds the principle of real equality and protection of the sovereign rights of all nations, large and small ... The Soviet Union will bend every effort in order that [the Marshall Plan] be doomed to failure ...

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## SOURCE 6F

This is a 1947 West German poster about the Marshall Plan where a truck drives through a toll border (Zoll/Grenze).  
The caption reads: *Free entrance to the Marshall Plan.*



## SOURCE 6G

This is a cartoon that was also published in 1947. The word 'Yankee' is used to describe the Americans.



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ADDENDUM**ACKNOWLEDGEMENTS**

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

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**HISTORY P2 : GENERAL HISTORY**

**ADDENDUM**

**HIGHER GRADE**

**FEBRUARY/MARCH 2006**

**503-1/2 E**

**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1 WHAT WERE THE VIEWS AND OPINIONS THAT HELPED THE FOUNDING OF THE ORGANISATION OF AFRICAN UNITY (OAU)?****SOURCE 4A**

This is an extract presenting two viewpoints on unity. The first is by Julius Nyerere and the second is by Adekunle Ajala.

A new vision of unity in independence began to develop in these years. A new understanding of the need for that unity began to spread. Here are two statements, among many, which define this vision and understanding, as they now grew stronger.

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The road to these new ideas about the need for all-African unity and progress was long and difficult. It passed through several stages.

**SOURCE 4B**

This is an excerpt explaining the convening of conferences which eventually led to the formation of the OAU.

These conferences began in 1958 under the leadership of Kwame Nkrumah and independent Ghana. They had two aims: to support the anti-colonial struggle in every part of the continent, and to strengthen the ideas of Pan African unity.

The first conference organised by Nkrumah was a meeting at Accra, in 1958, between the eight states then independent: Egypt (United Arab Republic: UAR), Ethiopia, Ghana, Liberia, Libya, Morocco, Sudan, Tunisia. 'For the first time in the modern world', wrote the Pan-Africanist historian V Bakpetu Thompson in his book *Africa and Unity*, 'leaders of independent African states met to discuss common problems, with a view to working out common policies concerning political, economic, cultural and social matters'.

A second Accra conference followed in December 1958. This was a meeting not of governments but of nationalist parties. Delegates came from all parts of Africa, whether or not these were independent countries, except from French Africa and Northern Nigeria. An All-African People's Organisation (AAPO) was formed with headquarters in Accra. It called for all-African liberation and steps towards an eventual Commonwealth of Free African States. Anti-colonial and anti-racist, AAPO was a channel through which the old ideas of Pan-African unity might develop in new forms and with new force.

Other AAPO conferences were held in Tunis in 1960, and at Cairo in 1961. An All-African Trade Union Organisation was launched.

**SOURCE 4C**

This is an extract explaining why the OAU should remain non-aligned.

Several ideas powered the formation of the OAU. One of them was that Africa's independent nations must remain outside the 'big-power blocs' into which the rest of the world was mostly divided. Otherwise, Africa's nations would soon lose their new-found independence. This was the idea or policy of non-alignment (neutrality). Africans, it said, must stand firm on their own ground. They must become able to resist outside pressures.

Non-alignment as a world movement took shape first at a meeting in Bandung, Indonesia, during 1955, attended by representatives of 17 (seventeen) Asian governments and of 6 (six) African governments (Egypt, Ethiopia, Liberia, Libya and the not-yet-independent governments of Ghana and Sudan). Later, most independent African governments joined the movement. Its aims were to defend newly won independence; advance the interests of the poorer countries of the world and assist in settling conflicts between them.

Non-alignment thus aimed at sheltering Africa from the bruising consequences of being trapped 'in the middle' of the so-called 'East-West' conflict: of the rivalry, that is, between the two great-power blocs led by the USA and the USSR. This aim had little success; and yet the Non-aligned Movement, as it has been called, has proved useful to the new nation-states. It has helped to give them solidarity (unity) between themselves. It has encouraged them to think about their own solutions to their own problems.

**4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN  
UNITY (OAU)?****SOURCE 4D**

This is an extract from the Charter of the OAU explaining the purposes of the OAU.

The purposes of the OAU as stated in Article 11(1) of its Charter are:

- a) to promote the unity and solidarity of the African states
- b) to co-ordinate and intensify their co-operation and efforts to achieve a better life for the peoples of Africa
- c) to defend their sovereignty, their territorial integrity and independence
- d) to eradicate all forms of colonialism from Africa and
- e) to promote international co-operation, having due regard to the Charter of the United Nations and the Universal Declaration of Human Rights

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ADDENDUM**SOURCE 4E**

Two viewpoints on the evaluation of the OAU.

**VIEWPOINT 1**

This viewpoint is from Basil Davidson, *Modern Africa*, explaining one of the successes of the OAU.

A small war broke out in October 1963 between Morocco and Algeria. It concerned a frontier area of Algeria that was claimed by Morocco. Acting as mediator, the OAU was able to bring about a cease-fire, and, in February 1964 an agreement for peace.

Each side gained something and agreed to the economic development of mineral deposits at Tindouf in Algeria. But this failed to satisfy Morocco. OAU peace efforts had to continue. They were crowned with success by a new agreement of May 1970. Other disputes of this kind were settled; and the OAU proved a valuable instrument of peace.

**VIEWPOINT 2**

This extract explains the gruesome genocide in Rwanda that received worldwide coverage. It shows the shortcoming of the OAU in conflict resolution. It is from the following website on the internet:  
<http://www.idt.unit.no/-isfit/speeches/mollan.html>

In April [1994] there were eight million people living in Rwanda. By today [1999], more than three million have fled the country, and almost one million have been killed.

Today [1999], Rwanda is like an open grave. There are corpses everywhere of men and women, children and babies. They have been slaughtered by their own countrymen, beaten to death, stabbed to death.

They are lying in pools of blood on the floor of their homes, on the grass outside their houses, in the fields that they have farmed. They are lying in the roads, they are floating down the rivers, they are rotting inside churches, they are being eaten by their own dogs. There are one million dead.

**SOURCE 4F**

This is an extract from a British Broadcasting Corporation (BBC) article about the history of the OAU in 1999.

The OAU has also been criticised for doing little or nothing to improve living standards in the world's poorest continent. But like any international institution, it can only be as strong as its member states allow it to be.

Those that rule those states have jealously guarded against outside interference that threatens their dominance.

Consequently, the OAU could only play a very limited role in stopping Africa's many political conflicts, or even in helping to integrate African economies.

**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 HOW DID NAZI POLICIES DEHUMANISE THE JEWS IN GERMANY?****SOURCE 5A**

This is an extract written by Raul Hilberg, a historian on the Holocaust. It explains Hitler's anti-Jewish measures that were designed to exclude the Jews from German public life.

On coming to power, the Nazis at once set about introducing a series of laws which aimed to exclude 'non-Aryans', i.e. Jews, from public life. 'Non-Aryans' were defined as persons with a Jewish parent or grandparent.

Having begun with the Civil Service, the Nazis went on to banish Jews from teaching in schools and universities and set a quota on Jewish students. Jews were barred from practising as doctors, dentists and judges. They might not sit as jurors. They were declared ineligible (barred) for military service.

'Aryanization' of cultural institutions meant that Jews were excluded from cultural life. They were forbidden to be publishers or editors.

Jews who had been naturalized (adopted) after 1918-they were mostly from Eastern Europe-lost their citizenship. As a result they became in effect stateless.

Humiliating legislation forbade Jews from owning dogs or using public parks, swimming pools or spas. Those measures were widely accepted by the majority of the German public, despite the intense criticism voiced abroad.



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ADDENDUM**SOURCE 5B**

The Nazi Party from time to time made various laws against the Jews. Here are extracts from four of these laws:

**Extract 1:** *Law for the Protection of German Blood and German Honour*, September 15th, 1935.

Marriages between Jews and citizens of German blood are forbidden. Marriages concluded in defiance of this law are void, even if for the purpose of evading this law, they were concluded abroad. Jews will not be permitted to employ female citizens of German blood as domestic servants. Jews are forbidden to display the national flag or the national colours.

**Extract 2:** *Regulation under Reich Citizenship Law*, November 14th 1935.

A Jew cannot be a citizen of the Reich. He has no right to vote in political affairs and he cannot occupy public office.

**Extract 3:** *Decree of October 18th 1936.*

1. From January 1st 1939 the running of retail shops, mail order houses and the practice of independent trades are forbidden to Jews.

2. Moreover, Jews are forbidden from the same date to offer goods or services in markets of all kinds, fairs or exhibitions or to advertise them or accept orders for them.

3. Jewish shops, which operate in violation of this order, will be closed by the police.

**Extract 4:** Two restrictions placed on Jews in Berlin in 1938 which did not allow them to use the following public facilities.

Restriction 1: All theatres, cinemas, cabarets, public concert and lecture halls, museums, amusement places, the exhibition halls at the Messedamm including the exhibition area and radio tower, the Sportplatz, the Reich Sports Field, and all sport places including the ice skating rinks.

Restriction 2: All public and private bathing establishments and: indoor baths as well as open-air baths.

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ADDENDUM**SOURCE 5C**

Friedrich, a Jewish teenager, recalls his personal experiences when the Nazis came to power in Germany.

All Helga knew about me was that my name was Friedrich Schneider, nothing else. And I couldn't tell her anything, otherwise she wouldn't want to meet me anymore ... again and again I searched out lonely paths, where we would hopefully meet nobody. After we had been walking for a while, Helga wanted to sit down. I didn't know what to do. I couldn't really refuse her such a thing. Before I could think of an excuse, we came to one of the green benches and Helga simply sat down ... I was so terribly afraid, there on that green bench.

All at once Helga stood up. She took my arm and pulled me along. We hadn't gone far when we reached a yellow bench, which was marked FOR JEWS ONLY. Helga stopped by this bench and said, 'Would it make you feel better if we sat here?'

**SOURCE 5D**

A Nazi propaganda poster depicting a friendship between an Aryan woman and a black woman

The caption reads: *The event! The loss of racial pride.*



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ADDENDUM**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970:  
THE COLD WAR****6.1 HOW WAS THE COLD WAR AN EAST WEST POWER STRUGGLE  
AND A THREAT TO WORLD PEACE?****SOURCE 6A**

This is a United States cartoon from the 1950s that shows a big bear. The bear has the star of the Soviet Russian Army on its cap. The bear is hanging over Europe and even touching Africa.



**SOURCE 6B**

This is a Soviet Russian cartoon about the USA, published in 1952. The main caption reads 'Words and Deeds'. American airbases (American flag) is shown in England and the rest of Europe. It shows a USA general sticking a flag in Greece, on the map. Greece had just joined NATO. The USA politician in the back pocket of the general holds an olive branch (symbol of peace) and talks of 'Peace, Defence, Disarmament'. In the same pocket is also a gun while a lot of dollar notes are visible in the side pocket.

**SOURCE 6C**

This is the view of A Dockrill, a historian, commenting on the Cold War in 1992.

The Cold War has been defined as a state of extreme tension between the superpowers [USA and Soviet Russia], stopping short of all-out war but characterised by mutual hostility and involvement in covert (secret) warfare and war by proxy (substitute) as a means of upholding the interest of one against the other. The Cold War remained cold because the development of nuclear weapons had made resorting to war a suicidal enterprise: both sides would be totally destroyed by such an eventuality. The struggle between the two sides has accordingly been carried out by indirect means, very often at considerable risk, and the resulting tension have ensured that both sides have maintained a high and continuous state of readiness for war.

**6.2 WHY WAS THE MARSHALL PLAN VIEWED DIFFERENTLY BY SOVIET RUSSIA AND THE USA?****SOURCE 6D**

This is an extract from the speech made by George C Marshall at Harvard University on 5 June 1947.

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 6E**

AA Zhdanov, a Soviet commentator, reflected on the announcement of the Marshall Plan on 22 September 1947.

[The Truman Doctrine and the Marshall Plan] are both an embodiment (picture) of the American design to enslave Europe. [The United States has] launched an attack on the principles of national sovereignty. By contrast, the Soviet Union indefatigably (persistently) upholds the principle of real equality and protection of the sovereign rights of all nations, large and small ... The Soviet Union will bend every effort in order that [the Marshall Plan] be doomed to failure ...

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## SOURCE 6F

This is a 1947 West German poster about the Marshall Plan where a truck drives through a toll border (Zoll/Grenze).  
The caption reads: *Free entrance to the Marshall Plan.*



## SOURCE 6G

This is a cartoon that was also published in 1947. The word 'Yankee' is used to describe the Americans.



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ADDENDUM**ACKNOWLEDGEMENTS**

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