



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2012

HISTORY P1

MARKS: 150

TIME: 3 hours



This question paper consists of 10 pages and an
addendum of 10 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions based on the prescribed content as per the current guideline of 2009:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLD WAR INFORMING THE WORLD AS IT WAS IN THE 1960s? USSR/USA – How was other regions involved in the Cold War?

- Focus on Cuba

QUESTION 2: HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?

- Case study: Tanzania

QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

- Focus 1960s: The Civil Rights Movement in the USA.

QUESTION 4: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

- Focus 1970s: The Black Consciousness Movement in South Africa

2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
3. Candidates are required to answer TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Questions should be answered by referring to the Addendum.
7. Write neatly and legibly.

QUESTION 1: IS THE U.S.A. THE CAUSE OF THE CUBAN MISSILE CRISIS?

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

1.1 Study Source 1A.

- 1.1.1 Use the source and your own knowledge to explain the concept 'capitalism'. (1 x 2) (2)
- 1.1.2 According to the source, which country exploited Cuba? (1 x 1) (1)
- 1.1.3 Why, according to the source, was Castro against capitalism? (3 x 1) (3)
- 1.1.4 What did Castro mean when he said, "... that the dominant classes can be uprooted by legal means which do not and will not exist." (1 x 2) (2)
- 1.1.5 Explain the limitations of this source for historians studying the nature of the Cold War in Cuba. (2 x 2) (4)

1.2 Refer to Source 1B.

- 1.2.1 What evidence is there in the source that suggests that America had the upper hand over Russia in the arms race? Refer to TWO visual clues in the source to answer the question. (2 x 2) (4)
- 1.2.2 Explain how Khrushchev reacted to this US nuclear threat? Use a visual clue to answer the question. (1 x 2) (2)
- 1.2.3 In what ways is the cartoonist biased towards Russia? (2 x 2) (4)
- 1.2.4 Why, do you think, Kennedy looks so distressed in spite of having the upper hand in the nuclear arms race? (2 x 2) (4)
- 1.2.5 Using the source and your own knowledge, explain how the USA could possibly have reacted to the missiles that were installed in Cuba. (3 x 2) (6)

1.3 Refer to Source 1C.

- 1.3.1 By referring to TWO visual clues in the photograph, explain why the people protested. (2 x 1) (2)
- 1.3.2 What is meant by the following, "Peace or Perish"? (1 x 2) (2)
- 1.3.3 Use the source and your own knowledge to explain how the Cuban missile crisis was resolved. (3 x 1) (3)

- 1.4 Using ALL the sources and your own knowledge write a paragraph of about SIX lines (about 60 words) explaining how the nuclear arms race contributed to the Cuban Missile Crisis. (6)

- 1.5 EXTENDED WRITING (Your response should be about 2 pages in length.)

Answer ONE of the following questions: QUESTION 1.5.1. OR 1.5.2.

- 1.5.1 Explain why and how the USA became involved in Cuban Missile crisis and show how it was resolved. (30)

OR

- 1.5.2 "Peace or Perish"

Is this a fair assessment of the dangers of nuclear war?
Substantiate.

(30)
[75]

QUESTION 2: WAS AFRICAN SOCIALISM THE SOLUTION TO TANZANIA'S POST COLONIAL PROBLEMS?

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

2.1 Study Source 2A.

- 2.1.1 When, according to the source, did Tanzania free itself from colonial rule? (1 x 1) (1)
- 2.1.2 Use the source and your knowledge to explain the following concepts:
- (a) Nationalisation
- (b) Socialism (2 x 2) (4)
- 2.1.3 Use the source and your own knowledge to explain why capitalism was viewed as synonymous with colonialism and oppression. (2 x 2) (4)
- 2.1.4 What evidence is there in the source that suggests that Tanzania was still suffering from the legacy of colonialism? (2 x 2) (4)
- 2.1.5 Explain why Nyerere's view that, "African must break free from neo-colonialism and embrace self-reliance" can be justified? (2 x 2) (4)

2.2 Refer to Source 2B.

- 2.2.1 How might a history teacher use this source to explain the aims of the Ujamaa policy?
Use TWO visual clues to support your answer. (2 x 2) (4)
- 2.2.2 Explain the limitations of this source for history students studying the impact of Ujamaa on ordinary Tanzanians. (2 x 2) (4)
- 2.2.3 What impact did Nyerere hope to achieve by publishing this photo? (1 x 2) (2)
- 2.2.4 Evaluate the reliability of this source for history students researching the Ujamaa policy. (2 x 2) (4)

2.3 Study Source 2C.

- 2.3.1 What conclusion can be drawn from the source with regards to public opinion towards the Ujamaa policy? (1 x 2) (2)
- 2.3.2 Quote TWO pieces of evidence from the source that supports your answer in QUESTION 2.3.1. (2 x 1) (2)

2.3.3 How does Source 2C contrast with Source 2B with regard to the policy of Ujamaa? (2 x 2) (4)

2.4 Using ALL the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why Ujamaa can be seen as a response to colonialism. (6)

2.5 EXTENDED WRITING (Your response should be about 2 pages in length.)

Answer ONE of the following questions: QUESTION 2.5.1 OR 2.5.2.

2.5.1 “Both capitalism and socialism failed to bring about development in Tanzania.”

Do you agree with this statement? Substantiate. (30)

OR

2.5.2 Explain why the implementation of Ujamaa was a disaster for Tanzania under Nyerere’s rule. (30)

[75]

QUESTION 3: HOW DID COURT CASES PROVIDE THE PLATFORM FOR FURTHER SUCCESSES OF THE CIVIL RIGHTS MOVEMENT?

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

3.1 Study Source 3A.

- 3.1.1 Why, according to the source, was it necessary for Faubus to place soldiers at the Little Rock High School? (1 x 1) (1)
- 3.1.2 Why did Little Rock High School receive so much publicity? (1 x 2) (2)
- 3.1.3 Use the source and your own knowledge to explain why was it necessary for the president to send troops to escort the students into the school. (2 x 2) (4)
- 3.1.4 What 'students' are we referring to? (1 x 1) (1)
- 3.1.5 "The president sent 1 100 troops to Little Rock to escort the students into school."
What does this tell you about race relations in American schools in 1957? (2 x 2) (4)
- 3.1.6 Was the US Federal government supportive of Faubus' handling of the situation?
Quote evidence from the source to support your answer. (1 x 3) (3)

3.2 Consult Source 3B.

- 3.2.1 How does Source 3A support Source 3B with regards to the plight of the nine black students? (1 x 2) (2)
- 3.2.2 How does Source 3B contradict Faubus' statement that he helped to "prevent violence and disorder"? (2 x 2) (4)

3.3 Refer to Source 3C.

- 3.3.1 What can you learn from the source about the nature of the Civil Rights Movement? (1 x 2) (2)
- 3.3.2 Use the source and your own knowledge to explain why the Civil Right Movement embarked on the bus boycotts. (2 x 2) (4)
- 3.3.3 How does Source 3C support Source 3B regarding racist white reaction towards integration? (1 x 2) (2)

- 3.4 Consult Source 3D.
- 3.4.1 By referring to TWO visual clues in the cartoon, explain why the bus boycott was a success? (2 x 1) (2)
- 3.4.2 How long did this boycott last? Use evidence from the source to answer your question. (1 x 2) (2)
- 3.4.3 Why is Martin Luther King portrayed as the main icon in the cartoon? (1 x 2) (2)
- 3.4.4 Explain the reliability of this source for historians studying the role of Martin Luther King during the bus boycotts. (2 x 2) (4)
- 3.5 Using ALL the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why social integration was enforced by the federal army in America. (6)
- 3.6 EXTENDED WRITING (Your response should be about 2 pages in length.)

Answer ONE of the following questions: QUESTION 3.5.1 OR 3.5.2.

- 3.6.1 'The Montgomery Bus Boycott was the main reason for progress in the civil rights for black Americans in the years, 1956 – 64.' Do you agree with this statement? Substantiate. (30)

OR

- 3.6.2 Explain how court cases laid the platform for the further successes of the Civil Rights Movement in American during the years 1956 to 1964. (30)
- [75]**

QUESTION 4: WHY WERE STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT SIGNIFICANT IN SOUTH AFRICA'S LIBERATION STRUGGLE?

Study Sources 4A, 4B, and 4C to answer the questions.

4.1 Study Source 4A.

- 4.1.1 Who was, Steve Bantu Biko? (1 x 2) (2)
- 4.1.2 How, according to the source, did the National Party deal with those who were against Apartheid? (1 x 4) (4)
- 4.1.3 Define the following concepts:
- (a) Black Consciousness
(b) Apartheid (2 x 2) (4)
- 4.1.4 "Steve Biko gained international support for his philosophy." Quote evidence from the source that supports this statement. (2 x 2) (4)
- 4.1.5 How, according to the source, is Biko commemorated in South Africa? (3 x 1) (3)

4.2 Refer to Source 4B.

- 4.2.1 "... changes which are to come can only come as a result of a programme worked out by black people." Explain why this statement was justified by Black people. (2 x 2) (4)
- 4.2.2 What justification does Biko give for the formation of the South African Students Organisation (SASO)? (2 x 2) (4)
- 4.2.3 Use the source and your own knowledge to explain why white people felt superior. (2 x 2) (4)

4.3 Consult Source 4C.

- 4.3.1 How does Source 4C differ from Source 4B with regard to the purpose of SASO? (2 x 2) (4)
- 4.3.2 Evaluate the reliability of Source 4C for historians researching the role of SASO during the Apartheid-era. (2 x 2) (4)
- 4.3.3 Use your own knowledge to explain why the Apartheid government initially supported the Black Consciousness Movement. (1 x 2) (2)

4.4 Using ALL the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why Black Consciousness influenced township students in the 1970's. (6)

4.5 EXTENDED WRITING (Your response should be about 2 pages in length.)

Answer ONE of the following questions: QUESTION 4.5.1 OR 4.5.2.

4.5.1 Explain why Biko and the Black Consciousness Movement were significant in South Africa's liberation struggle in 1976. (30)

OR

4.5.2 "The thrust (driving force) of Black Consciousness was to conquer the feelings of black inferiority and to inculcate black pride."

Do you agree with this statement? Discuss by referring to events up to 1976. (30)

[75]

TOTAL: 150