

SENIOR SECONDARY INTERVENTION PROGRAMME 2013



education

Department: Education

GAUTENG PROVINCE

GRADE 12

HISTORY

LEARNER HOMEWORK SOLUTIONS

The SSIP is supported by



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LEARNER HOMEWORK SOLUTIONS

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SOLUTIONS TO HOMEWORK: SESSION 1**TOPIC 1: UHURU – INDEPENDENT AFRICAN STATES****QUESTION 1**

- 1.1 Primary: ✓ produced in 1959, ✓ therefore made at the time ✓ (3)
- 1.2 Yes; ✓ because Africans were denied representation ✓ and were exploited for their labour and the resources of the continent ✓ (3)
- 1.3 While Africans were not literally chained in the 20th century, there was economic and social slavery; ✓ inequality ✓ (2)
- 1.4 **Accept sensible alternatives.**
Nationalism is an extreme form of national independence: ✓ the belief that one's country should control its own affairs ✓ and has the right to do so without interference ✓ (3)
- 1.5 African workers who had been enslaved or exploited by colonials or foreigners; ✓✓ anyone, for example, citizens of African countries, who believed in their country's right to autonomy and independence ✓✓ (4)
- 1.6 Colonials who had freely taken advantage of African resources and labour and wanted to hold on to their territory and power; ✓✓ anyone who thought Africans were incapable of running their own governments ✓✓ (4)
- 1.7 It meant that all peoples, including those in former colonies, had the right to be independent ✓ and therefore foreign powers would have to take their demands for equality and sovereignty into consideration ✓ (2)

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SOLUTIONS TO HOMEWORK: SESSION 1**TOPIC 2: UHURU – IMPACT OF INTERNAL AND EXTERNAL FACTORS ON NATIONHOOD****QUESTION 1**

- 1.1 No not really: ✓ he still thinks that Africans are unable to rule themselves ✓ as well as white colonisers might; ✓ he can never hope to dominate the partnership – i.e. will always be subservient ✓ (4)
- 1.2 Outrage; ✓ disappointment; ✓ it probably fuelled resistance movements considerably ✓ (3)
- 1.3 Political recognition ✓ in the form of independence from colonising countries; ✓ global acceptance ✓ and being taken seriously as a world power ✓ (4)
- 1.4 Civil and human rights ✓ for each person in the democracy; ✓ stable ✓ and confident government ✓ (4)
- 1.5 Content: A does not welcome independence ✓ while B calls for it in the next ten years ✓
Tone: A is patronising ✓ while B is demanding ✓ (4)
- [19]**

SOLUTIONS TO HOMEWORK: SESSION 1 SELF STUDY
TOPIC: CONSOLIDATION – UHURU

QUESTION 1

1.1

- Nyerere was opposed to human rights abuses and stood up against Idi Amin's brutal regime in Uganda
- Uganda had invaded Tanzania (2 x 2) (4)

1.2

- He stood up against the brutal dictatorship of Idi Amin
- He risked the disapproval of the OAU
- Any other relevant response (2 x 2) (4)

1.3

Possible points:

- Socialist
- Classless society/redistribution of wealth
- Nationalise wealth
- Co-operation
- Had a vision of education and social action
- Sharing and respect
- Rural development and communal farming
- Independent of Europe
- Non-aligned in Cold War
- Any other relevant point (6)

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SOLUTIONS TO HOMEWORK: SESSION 2**TOPIC 1: CIVIL SOCIETY PROTEST – CIVIL RIGHTS MOVEMENTS IN THE USA**

- 1.1 *[Explanation of Source C – L1 &2 – LO1 (AS1); LO2 (AS3); LO3 (AS1&2)]* (any 2 x 2) (4)

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

- 1.2 *[Interpretation of evidence from Source C – L1 &2 – LO1 (AS1); LO3 (AS1&3)]* (any 2 x 2) (4)

- Elevate civil rights struggle to human rights struggle
- Take USA government to United Nations and demand human rights

- 1.3 *[Interpretation of evidence from Source C – L2 – LO1 (AS1); LO3 (AS1&2)]* (any 1 x 2) (2)

- 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

- 1.4 *[Interpretation of evidence from Source C – L2 – LO1 (AS3&4); LO3 (AS2&3)]* (any 1 x 3) (3)

- 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

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SOLUTIONS TO HOMEWORK: SESSION 2**TOPIC 2: CIVIL SOCIETY PROTEST – LIBERATION AND PEACE MOVEMENTS IN THE USA****QUESTION 1**

- 1.1 The source speaks of how women who were involved with protests for black and Vietnamese liberation were discriminated against. (1 x 2) (2)
- 1.2 Their attitude towards black activists like Stokely Carmichael is one of disappointment and disdain for his attitude toward women. (1 x 2) (2)
- 1.3 Their age and ethnic origins are mixed – there are old and young women, and black and white women. (2 x 2) (4)
- 1.4 They are wearing the same clothes and their arms are interlinked and they are smiling. This shows their solidarity and enthusiasm for their cause. (2 x 2) (4)

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SOLUTIONS TO HOMEWORK: SESSION 2 SELF STUDY**TOPIC: CONSOLIDATION – CIVIL RIGHTS PROTEST IN THE USA IN THE 1960s****QUESTION 1**

1. Study Source C.
- 1.1 *[Explanation and interpretation of evidence from Source 1C – L3 – LO3- (AS2)]* (1 x 2) (2)
- Leaders of the community marching peacefully
 - Appear respectable and well dressed
 - Black and white leaders marching together in solidarity
 - Any other relevant response
- 1.2 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]* (3 x 1) (3)
- Voting rights
 - Jobs for all
 - End of segregated races in public schools
- 1.3 *[Interpretation and evaluation of information from Source 1C – L3 – LO3 (AS2)]* (1 x 2) (2)
- Previous marches were done in different states this was the first time they march to the capital
 - Injustice brought to the attention of the headquarters, problems to be addressed nationally
 - To show that black and white can live together
 - The famous 'I have a Dream' speech was made
 - Any other relevant response
- 1.4 *[Explanation and interpretation of evidence from Source 1C – L3 – LO3- (AS2)]* (2 x 2) (4)
- Source C complements Source B by showing peaceful marchers
 - Source C complements Source B by showing civil disobedience crisis situation occurred
 - Any other relevant response
- 1.5 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1,2,3) LO3 (AS 1,2,3,4)]* Candidates must focus on the following aspects: (6)
- United, focused action
 - Original aim was to abolish discrimination
 - Black power helped by enlarging demands
 - Civil disobedience through non violence changed the content of the struggle
 - Successes in some states encouraged civil rights movement to continue with demands vote
 - Judicial victory added value to Civil Rights Movement
 - Civil Rights Act of 1964 and 1968 sealed the victory of Civil Rights Movement
 - Any other relevant response

Use the following rubric to allocate a mark:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of why Civil Rights Movement in America was effective • Uses evidence partially to report on topic or cannot report on topic 	<p>MARKS: 0 – 2</p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of why Civil Rights movement was effective • Uses evidence in a very basic manner 	<p>MARKS: 3 – 4</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of why Civil Rights Movement was effective • Evidence relates well to the topic Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	<p>MARKS: 5 – 6</p>

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