STUDY Mate
GRADE 12
Mathematics · Mathematical Literacy · English FAL · Afrikaans FAL · Physical Science · Life Sciences · Accounting · Business Studies · History · Geography
167 DAYS before final exams!
History
ISSUE 10 2008
Learning channel

National Senior Certificate Grade 12
History
Exemplar 2008 – Paper 1

MARKS: 225

TIME: 3 hours

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE questions based on the prescribed content framework for 2008 which is as follows:
   QUESTION 1: WHAT WAS THE IMPACT OF THE COLD WAR IN FORMING THE WORLD IN THE 1960's?
   QUESTION 2: HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?
   QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?
   - Focus 1960s: Civil Rights movements and Black
   - Power movements in the USA.
2. Each question counts 75 marks and begins with a key question.
3. Candidates are required to answer TWO questions. Each question consists of both the source-based questions which count 45 marks and the extended writing which counts 30 marks.
4. In the answering of questions, candidates are required to demonstrate application of knowledge, skills and insight.
5. Rewriting of the sources as answers will be to the disadvantage of candidates.
6. Write neatly and legibly.

The following Learning Outcomes and Assessment Standards will be assessed in this question paper:

Learning outcomes	Assessment Standards The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 3. Interpret and evaluate information and data from sources. 4. Evaluate the usefulness of the sources for the task, taking into account stereotypes, subjectivity and gaps in the available evidence.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence from sources to support the argument. 3. Sustain and defend a coherent and balanced argument. 4. Communicate knowledge and understanding in a written form.

The extended writing questions focus on one of the following levels:

Level of question
Level 1 • Discuss or describe according to a given line of argument set out in the extended writing question. • Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
Level 2 • Synthesise information to construct an original argument using evidence to support the argument. • Sustain and defend a coherent and balanced argument with evidence. • Write clearly and coherently in constructing the argument.

QUESTION 1: Why did Berlin become the focal point of the ideological clash in the Cold War between the Soviet Union (USSR) and the United States of America (USA)?

Study Sources 1A, 1B and 1C to answer the following questions.

1.1 Refer to Source 1A.

1.1.1 Describe the lifestyle in each of the following:
(a) West Berlin
(b) East Berlin (2 × 2) (4)

1.1.2 What were the reasons for the difference in lifestyle in the two parts of Berlin? (2 × 2) (4)

1.1.3 Why did Khrushchev and Kennedy become involved with Berlin? (2 × 2) (4)

1.1.4 Can the action taken by Khrushchev in trying to stop people from defecting be justified? Explain your answer. (2 × 2) (4)

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1.2 Study Source 1B.

1.2.1 What differences did Kennedy highlight between the free world and the communist world? (1 × 2) (2)

1.2.2 (a) How would supporters of the free world view Kennedy's speech? (1 × 2) (2)

(b) Explain why you think Kennedy's speech was in praise of West Berlin. (2 × 2) (4)

1.2.3 Explain the significance of Kennedy's statement, 'All free men, wherever they may live, are citizens of Berlin.' (2 × 2) (4)

1.2.4 You are a newspaper correspondent in West Berlin. Write a front page caption (heading) for either *Pravda* (Russian paper), in which you criticise Kennedy's speech, or *The Washington Post,* in which you support Kennedy. (1 × 3) (3)

1.3 Consult Source 1C.

1.3.1 What were the implications of the signboard 'Attention, you are now leaving West Berlin' to the people of West Berlin? (1 × 2) (2)

1.3.2 Using information from the source and your own

1.3.3 knowledge, explain how you think the issue of the Berlin Wall became a subject used for propaganda. (2 × 2) (4)

To what extent would these pictures be reliable to a historian researching the Berlin Wall? (2 × 2) (4)

1.4 Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) either defending or criticising Soviet actions in the building of the Berlin Wall. (6)

1.5 EXTENDED WRITING (The length of the essay should be about TWO pages.)

Answer QUESTION 1.5.1 OR QUESTION 1.5.2.

1.5.1 Explain why Berlin became the focal point of the ideological clash in the Cold War between the USA and USSR. (30)

OR

1.5.2 The Berlin Crisis heightened tension and division in Europe. Do you agree? Using the information from the sources and your own knowledge, discuss this statement. (30)

[75]

QUESTION 2: What were the factors that led to the decolonisation process in Africa in the 1960s and 1970s?

Study Sources 2A, 2B, 2C and 2D and answer the following questions.

2.1 Refer to Source 2A.

2.1.1 Which country did each of the following persons represent?

(a) Charles de Gaulle
(b) Nkrumah
(c) Chamberlain
(d) King Leopold II (4 × 1) (4)

2.1.2 Using the source and your own knowledge, explain whether the European colonial powers were keen to 'get out of Africa'. (2 × 2) (4)

2.1.3 Why do you think Nkrumah was justified in making the following demand: 'No more white domination! We want Africa for the Africans'? (1 × 2) (2)

2.1.4 Explain why the following statement cannot be justified: '… the people aren't trained to manage their own government.' (1 × 2) (2)

2.2 Study Source 2B.

2.2.1 Explain how useful this source is to a historian studying the process of decolonisation of Africa. (2 × 2) (4)

2.2.2 What impressed Harold Macmillan especially about Africa's desire for independence? (1 × 2) (2)

2.2.3 (a) According to the source and your own knowledge, what was the message Macmillan was bringing to South Africa? (1 × 2) (2)

(b) Give TWO reasons for this. (2 × 1) (2)

2.3 Compare Sources 2A and 2B. Explain how they support each other regarding the process of decolonisation. (2 × 3) (6)

2.4 Read through Source 2C.

2.4.1 What message was Nkrumah conveying to the people by the statement: 'Seek ye first the political kingdom and all else will be added unto you'? (1 × 2) (2)

2.4.2 How does this source show that colonial rule was not in the best interest of Africans? (1 × 2) (2)

2.4.3 Using the source and your own knowledge, explain your impressions of Nkrumah as a leader. (1 × 2) (2)

2.5 Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining why, if you were in the position of a Ghanaian, you would want independence for Ghana. (6)

2.6 Refer to Source 2D.

2.6.1 How does Source 2D support the argument that colonial powers created the problems in Africa? (1 × 3) (3)

2.6.2 According to this source, why did it become necessary for Africans to forge 'new identities'? (2 × 1) (2)

2.7 EXTENDED WRITING (The length of the essay should be about TWO pages.)

Answer QUESTION 2.7.1 OR QUESTION 2.7.2.

2.7.1 Discuss the factors that led to the decolonisation process in Africa in the 1960s and 1970s.

OR

Uhuru was a painful outcome of the decolonisation process in Africa. (30)

2.7.2 Do you agree? Discuss the statement using the information from the sources and your own knowledge. (30)

[75]

QUESTION 3: What forms of civil-rights protests occurred in the United States of America (USA) during the 1960s?

Use Sources 3A, 3B and 3C to answer the following questions.

3.1 Refer to Source 3A.

3.1.1 What kind of society did Martin Luther King advocate? (1 × 2) (2)

3.1.2 Using this source and your own knowledge, explain what inspired Martin Luther King to make the 'I have a dream' speech. (1 × 2) (2)

3.1.3 Explain what was meant by the following: ' … they will not be judged by the colour of their skin, but by the content of their character.' (1 × 2) (2)

3.1.4 What do the words 'Free at last! Free at last! … we are free at last!' tell you about the situation in which African Americans found themselves? (1 × 2) (2)

3.2 Use Source 3B.

3.2.1 What evidence is there in the source to suggest that the slogan 'Black Power' was adopted by different African Americans? (2 × 1) (2)

3.2.2 How did African Americans affirm (assert) Black Power? (2 × 1) (2)

3.2.3 Using this source and your own knowledge, explain why Black Power appealed so strongly to some black people in America. (1 × 2) (2)

3.2.4 With reference to the source and your own knowledge, to what extent do you think Black Power helped shape the culture and define the destiny of the African Americans? (2 × 2) (4)

3.3 Read through Source 3C.

3.3.1 Explain whether Malcolm X is justified in his criticism of America. (2 × 2) (4)

3.3.2 How does Malcolm X wish to address the challenges facing African Americans? (2 × 2) (4)

3.3.3 According to Malcolm X, in what way was the United Nations to be used as a platform to carry out the following request: 'expand the civil-rights struggle'? (1 × 2) (2)

3.3.4 Explain why Malcolm X's speech 'The Ballot or the Bullet' is appropriate in the context of the civil-rights movement. (1 × 2) (2)

3.4 Explain in what ways Source 3A differs from Source 3C regarding the civil- rights protests in the USA during the 1960s. (2 × 2) (4)

3.5 With reference to Sources 3A, 3B and 3C, explain how they support each other with regard to the civil-rights protests in the United States of America. (5)

3.6 Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining how leadership formed the basis of the struggle for pride and dignity by the black Americans. (6)

3.7 EXTENDED WRITING (The length of the essay should be about TWO pages.)

Answer QUESTION 3.7.1 OR QUESTION 3.7.2.

3.7.1 The 1960s are often referred to as 'the decade of the civil-rights protests' in the United States of America. Do you agree with this statement? Critically discuss. (30)

OR

3.7.2 Using the information from the sources and your own knowledge, explain how the different forms of civil-rights protests that occurred in the United States of America made an impact on the struggle for human rights. (30)

[75]

TOTAL: 225

Due to space constraints, the Study Mate team would like to apologise for not being able to publish the Mathematics Grade 12 Formula Sheet as stated in Issue 9. Please note that the Formula Sheet will be published in a future edition of Study Mate.

Memorandum

QUESTION 1: THE COLD WAR BETWEEN USSR AND THE USA?

1.1.1 (a)
- Benefited from Marshall Plan
- People prospered
- West Berliners returned to luxurious life
- Enjoyed freedom of speech
- Could vote
- Any other relevant response

(b)
- East Berliners remained poor
- Lived under constant fear of secret police
- Buildings in a state of collapse
- Very little to obtain from shops
- Did not enjoy freedom of speech
- Any other relevant response (any 2 × 2) (4)

1.1.2 (a)
- West Berlin was governed through democratic principles
- East Berlin was under the dictatorship of USSR/oppressive regime/Communist control
- West Berliners were exposed to rewards for hard work: capitalist incentives
- East Berlin socialist in approach
- West Berlin benefited from Marshal Plan while East Berlin did not
- Any other relevant response (any 1 × 2) (2)

1.1.3
- Berlin was the focal point of the Cold War
- Berlin was divided after WW Two between the USA and the allies and the USSR
- Kennedy wanted to safeguard Western interests in Berlin
- Khrushchev wanted East Berlin to remain under Soviet influence (any 2 × 1) (2)

1.1.4

Candidates may state Yes or No and substantiate their response with relevant evidence

Yes
- Prevent an exodus of East Berliners from moving into West Berlin
- East would be seen as failing thus discrediting communism in general
- Stalin wanted to prevent skills leaving the USSR
- Stalin wanted to prove that the USSR was a force to be reckoned with
- Any other relevant response

No
- People were exercising their democratic right
- There were no jobs in the East
- People in search of a better life
- Any other relevant response (2 × 2) (4)

1.2.1
- Democracy is not perfect
- Freedom has many difficulties
- No forced conditioning of people
- No wall erected to prevent people from leaving
- Any other relevant response Communist World
- Total state control
- Limited or no freedom
- Any other relevant response (any 2 × 2) (4)

1.2.2 (a)
- Encouraging and positive
- Reassuring West Berliners of the USA's presence and support
- Any other relevant response (any 1 × 2) (2)

(b) *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3);* LO2 (AS3)]
- Wished to get the support of West Berliners
- West provided opportunities for people
- Wished to show the East that the USA was concerned about the well-being of the West Berliners
- Promote psychological superiority of the West
- Any other relevant response (any 2 × 2) (4)

1.2.3
- West Berlin became a symbol of free world
- Democracy and rule of law strengthened
- Free men were welcome in Berlin
- Being sarcastic by criticising the policy of USSR
- Any other relevant response (any 2 × 2) (4)

1.2.4
- " Yet Another Interference by USA in Europe" for Pravda
- " Communism failed dismally in Berlin" Washington Post
- Any other relevant response (any 1 × 3) (3)

1.3.1
- To remind them of hardship and warn them about communism
- Propaganda used to discredit East Berlin (Communism)
- Berlin was divided into East Berlin and West Berlin
- Implication: you are now leaving a world of freedom and choice and entering a world of restriction and limitation
- Any other relevant response (any 1 × 2) (2)

1.3.2
- Berlin Wall was used as a centre of the Cold War between West and East
- Each side used the Berlin Wall to discredit the other side
- Each was suspicious of the other and used the wall to serve its own selfish interests
- Any other relevant response (2 × 2) (4)

1.3.3

Candidates may state reliable or unreliable and substantiate their response with relevant evidence

RELIABLE
- They demonstrate the level of difference between Communism and Capitalism
- They show the extent of the struggle for domination
- They show the level of mistrust between the two camps
- Any other relevant response

UNRELIABLE
- The pictures are from one side only (West)
- The purpose of the warning was to deter people from leaving West Berlin
- The photos show old buildings on the East side
- Used to arouse emotions
- Any other relevant response (any 2 × 2) (4)

1.4

Candidates should take a particular stance and then support it with relevant evidence

Defending
- Communism was relatively new to the world
- Soviet Russia had to create suitable conditions for communism.
- The wall would discourage East Berliners from leaving before experiencing the advantages of communism
- Capitalism was responsible for poverty throughout the world
- The Soviet was offering the alternative to capitalism
- Soviet wanted to safeguard the communist interests
- The wall was to act as a deterrent to would-be defectors from East Berlin
- Any other relevant point

Criticising
- One party system
- Lack of freedom
- People's individual potential not harnessed
- No scope for incentives
- No motivation
- Hindered progress
- Exploitation of labour and resources
- Violation of human rights
- Any other relevant point (6) **(45)**

1.5 EXTENDED WRITING

1.5.1

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the path, form, strategy and tactics pursued by each side in advancing its ideology.

MAIN ASPECTS
- Introduction: Candidates should explain why Berlin became the focal point of the ideological clash in the Cold War.

ELABORATION
- Berlin was the capital city of Germany
- Hitler had predicted the division of the world into two power blocs
- Whoever wins control of Berlin would dominate the world
- Berlin became the symbol of the struggle between East and West
- To stop any further re emergence of tyrant regimes Berlin had to be checked
- For the West the control of Berlin meant a safe Europe
- For the East the control of Berlin meant the springboard to spread communism(or so was the perception from the West)
- Conclusion: Candidates should tie up their extended writing. (30)

1.5.2

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the Berlin Crisis heightened tension and division in Europe.

MAIN ASPECTS
- Introduction: Candidates should present their line of argument.

ELABORATION
- Europe was divided into East and West
- The Berlin Wall was built
- Uprisings against communist governments
- Formation of NATO and WARSAW
- Any other relevant point
- Conclusion: Candidates should tie up their line of argument (30) **[75]**

QUESTION 2: WHAT WERE THE FACTORS THAT LED TO THE DECOLONISATION PROCESS IN AFRICA IN THE 1960s AND 1970s?

2.1.1 (a) France (b) Gold Coast (Ghana) (c) Britain (d) Belgium (4 × 1) (4)

2.1.2

Candidates may state No or Yes and substantiate their response with relevant evidence NO
- They were reluctant, they wanted to continue exploiting

Africa's riches.
- European economies were dependent on Africa's raw material.
- Any other relevant response

YES
- Some leaders felt that they needed to leave Africa
- Africa should shape its own destiny and future
- Any other relevant point (any 2 × 2) (4)

2.1.3
- Africans were tired of colonial oppression and exploitation
- Nkrumah was spearheading a campaign for African rule in Africa (1 × 2) (2)

2.1.4
- Colonisation started in 1884 and after 60 years the colonial powers cannot justify that Africans were not ready to govern themselves
- There were African leaders who were capable of managing their governments
- It is the colonial powers who exposed Africans to WW2 from which they gained their experience
- Any other relevant response (any 1 × 3) (3)

2.2.1

Candidates may state useful or not useful and substantiate their response with relevant evidence

USEFUL
- The speech confirms the period when decolonisation started
- The message in the source was intended for white ruled South Africa and therefore is useful
- The speech was made in the South African parliament
- It shows that the colonial powers read the signs about imminent change
- It also demonstrates that Britain had learnt her lessons from her other colonial possessions
- Any other relevant response

NOT USEFUL
- Britain had a vested interest
- It cannot give an objective opinion on the process of decolonisation (4)

2.2.2
- The strength of the African national consciousness
- Africans all over Africa were demanding self rule and end to colonialism (any 1 x 2) (2)

2.2.3 (a)
- The time of exclusive white rule has come to an end
- There was a growth of African national consciousness
- Independence was being granted to African countries (any 1 x 2) (2)

(b)
- South Africa was showing resistance to change
- Should become aware that the wind of change was blowing through the continent
- The struggle for majority rule in South Africa was on the increase (2 × 1) (2)

2.3
- Both sources show the speed at which the demand for self rule by Africans gained momentum after 1945

- Both sources reflect the unity of African countries towards the decolonisation process
- Both sources reflect that there was some understanding on the part of the colonial powers that independence was inevitable
- Any other relevant response (2 × 2) (4)

2.4.1
- With African countries gaining political control everything else will be achieved
- Self-rule would make a difference
- Means of production will be in the hands of Africans
- Economy will be controlled by Africans
- Social, education and health will be determined by Africans
- Africa's destiny will be in the hands of Africans.
- Achieving political independence will open the way for all other freedoms
- Any other relevant response (any 1 × 3) (3)

2.4.2
- Colonies existed for the benefit of the colonial masters (1 × 2) (2)

2.4.3
- Nkrumah was an astute and a shrewd politician who articulated a belief that self-rule would make a profound difference to the lives of people
- Nkrumah was a true leader who had a vision for the whole of Africa
- Very persuasive and steadfast in his view that Africa should be freed from foreign rule
- Any other relevant response (any 1 x 2) (2)

2.5
- They wanted to show that they can rule themselves
- Free from colonial rule
- African natural resources to be utilised by Africans for Africans
- Ghana will determine its own destiny
- Forging of new links within Africa
- Health and education to be controlled by Africans
- Development of Africa
- To be free to practise African traditions without interference
- Any other relevant point (6)

2.6.1
- Colonies were created with several culturally and historically different groups
- As these people shared nothing, their unity was forged by struggling against common foreign ruler.
- Colonial powers were motivated by greed and not concerned about anything else
- Colonial powers committed atrocities
- Any other relevant response (any 1 × 3) (3)

2.6.2
- New identities became necessary so that it would help them in their struggle
- They developed new identities so that they could fight the atrocities and shortcomings of the colonial rule
- African brotherhood was necessary to fight a colonial oppressor (any 2 × 1) (2)

2.7 EXTENDED WRITING

2.7.1

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the factors that led to the decolonisation process in Africa in the 1960s and 1970s.

MAIN ASPECTS
- Introduction: Candidates should focus on why decolonisation took place and what were the factors that led to the decolonisation process in Africa .

ELABORATION
- White domination of African political, economic and social destiny
- Experience gained by African soldiers during WW2
- The growth of nationalism among Africans
- Realisation of continued exploitation of African resources
- Europeans were pursuing their interests in Africa
- First step was demanding political power
- Any other relevant response
- Conclusion: Candidates should tie up their argument. (30)

2.7.2

The candidate should include the following points in the response.

SYNOPSIS

Candidates should either agree or disagree with the statement. In agreeing with the statement they should discuss whether uhuru was achieved not without a price. In disagreeing with the statement they should explain that uhuru was achieved without a price.

MAIN ASPECTS
- Introduction: Candidates should state whether they agree/disagree with the statement and then outline how uhuru was achieved.

ELABORATION
- Focus on reasons for uhuru
- Post World War II
- Concept of freedom and democracy
- Role of the United Nations Organisation
- Factors leading to decolonisation: The role of World War II; African Nationalism; Self-government; Self-determination; etc
- Conclusion: Candidates should tie up their argument. (30) **[75]**

QUESTION 3: WHAT FORMS OF CIVIL RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

3.1.1
- A society where all human beings are treated as equals
- Freedom to be enjoyed by all citizens
- Free from all forms of discrimination and injustice (any 1 × 2) (2)

3.1.2
- Inspired by the vision that people can overcome differences
- Inspired by the injustices black people endured in the USA
- Inspired by the knowledge that the sufferings by their slave parents can sustain their fight for equal rights.
- Inspired by the scripture that reconciliation was still possible
- Any other relevant response (any 1 × 2) (2)

3.1.3
- Competency of people must be judged according to merit, not to be judged by the colour of the skin (1 × 2) (2)

3.1.4
- African Americans had long cherished the day when they would be free.
- They were wanting to break free from the shackles of the past
- The decade of the 60s gave them hope, they were optimistic about change.
- They were prophetic words
- The words were reassuring and encouraging people to hang-on since victory was certain
- Any other relevant response (any 1 × 2) (2)

3.2.1
- Revolutionaries used it to preach guerrilla warfare
- Liberals to demand reform
- Conservatives to demand self help (3 × 1) (3)

3.2.2
- Black is beautiful
- Rejection of skin bleaches
- Young blacks donned dashikis, wore Afro hair styles
- Chanted aloud 'I'm black and I'm proud'
- Raised fist salute (any 3 × 1) (3)

3.2.3
- It reflected that African Americans shaped their own culture
- That African American defined their identity
- Any other relevant response (any 1 × 2) (2)

3.2.4
- By teaching self reliance
- Black Power re-inforced the belief in themselves, determining what they want and how they wanted to be treated(governed)
- Any other relevant response (2 × 1) (2)

3.3.1

Candidates may state justified or not justified and substantiate their response with relevant evidence

JUSTIFIED
- Yes, in America there were segregation laws
- African Americans did not have equal rights
- Treated as slaves
- Any other relevant response

NOT JUSTIFIED
- America did not practise racism as some former colonial masters
- America believed in extensive preparations of Africans before giving (according) rights
- Any other relevant response (any 2 × 2) (4)

3.3.2
- Elevate civil rights struggle to human rights struggle
- Take USA government to United Nations and demand human rights (any 2 × 2) (4)

3.3.3
- First is to get some friends, new allies
- Address the UNO
- Expand the civil rights struggle to the level of human rights
- Civil rights struggle needs new interpretation (any 1 × 2) (2)

3.3.4
- The 60s was a decade of the rise of struggles across the world for equal rights
- Liberation wars were fought all over the world
- Americans could achieve freedom either through legislation or through revolt
- Any other relevant response (any 1 × 3) (3)

3.4
- The language and tone is reconciliatory in Source 3A
- Source 3C is radical and reflects on human rights issues
- Any other relevant response (2 x 2) (4)

3.5
- Source 3A Martin Luther King promised African Americans that they would struggle for their rights until they were no longer oppressed
- In Source 3B Black Power is adopted to be the symbol of the civil rights struggle while Source 3C advocates taking civil rights protest forward
- All the sources reflect the desire to be free
- Any relevant response (2 × 2) (4)

3.6
- Leadership roles of Luther; Malcolm X
- Luther advocated peaceful change
- Malcolm X advocated a more radical philosophy
- Any other relevant point (6)

3.7 EXTENDED WRITING

3.7.1

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should either agree or disagree with the statement. In agreeing they should discuss why the 1960s was a decade of civil rights protests. In disagreeing with the statement they should explain why they disagree.

MAIN ASPECTS

Introduction: Candidates should discuss what forms the civil rights protests took place in the United States of America.

ELABORATION
- The earlier protests before 1960
- Fights against the segregation laws
- US governments attitude towards African American
- Martin Luther's march and the famous speech
- Malcolm X's speech and his philosophy, his assassination
- Momentum gained through these protests
- The emergence of white Supremacists
- The political intervention by authorities
- Assassination of Martin Luther and subsequent victory
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

3.7.2

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain what impact did the civil rights protests made in the struggle for human rights.

MAIN ASPECTS

Introduction: Candidates should discuss the origins of the civil rights protests

ELABORATION
- Roots of civil rights protests
- Peaceful protests
- Mass based support
- Speeches made in support of civil rights protests
- The widening of the struggle to human rights protests
- Struggle icons Malcolm X, Martin Luther
- Victory for the African Americans
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

[75]

TOTAL: 225

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Sources for Issue 10

QUESTION 1: WHY DID BERLIN BECOME THE FOCAL POINT OF THE IDEOLOGICAL CLASH IN THE COLD WAR BETWEEN THE SOVIET UNION (USSR) AND THE UNITED STATES OF AMERICA (USA)?

SOURCE 1A

This is an extract from The Cold War by David Taylor commenting on life in Berlin and the construction of the Berlin Wall.

The Berlin Wall goes up

West Berlin received large amounts of money under the Marshall Plan. This part of the city was rebuilt and soon began to prosper. There was plenty of food in the shops, and there were cinemas, theatres, cafes and nightclubs. West Berliners could enjoy life again. Above all, they were able to vote in free elections and speak their minds without fear of arrest.

East Berlin, under communist rule, was a dour (harsh) place. Many buildings remained derelict and there was very little to buy in the shops. Most people lived in dull apartment blocks and few owned cars, refrigerators or washing machines, which were becoming common in Western Europe and the USA. East Berliners did not enjoy freedom of speech and lived in fear of being arrested by the secret police. But, despite these differences, people could still travel wherever they liked in the city. Underground trains and trams ran between the East and West. East Berliners were free to visit friends in the West, and over 50 000 of them travelled to work there each day.

Many East Germans wanted a better standard of living and defected to West Berlin. Most of the defectors were under the age of 45 and many had useful skills. Defectors included teachers, lawyers, doctors and engineers. There were more job opportunities in the West and wages were higher. Soon more than 200 000 people a year were defecting to the West. East Germany was losing most of its skilled workers.

Khrushchev, the Soviet leader, and JF Kennedy, the new president of the USA, met in Vienna in June 1961. Kennedy was determined to hang on to West Berlin. Khrushchev, somehow, had to stop the flood of people defecting. Khrushchev decided to build a wall that would seal East Berlin off from the West. In the earlier hours of 13 August 1961, East German workmen started to erect a barbed-wire fence between East and West Berlin.

SOURCE 1B

This is an adapted extract from President JF Kennedy's speech on 26 June 1961. Kenndy was speaking in the Rudolf Wilde Platz, near the Berlin Wall.

There are many people in the world who really don't understand, or say they don't, what is the great issue between the free world and the communist world. Let them come to Berlin.

Freedom has many difficulties and democracy is not perfect, but we have never had to put up a wall to keep our people in, to prevent them from leaving us. I want to say, on behalf of my countrymen, who live many miles away on the other side of the Atlantic, who are far distant from you, that they take the greatest pride that they have been able to share with you, even from a distance, the story of the last 18 years. I know of no town, no city, that has been besieged for 18 years that still lives with the vitality, and the force, and the hope and the determination of the city of West Berlin. While the wall is the most obvious and vivid demonstration of the failures of the communist system, for all the world to see, we take no satisfaction in it, for it is, as your mayor has said, an offence not only against history but an offence against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together.

All free men, wherever they may live, are citizens of Berlin, and therefore, as a free man, I take pride in the words 'Ich bin ein Berliner'. ('I am a Berliner.')

SOURCE 1C

The following are photographs of the Berlin Wall.

PHOTOGRAPH 1: Shows the Berlin Wall with the famous Brandenburg Gate in the background. The board says: 'Attention, you are now leaving West Berlin'.

PHOTOGRAPH 2: Shows West Berliners looking over the Berlin Wall soon after it was built in 1961.