

education

Department:
Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATION - 2007

HISTORY P2

HIGHER GRADE

FEBRUARY/MARCH 2007

503-1/2

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

MARKS: 200



503 1 2E

HG

TIME: 3 HOURS

This question paper consists of 8 pages and an addendum of 14 pages.

X05



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 the 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 40 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

National independence would have remained a distant dream for the colonies in Africa had it not been for the awakening of African Nationalism after the Second World War.

Do you agree with this statement? Justify your argument.

[50]

OR

QUESTION 1B

Post-independence challenges experienced by the newly independent African states stem from the legacy of European colonial rule.

Do you agree? Examine the statement critically.

[50]

QUESTION 2: THE RISE OF SOVIET RUSSIA

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

QUESTION 2A

Lenin was a great revolutionary devoted to the communist cause. He firmly believed that the introduction of pure communist principles in Russia would transform the country into a great industrial power.

With reference to the above, explain to what extent Lenin was successful in making Russia a pure communist state and a great industrial power in the years 1917 to 1924.

[50]

OR

QUESTION 2B

In an extraordinary period of ten years, between 1928 and 1938, Joseph Stalin forced the people of the Soviet Union through the most rapid and far-reaching changes in their ways of life that any people in history had ever been made to accept and take part in.

(From: Howarth, T.: *The World Since 1900*)

In the light of the above assertion, comment critically on the changes that were introduced by Stalin and show to what extent they affected Russia in the period 1928 to 1938.

[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 Great Depression of 1929 showed that Republican capitalism in America had failed.

Assess the validity of this statement by examining the events leading up to the Great Depression and its consequences.

[50]

OR

QUESTION 3B

'Relief, recovery and reform' were the main underpins of Roosevelt's New Deal Policy.

Do you agree? Discuss critically.

[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 FACTORS THAT LED TO THE FOUNDING OF THE ORGANISATION OF AFRICAN UNITY (OAU)?**

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

- 4.1.1 Using Source 4A and your own knowledge, comment on the importance of the poster being shown in Ghana. (2 x 2)(4)
- 4.1.2 Why do you think the header "Africa must unite" is significant in Source 4A? (1 x 2)(2)
- 4.1.3 With reference to Source 4B, explain why there were two Pan-Africanist groups. (2 x 1)(2)
- 4.1.4 Explain the usefulness of Source 4B to a historian studying the factors leading to the founding of the OAU. (2 x 2)(4)
- (12)**

4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN UNITY IN ACHIEVING ITS AIMS?

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

- 4.2.1 Using Source 4C and your own knowledge, assess the role of the OAU in solving the Moroccan-Algerian frontier dispute. (2 x 2)(4)
- 4.2.2 Explain the limitations of Source 4C to a historian studying the role of the OAU. (2 x 2)(4)
- 4.2.3 What differences do Sources 4C and 4D bring out about the OAU? (2 x 2)(4)
- 4.2.4 Refer to Source 4D. Comment on the accuracy of the statement: 'it degenerated into a club of dictators'. (2 x 2)(4)
- 4.2.5 What message is conveyed by the cartoonist in Source 4E? (3 x 2)(6)
- 4.2.6 Explain the usefulness of Source 4E in understanding the role of the OAU in Rhodesia. (2 x 2)(4)

- 4.2.7 Using Sources 4C, 4D, 4E and your own knowledge, write a paragraph of about 12 lines (about 120 words) explaining why the OAU has come to be seen as a contentious (controversial) organisation in Africa.

(12)
(38)
[50]

QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR

5.1 WAS THERE JUSTIFICATION FOR THE OCCUPATION OF AUSTRIA?

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

5.1.1 Refer to Source 5A.

- (a) What is implied by the statement: 'the whole history of Austria is just one uninterrupted act of treason'? (2 x 2)(4)
- (b) How does this source bring out Hitler's character as a Nazi Führer? (1 x 2)(2)
- (c) Explain the usefulness of this source to a historian studying the motives for the occupation of Austria by Hitler. (2 x 2)(4)
- (d) Using this source and your own knowledge of the period, briefly discuss the reasons for Schuschnigg's submission to Hitler's demands. (2 x 2)(4)

5.1.2 Use Source 5B.

- (a) Provide evidence from the source which indicates that Mussolini did not oppose the annexation of Austria. (1 x 2)(2)
- (b) Explain whether the cartoonist is in support of Hitler breaking the Treaty of Versailles. (1 x 2)(2)
- (c) Why do you think Austria is treated as 'fair game' in this cartoon? (2 x 2)(4)

5.1.3 Explain, with reference to Source 5C, whether you think there was justification for celebrating the Anschluss. (1 x 3)(3)

5.1.4 Compare Sources 5B and 5C. Why do you think each presents a different view of the Anschluss? (2 x 3)(6)



- 5.1.5 Refer to Source 5D.
- (a) Identify the differences between the two viewpoints in Source 5D. (2 x 2)(4)
- (b) Which viewpoint do you think is correct and explain why? (1 x 3)(3)
- 5.1.6 Using all the sources and your own knowledge, write a paragraph of about 12 lines (about 120 words) for your school magazine explaining whether Hitler's actions against Austria could be defended. (12)
- [50]**

QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR

6.1 HOW WAS PEACE IN EUROPE THREATENED DURING THE COLD WAR?

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

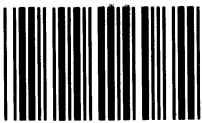
- 6.1.1 Refer to Source 6A.
- (a) What was the main reason for Churchill's feeling of 'deep anxiety'? (2 x 1)(2)
- (b) (i) Explain in your own words what Churchill meant by '*An iron curtain is drawn down upon their front*'. (2 x 2)(4)
- (ii) Using your own knowledge, explain the significance of this statement made by Churchill a week after Germany had been defeated by the Allied Powers. (1 x 2)(2)
- 6.1.2 Study Source 6B. Explain whether Stalin's reasons for establishing governments that are loyal to the Soviet Union can be justified. (1 x 2)(2)
- 6.1.3 Refer to Sources 6A and 6B. What are the differences with regard to Eastern Europe expressed by Churchill and Stalin? (2 x 2)(4)
- 6.1.4 Study Source 6C. What, in the view of the cartoonist, drove nations together to form the Atlantic Pact? (1 x 2)(2)
- 6.1.5 Study Sources 6A and 6C. How does the portrayal in Source 6C reinforce Churchill's thinking in Source 6A? (2 x 2)(4)
- 6.1.6 With reference to Sources 6C and 6D, briefly discuss the founding of the Atlantic Treaty and how you think this could have deepened animosity (division) and suspicion in Europe. (2 x 3)(6)

- 6.1.7 Compare Sources 6B and 6D. What are the similarities and differences between the Soviet Union (Source 6B) and the NATO countries (Source 6D) in respect of future security? (3 x 2)(6)
- 6.1.8 (a) Study Source 6E. Comment on the portrayal of the army generals. (1 x 2)(2)
- (b) Why do you think special focus is given to General Eisenhower in the cartoon? (1 x 2)(2)
- 6.1.9 Examine Sources 6C and 6E. Briefly discuss the bias and limitations of these sources. (2 x 2)(4)
- 6.1.10 Using the information in all the sources and your own knowledge, write a paragraph of about 10 lines (about 100 words) explaining what you consider to have been a threat to peace in Europe during the Cold War. (10)

[50]**TOTAL: 200**

**HISTORY P2
ADDENDUM
HIGHER GRADE
FEBRUARY/MARCH 2007**

X05

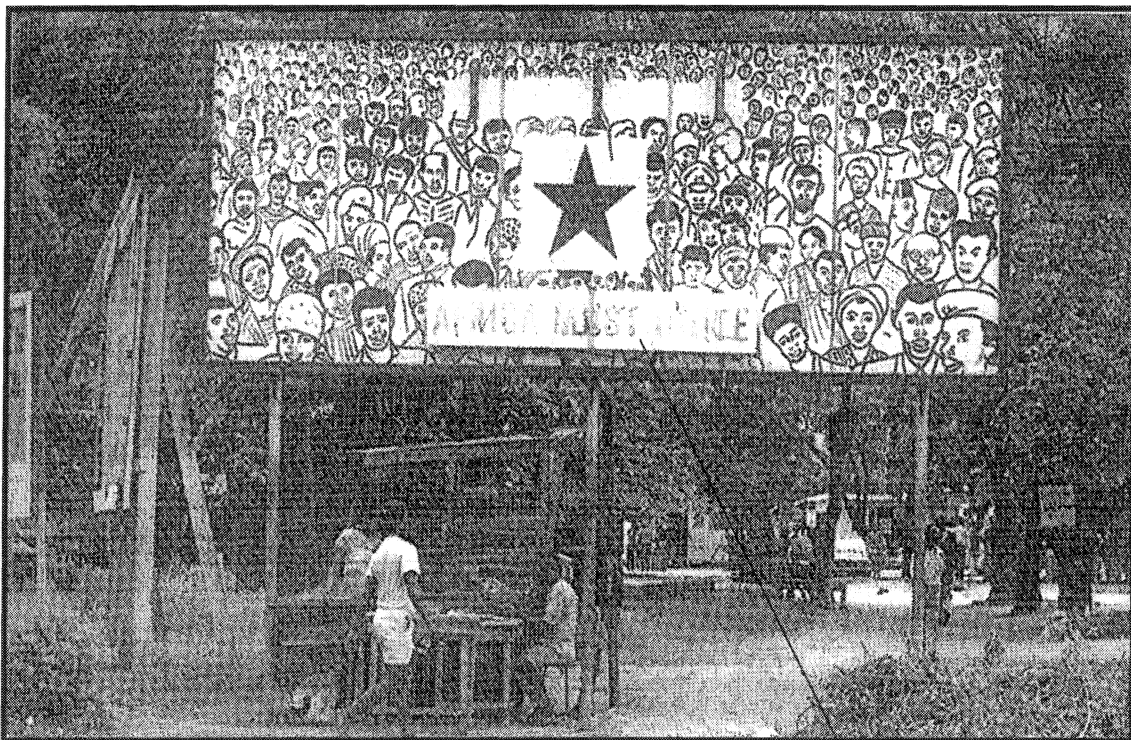


QUESTION 4: AFRICA IN THE TWENTIETH CENTURY

4.1 WHAT WERE THE FACTORS THAT LED TO THE FOUNDING OF THE ORGANISATION OF AFRICAN UNITY (OAU)?

SOURCE 4A

This is a poster shown in Ghana after it became the first sub-Saharan country to gain independence in 1957. The poster is promoting the support for the ideals of Pan-Africanism.



AFRICA MUST UNITE



SOURCE 4B

This is an extract explaining the ideals of the two rival Pan-Africanist groups regarding African unity. It is taken from the book *History for Today*.

The OAU united two rival Pan-Africanist groups – the Casablanca and Monrovia groups. The former group wanted a strong federal union of independent African States, the latter preferred a loose association co-operating on matters of common concern. Both these groups drew on a heritage of Pan-Africanist thought which had developed since 1900. Through its congresses, this movement urged the unity of all blacks within and without Africa; campaigned against racialism; spoke on behalf of colonial Africans and urged the liberation of Africa.

4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN UNITY (OAU) IN ACHIEVING ITS AIMS?**SOURCE 4C**

This is an extract from Basil Davidson, *Modern Africa*, (1999) explaining the role of the OAU in conflict resolution.

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.

Senior Certificate Examination
ADDENDUM

SOURCE 4D

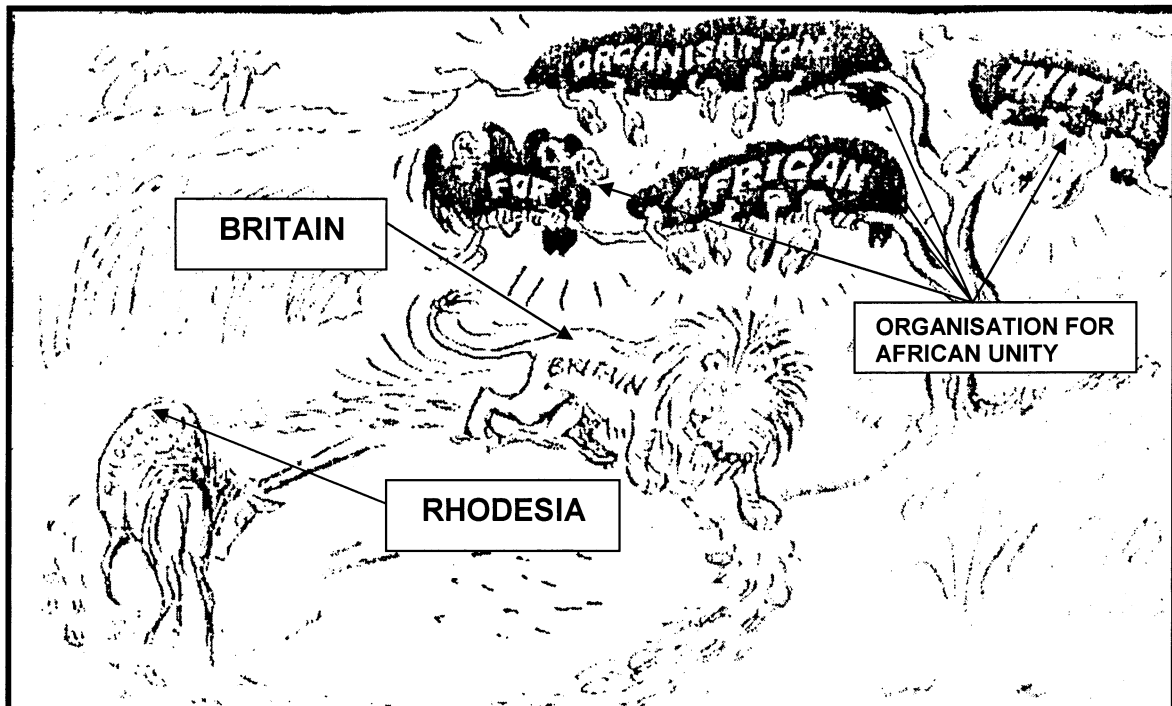
This is a comment by James Kariuki, Professor of International Relations and head of the African Renaissance Agency, published in the *Sunday Times*, 25 May 2003. In this comment he criticized the OAU for its failure to protect human rights in Africa.

Ugly crimes have been committed in post-colonial Africa. At the connivance (involvement) of the OAU, civilian and military dictatorships have betrayed democratic governance. There have been staggering human rights violations in the form of torture, kleptocracy [rule by thieves] and outright genocide as in Rwanda.

Why has all this happened? The OAU fell short of serving the African people precisely because it lacked civilian representation within. As a result, it degenerated into a 'club of dictators' who were unable to articulate the will of the people. After all, the OAU was an association of heads of state.

SOURCE 4E

This is a cartoon referring to Rhodesia's Unilateral Declaration of Independence (UDI) from Britain in 1965. The cartoon appeared in the Cape Town newspaper, *The Argus* in 1969.



QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR

5.1 WAS THERE JUSTIFICATION FOR THE OCCUPATION OF AUSTRIA?

SOURCE 5A

This is an extract from a discussion between Hitler and Schuschnigg, the Austrian Chancellor on 12 February 1938. Hitler rants (shouts) at Schuschnigg. This speech was made on the eve of the Austrian take-over.

The whole history of Austria is just one uninterrupted act of treason. This must come to an end. I can tell you, here and now, Herr Schuschnigg, that I am absolutely determined to end this. Germany is one of the Great Powers and no other state will raise its voice if Germany settles its border problems. I have achieved everything I set out to do, and have become perhaps the greatest German in history. Listen. You don't really think that you can move a single stone in Austria without my hearing about it the very next day, do you? You don't seriously believe that you can stop me, or even delay me for half an hour, do you?

SOURCE 5B

This cartoon, taken from the British magazine *Punch*, 23 February 1938, refers to the occupation of Austria by Hitler. Hitler carries an animal while Mussolini is talking to Hitler. The caption of the cartoon reads:

GOOD HUNTING

Mussolini: 'All right, Adolf – I never heard a shot'.



SOURCE 5C

This is a poster celebrating the Anschluss (1938). The figures symbolise the coming together. The caption reads:
'People to people and blood to blood'. 'Your yes for the Führer!'



SOURCE 5D

These are two views of the Anschluss:

VIEWPOINT 1:

This is what William Shirer, an American journalist, wrote in his diary (*Berlin Diary*, published in 1941).

On an aeroplane: 12 March 1938

Vienna was scarcely recognizable this morning. Swastika flags flying from nearly every house. Where did they get them so fast? I bought the morning Berlin newspapers. Amazing! Goebbels at his best, or worst! Hitler's own newspaper on my lap here. It's screaming [headline] across page one: GERMAN-AUSTRIA SAVED FROM CHAOS. And an incredible story describing [communist] disorders in the main streets of Vienna yesterday, fighting, shooting, pillaging. It is a complete lie. But how will the German people know it's a lie?

VIEWPOINT 2:

This is what a German woman wrote in her diary (*Nazi Lady*, published in 1978).

12th March 1938.

We have invaded Austria – the newspaper says that the communists are pillaging and shooting in Vienna. Goebbels has spoken on the radio. I am excited, and so is everyone here. The Austrians are welcoming our troops with joy.



QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR**6.1 HOW WAS PEACE IN EUROPE THREATENED DURING THE COLD WAR?****SOURCE 6A**

This is an extract from a message sent by Winston Churchill (British Prime Minister) to President Truman of the United States of America on 12 May 1945 – less than a week after the Allied Powers had defeated Germany. It is taken from *The Truman Administration: A Documentary History*, edited by Bernstein and Matusow and published in 1966.

What is to happen about Russia? I have always worked for friendship with Russia, but like you, I feel deep anxiety because of ... the combination of Russian power and the territories under their control or occupied, coupled with the Communist technique in so many other countries, and above all their power to maintain very large armies in the field for a long time. What will be the position in a year or two, when the British and American troops have melted ... when we may have a handful of divisions ... and when Russia may choose to keep two or three hundred on active service?

An iron curtain is drawn down upon their front. We do not know what is going on behind. There seems little doubt that the whole of the regions east of line Lübeck-Trieste-Corfu will soon be completely in their hands.

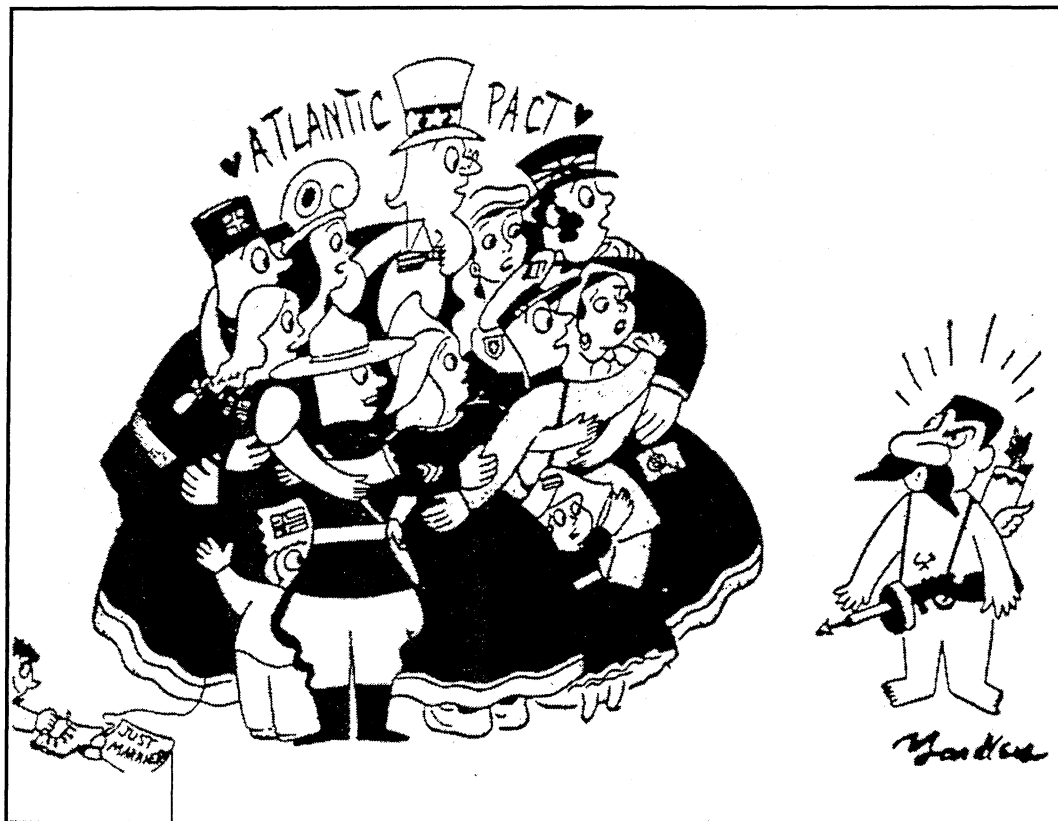
SOURCE 6B

An extract from a speech made by Stalin in March 1946 in which he responds to a speech by Churchill and outlines some of the reasons for the Soviet Union's actions in Eastern Europe. It is taken from *The Origins of the Cold War* by M. McCauley.

The following circumstances should not be forgotten. The Germans made their invasion of the USSR through Finland, Poland, Rumania, Bulgaria and Hungary. The Germans were able to make their invasion through these countries because, at the time, governments hostile to the Soviet Union existed in these countries. As a result of the German invasion, the Soviet Union has lost irretrievably in the fighting against the Germans, and also through the German occupation and the deportation of Soviet citizens to German servitude, a total of about seven million people. In other words, the Soviet Union's loss of life has been several times greater than that of Britain and the United States of America put together. Possibly in some quarter an inclination is felt to forget about these colossal [huge] sacrifices of the Soviet people which secured the liberation of Europe from the Hitlerite yoke [Hitler's oppression]. But the Soviet Union cannot forget about them. And so what can there be surprising about the fact that the Soviet Union, anxious for its future safety, is trying to see to it that governments loyal in their attitude to the Soviet Union should exist in these countries? How can anyone, who has not taken leave of his senses, describe these peaceful aspirations of the Soviet Union as expansionist tendencies on the part of our state?

SOURCE 6C

This cartoon appeared in *The Baltimore Sun*, an American newspaper, in July 1949. It is titled 'Unintentional Cupid'. Cupid is a character from Greek mythology who is said to bring lovers together if they are shot with his arrows. Stalin is portrayed as Cupid here. The countries who made the Atlantic Pact and formed the North Atlantic Treaty Organisation (NATO) are portrayed as the 'lovers'.



JUST MARRIED



SOURCE 6D

On 4 April 1949, a collection of countries (The Western Allies) signed the North Atlantic Treaty in which they undertook to form a new military defence structure which would safeguard their security. This is an extract from this Treaty.

The Parties to this Treaty (Belgium, Canada, Denmark, France, Iceland, Italy, Luxemburg, Netherlands, Norway, Portugal, United kingdom and the United States) reaffirm their faith in the purposes and principles of the Charter of the United Nations and their desire to live in peace with all peoples and all governments.

They are determined to safeguard the freedom, common heritage and civilisation of their peoples, founded on the principles of democracy, individual liberty and the rule of law.

They seek to promote stability and well-being in the North Atlantic area

The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all; and consequently they agree that, if such an armed attack occurs, each of them ... will assist the Party or Parties so attacked by taking forthwith, individually and in concert with other Parties, such actions as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.



SOURCE 6E

This cartoon commenting on NATO's intentions appeared in a Soviet newspaper in 1952. The NATO countries are represented by the various army generals, with General Eisenhower of the USA on the right of the cartoon.



Senior Certificate Examination
ADDENDUM

ACKNOWLEDGEMENTS

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

- Bernstein et. al. 1966 *The Truman Administration: A Documentary History*, USA
 Bottaro, J. and Visser, P. 1999 *In Search of History Grade 12*, Cape Town: Oxford
 Brockman, J. 1986 *Italy and Mussolini*, New York: Longman
 Brooks, R. 1985 *The Modern World since 1870*,: Unversity Tutorial Press
 Brooman, J. 1989 *The World Since 1900*, United Kingdom: Longman Group
 Boyce, A.N. 1974 *Europe and South Africa Part 2 A History for Std 10*, Cape Town: Juta
 Condon, C. 1994 *The Making of the Modern World*, Melbourne: Macmillan
 Craig, G.A. 1972 *Europe since 1914*, USA The Dryden Press
 Culpin, C. 1998 *GCSE Modern World History*, London: Collins Educational
 Desmond, G. 1968 *Mussolini and Fascist Era*, Great Britain: Cox & Wyman
 Downing, T. & Isaacs, J. 1998 *Cold War*, London: Batam Press
 Govender, S.P. et. al. 1999 *New Generation History Standard 10*, Musgrave
 Heater, D. 1992 *Our world this century*, Oxford: Oxford
 Hodge, T. 1993 *Understanding History*, Hong Kong: Heinemann Educational
 Hodgkin, T. 1957 *Nationalism in Colonial Africa*, New York: University Press
 Hills, K. 1991 *Take Ten Years 1940*, London: Evans Brothers Ltd
 Taylor, A.J.P. 1961 *The Origins of the Second World War*, London
 Lancaster, T. & S. 1994 *The era of the Second World War*, London: Causeway Press Ltd
 Leeds, C. 1972 *Italy and Mussolini*, London: Wayland Publishers
 McAleavy, T. 1996 *Modern World History*, United Kingdom: Cambridge University Press
 McCauley, M. 1946 *The Origins of the Cold War*, Europe
 Noble, T. 1994 *Western Civilization*, London
 O'Callaghan, B. 1996 *A History of the Twentieth Century*, New York: Longman
 Pape, J. et al 1998 *Making History Grade 12*, London: Heineman Publishers
 Patrick, J. & Buzan, T. 1997 *GCSE Modern World History*, London: Hodder & Stoughton
 Pearson, E. 1975 *Hitler's Reich*, London: Harrop & Co. Ltd.
 Prockter, R. 1970 *Nazi Germany*, London: The Bodley Head Publishers
 Sauvain, P. 1997 *Germany in the Twentieth Century*, Stanley: Thornes
 Scott, J. 1989 *The World Since 1914*, Oxford: Heineman
 Seleti, Y. (Editor) 1999 *Looking into the Past Grade 12*, Cape Town: Maskew Miller Longman (Pty) Ltd
 Sellman, R.R. 1970 *An Outline Atlas of World History*, London: Edward Arnold Publishers
 Shillington, K. 1989 *History of Africa*
 Speed, P. & M. 1986 *The Modern World*, Somerset: Oxford
 Tate, N. 1989 *People Events in the Modern World*, Great Britain: British Publishers
 Traynor, J. 1991 *Challenging History Europe 1890 – 1990*, London: MacMillan Education Limited
 Viglieno, G. No date *History for Today*, London
 Walsh, B. 1996 *Modern World History*, London: John Murray Publishers Ltd
 Waugh, S. 2001 *Essential Modern World History*, United Kingdom: Nelson Thornes Limited
 Wilson, D.A. No date *Peoples, Revolutions, and Nations*, No place: Evan

