

**education**

Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**SENIOR CERTIFICATE EXAMINATION - 2007**

**HISTORY P2**

**STANDARD GRADE**

**FEBRUARY/MARCH 2007**

**503-2/2**

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



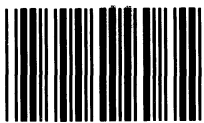
**503 2 2E SG**

**MARKS: 150**

**TIME: 2<sup>1</sup>/<sub>2</sub> HOURS**

This question paper consists of 9 pages and an ADDENDUM of 12 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 THREE 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 TWO 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**

Explain why the European colonial powers were forced to grant independence to the African colonies sooner than expected.

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

Discuss how the challenges of post-independent African states brought turmoil and instability to the continent of Africa.

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

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

**QUESTION 2A**

Describe the economic policies followed by Lenin between 1917 and 1924.

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

With reference to the Five Year Plans explain how Stalin transformed Soviet Russia into an economically self-supporting country.

**[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**

Discuss the Wall Street Crash and its consequences in the United States of America. **[50]**

**OR**

**QUESTION 3B**

Explain how the alphabet agencies of President Roosevelt's New Deal Policy contributed to the economic recovery of the United States of America. **[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 WHY WAS IT IMPORTANT FOR THE ORGANISATION OF AFRICAN UNITY (OAU) TO BE FORMED?**

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

4.1.1 Study source 4A.

(a) What was Selassie's vision for Africa? (1 x 1)(1)

(b) What, according to Selassie, were the barriers to African unity? (2 x 1)(2)

4.1.2 With reference to Source 4A, explain why Selassie believed that unity is important for Africa. (1 x 2)(2)

4.1.3 Refer to Source 4B. Explain what Nkrumah meant by 'Our freedom stands open to danger just as long as the independent states of Africa remain apart'. (1 x 3)(3)

4.1.4 Using Source 4B and your own knowledge, explain why Nkrumah believed that 'Pan-Africa and not Eur-Africa' should be the watchword and guide to Africa's policies. (1 x 2)(2)

4.1.5 How does Nkrumah's speech in Source 4B support Selassie's speech in Source 4A? (2 x 2)(4)

4.1.6 What do Sources 4A and 4B tell you about the attitude of African leaders? (1 x 2)(2)  
**(16)**

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

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

4.2.1 Study Source 4C.

(a) What message do you think the drawing conveys? (1 x 2)(2)

(b) Explain the usefulness of this drawing to a historian studying the civil war in Central Africa. (2 x 2)(4)

- 4.2.2 Use Source 4C and your own knowledge. How do you think the OAU should involve itself in the interest of children? (2 x 2)(4)
- 4.2.3 In what ways does the evidence in Source 4D support the evidence in Source 4C? (2 x 2)(4)
- 4.2.4 Refer to Source 4D. How does the British Broadcasting Corporation (BBC) view the role of the OAU? (1 x 2)(2)
- 4.2.5 Using your own knowledge and Source 4D, explain why the OAU could 'only play a very limited role'. (2 x 2)(4)
- 4.2.6 Explain the usefulness of Source 4D in assessing the achievements of the OAU. (2 x 2)(4)
- 4.2.7 Using Sources 4C, 4D and your own knowledge, write a paragraph of about 10 lines (about 100 words) describing the shortcomings of the OAU. (10)
- (34)**  
**[50]**

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

### 5.1 WHAT WERE THE ARGUMENTS FOR AND AGAINST THE POLICY OF APPEASEMENT?

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

#### 5.1.1 Refer to Source 5A.

- (a) What according to viewpoint 1, was the reason why appeasement should be supported? (1 x 2)(2)
- (b) Why according to viewpoint 2, did the British favour appeasement? (1 x 2)(2)
- (c) Refer to viewpoint 3.
- (i) Why in 1938 does Neville Chamberlain make reference to appeasement? (1 x 2)(2)
- (ii) What argument does he present in support of appeasement? (1 x 2)(2)

- (d) Using viewpoint 4 in Source 5A and your own knowledge, explain why you think Chamberlain's speech could not be taken as reliable. (1 x 3)(3)
- 5.1.2 Study Source 5B.
- (a) Why, according to viewpoint 1, was Churchill concerned about the policy of appeasement? (1 x 3)(3)
- (b) Why does Churchill make special reference to the French army? (1 x 3)(3)
- (c) What were the *Yorkshire Post's* views of Chamberlain and his policy of appeasement? (1 x 3)(3)
- 5.1.3 How does viewpoint 2 in Source 5B contradict viewpoint 4 in Source 5A? (2 x 2)(4)
- 5.1.4 How does Source 5C strengthen Chamberlain's views on appeasement? (2 x 2)(4)
- 5.1.5 Refer to Source 5D.
- (a) What messages does the cartoonist wish to convey regarding appeasement? (2 x 2)(4)
- (b) In what way does this cartoon reflect the betrayal of smaller countries by Britain and France? (1 x 3)(3)
- (c) How does the caption 'Europe can look forward to a Christmas of peace' contradict what is being depicted in the cartoon? (2 x 2)(4)
- 5.1.6 Using your own knowledge and all the sources, write a paragraph of about 11 lines (about 110 words) explaining why Chamberlain's policy of appeasement was not successful. (11)  
**[50]**

**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR****6.1 WHAT WERE THE REASONS FOR THE BUILDING OF THE BERLIN WALL?**

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

6.1.1 Refer to Source 6A.

- (a) How, according to the government of East Germany, did the Western Powers use West Berlin as a centre of activities? (3 x 1)(3)
- (b) What action did the government take to stop these activities? (1 x 2)(2)

6.1.2 Refer to Source 6B.

- (a) Provide TWO reasons, given by D.F. Fleming, for the defections by East Germans. (2 x 1)(2)
- (b) How did the defectors get to West Germany from West Berlin? (1 x 1)(1)
- (c) (i) What kind of people sought defection to West Germany? (2 x 1)(2)
- (ii) Why do you think these people wanted to defect? (1 x 2)(2)
- (d) Explain why the USA invested so much money in developing West Berlin? (1 x 2)(2)

6.1.3 With reference to Source 6B, why do you think it was easy for the Western Powers to smuggle their agents into East Germany from West Berlin? (1 x 2)(2)

6.1.4 Study Source 6C.

- (a) Why do think the lowest number of defections occurred in 1962? (1 x 2)(2)
- (b) Explain whether you think the building of the wall was a success. (1 x 2)(2)

6.1.5 Refer to Sources 6A and 6B. How do Sources 6A and 6B differ in the reasons they provide for the building of the wall? (2 x 2)(4)

6.1.6 Study Sources 6B and 6C. Explain how Source 6C reinforces the reasons given by Source 6B for the building of the wall. (2 x 2)(4)



6.1.7 Refer to Source 6D.

- (a) How did Ursula feel about the fact that the border was closed?  
Quote from the source to support your answer. (1 x 2)(2)
- (b) Why do you think so many people seemed to be unhappy when they heard the news that the border was closed? (1 x 2)(2)
- (c) What immediate effect did the closing of the border have on Ursula's life? (1 x 2)(2)

6.1.8 Refer to Source 6E. How does Norman Gelb illustrate the contrast in experiences between East and West Berlin? (2 x 2)(4)

6.1.9 Refer to Sources 6B and 6E. What evidence is there in Source 6E to support Source 6B? (2 x 2)(4)

6.1.10 Use the information in all the sources and your own knowledge to write a paragraph of about 8 lines (about 80 words) explaining why the East German government found it necessary to build the Berlin Wall.

(8)

**[50]**

**TOTAL: 150**

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**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1 WHY WAS IT IMPORTANT FOR THE ORGANISATION OF AFRICAN UNITY (OAU) TO BE FORMED?****SOURCE 4A**

This is an extract from the speech given by Ethiopia's Haile Selassie, at the founding conference of the OAU. Selassie's words reflect the optimism behind the body's formation.

Today we look to the future calmly, confidently, and courageously. We look to the vision of an Africa not merely free but united .... We know that there are differences among us. Africans enjoy different cultures, distinctive values, special attributes. But we also know that unity can be and has been attained among men of disparate origins, that differences of race, of religion, of culture, of tradition are no insuperable obstacle to the coming together of peoples. History teaches us that unity is strength, and cautions us to submerge and overcome our differences in the quest for common goals .... It is our duty and privilege to rouse the slumbering giant of Africa ... to the vision of a single African brotherhood bending its united efforts towards the achievement of a greater and nobler goal.

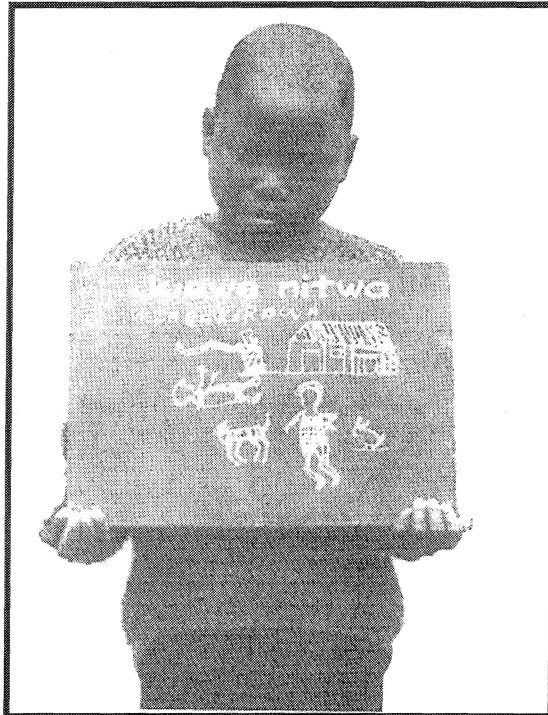
**SOURCE 4B**

This is an extract from the speech given by Kwame Nkrumah of Ghana, in 1963 at the founding conference of the OAU.

Our freedom stands open to danger just as long as the independent states of Africa remain apart .... I am convinced that the forces making for unity far outweigh those which divide us. In meeting fellow-Africans from all parts of the continent I am constantly impressed by how much we have in common. It is not our colonial past, or the fact that we have aims in common, it is something which goes far deeper. I can best describe it as a sense of oneness that we are Africans ... Pan-Africa and not Eur-Africa should be our watchword, and the guide to our policies.

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

This is a photo of a young survivor of the civil war in Central Africa. The survivor is holding a drawing which illustrates his experiences of the civil war. The drawing seems to capture the beating of people, fleeing from the war and the abandoning of domestic animals and their house.

**SOURCE 4D**

This is an extract from a British Broadcasting Corporation article about the history of the OAU, published 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 WHAT WERE THE ARGUMENTS FOR AND AGAINST THE POLICY OF APPEASEMENT?****SOURCE 5A**

These are different viewpoints taken from *Essential Modern World History*, Steven Waugh. It gives the arguments for the implementation of the policy of appeasement.

**VIEWPOINT 1**

Harold Nicolson, who was in the British delegation at Versailles in 1919 made the following comment:

**The treaties of Versailles were neither just nor wise.**

**There is not a single person among the younger people who is not unhappy with the terms.**

**VIEWPOINT 2**

H.A.L. Fisher, *History of Europe*, 1936, mentions why the British were in favour of appeasement.

**Hitler is a guarantee that Russian Communism will not spread westwards.**

**VIEWPOINT 3**

Neville Chamberlain in 1938 mentions why he preferred appeasement.

**I am myself a man of peace to the depths of my soul. Armed conflict between nations is a nightmare to me.**

**VIEWPOINT 4**

Chamberlain speaking to the Cabinet in September 1938:

**Hitler would not deliberately deceive a man he respected. I have established an influence over Hitler who can now be trusted.**

**SOURCE 5B**

These are different viewpoints taken from *Essential Modern World History*, Steven Waugh. It gives the arguments against the implementation of the policy of appeasement.

**VIEWPOINT 1**

A speech by Winston Churchill in 1938:

**Europe is faced with a programme of aggression. There is only one choice open, not only to us but to other countries. Either to submit like Austria, or to take effective measures while time remains to ward off the danger. Where are we going to be in two years time when the German army will certainly be larger than the French army.**

**VIEWPOINT 2**

The *Yorkshire Post*, December 1939 - three months after the outbreak of the Second World War

**By repeatedly surrendering to force, Chamberlain has encouraged aggression. Chamberlain's policy has always been based on a fatal misunderstanding of the minds of the dictators.**

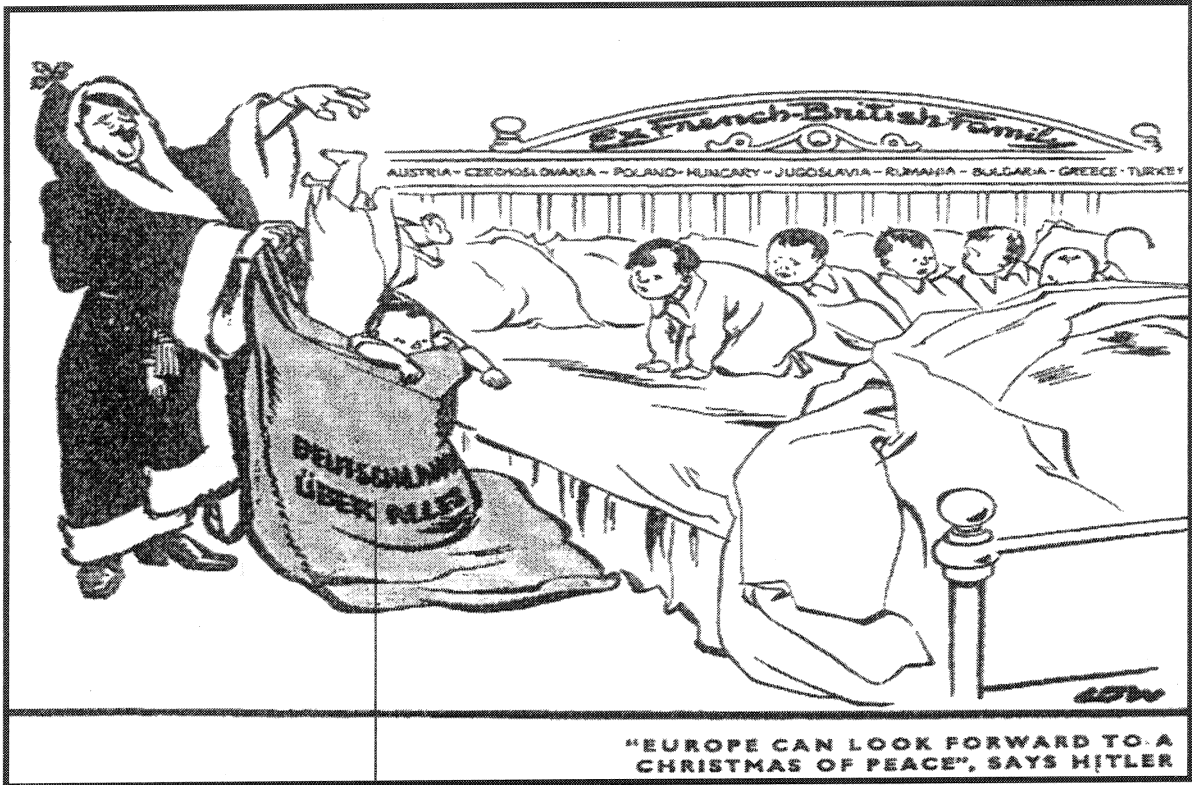
**SOURCE 5C**

This is an extract written by Prime Minister Chamberlain before he became Prime Minister. It is taken from *Modern World History*, Tony McAleavy.

War wins nothing, cures nothing, ends nothing. When I think of the 7 million young men who were cut off in their prime, the 13 million who were maimed or mutilated, the misery and suffering of the mothers and the fathers ... in war there are no winners, but all are losers.

**SOURCE 5D**

This is a cartoon by David Low. It depicts a criticism of appeasement and suggests that Hitler was effortlessly destroying small countries that had put their trust in Britain and France.



Germany  
conquers all



**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR****6.1 WHAT WERE THE REASONS FOR THE BUILDING OF THE BERLIN WALL?****SOURCE 6A**

A statement made on 10 August 1961 by the government of East Germany justifying the building of the Berlin Wall. The building of the wall started on the night of 12 – 13 August 1961.

The western powers use West Berlin as a centre of activities aimed against the German Democratic Republic [The Russian name for East Germany]. There are more centres of spying in West Berlin than anywhere else in the world. These centres smuggle their agents into the German Democratic Republic. Their job is to commit sabotage, to recruit spies and to provoke riots and demonstrations. The government's plan will stop all this activity. Effective control will be established around West Berlin, including its border with democratic Berlin. Protecting ourselves will contribute to peace.

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**SOURCE 6B**

In *The Cold War and its Origin, Vol. II*, (1961) the historian D.F. Fleming outlines the reasons for the building of the Berlin Wall.

The Berlin enclave was intolerable to the East [because of] the offence which West Berlin was to Communist East. It was a glittering outpost of capitalism, luxurious by comparison, prosperous, bustling. The United States had poured \$600m into West Berlin. West Germany had also contributed heavily to make it a shining example of our way of life ...

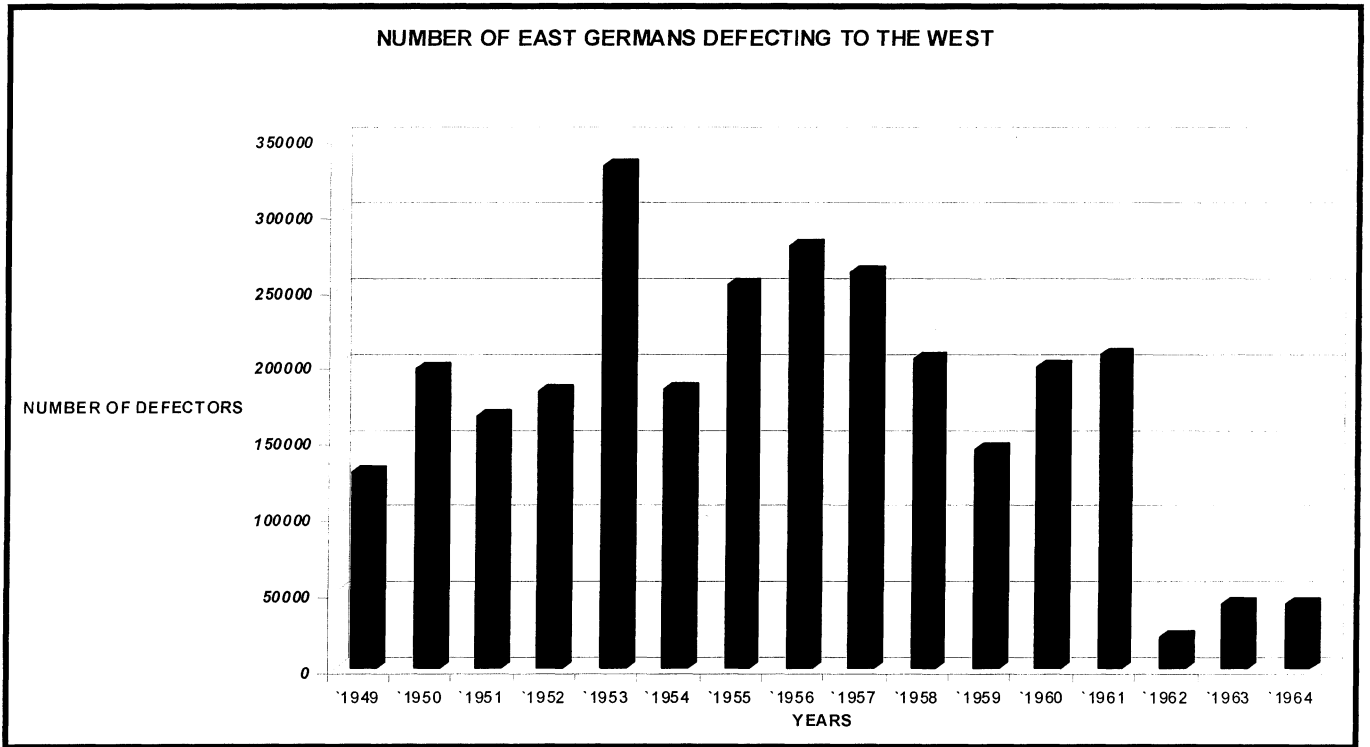
The economic comparison was damaging enough, but the comparison between the individual liberties in West Berlin and the regimented, tight police controls around it was still worse. The contrast led 300 000 East Germans each year to disappear into West Berlin and be flown out to West Germany. Mostly they were young, talented, educated and professional people – a drain which could not be endured indefinitely ... Since 1949 three million people had gone through the Berlin escape hatch and the population was declining. The magnet worked constantly.

West Berlin also contained the greatest combination of espionage agencies ever assembled in one place. It was an almost unbelievable windfall to be able to pursue all the missions of modern 'intelligence' agencies, including sabotage, 110 miles deep in 'the enemy's' territory. The same advantage accrued to Western radio stations and all other propaganda arms.

For all these reasons West Berlin was a deep running sore to the East, to be excised [cut away] if at all possible. The only reason for surprise was that the second Berlin crisis had been postponed so long.

**SOURCE 6C**

A graph indicating the number of people who defected from East to West Germany between 1949 and 1964.



**SOURCE 6D**

An extract from an account of the Berlin Wall crisis by an American journalist, C. Cate in *The Ides of August: The Berlin Wall Crisis of 1961*. The extract refers to the experiences of a young East Berliner, Ursula Heinemann, when she discovered that the borders had been closed during the night of 12 -13 August 1961. She had worked as a waitress at a hotel in West Berlin up to then.

The sun was rising over the eastern horizon when she reached the station hall. Walking briskly over to the ticket counter, she dropped three ten-pfennig [German currency] pieces in the metal trough. Beyond the glass partition the ticket collector shook her head and pushed the three coins back at her ... 'Nein!, Nein! [No! No!] Take your pfennigs back! It's all over now with trips to West Berlin!'

At that moment Ursula heard the sound of boots on the stairs leading up to the S-bahn [station] platform. Five black-uniformed Trapos (East German Transport Police) appeared, each armed with a rifle and a fixed bayonet. In a flash the grim truth dawned on her, and she began to panic. They were coming to arrest her, here and now, caught red-handed trying to leave for West Berlin!

She didn't stop running until she was back at the apartment building. She was so out of breath that she could hardly see. She pressed one button, then another, then all of them. What did it matter on a day like this!

Soon startled voices began sounding through the buzzer. 'Who is it? What is it?'

'They've closed the border! They've closed the border!' she repeated hysterically, continuing to shout the news after the front door latch had been released. 'They've closed the border!' she panted as she hurried up the stairs.

In a moment, all the apartment doors were open and the landings and corridors resounded with startled exclamations. Everybody seemed to be crying ....

Her feelings, she soon discovered, were shared by others.

**SOURCE 6E**

This is an extract from the book *The Berlin Wall* in which Norman Gelb describes his experiences in both West and East Berlin around the time of the building of the Berlin Wall in 1961.

[West Berlin had] elegant shops flaunting the latest fashions and chic travel goods [and cafes where] the finest ice-cream sundaes ... were to be had and ... lush slabs of hazelnut Torte [cake] capped with outsized dollops of snow, outrageously rich Schlagsahne [whipped cream] ....

[In East Berlin] I walked past the open door of a greengrocer's shop and saw a queue of about twenty-five people .... I faithfully joined the queue to find ... that I had been waiting for twenty minutes for ... potatoes .... Meat is rather limited ... Butter at the moment is rationed to half a pound per head per week .... Often too in the summer months, butter and milk are 'off' before you have them home, as very few shops have refrigerators.

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ADDENDUM

## ACKNOWLEDGEMENTS

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

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