



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1**

**FEBRUARY/MARCH 2013**

**MARKS: 150**

**TIME: 3 hours**

**This question paper consists of 10 pages and an addendum of 15 pages.**

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of FOUR questions based on the prescribed content as contained in the guideline document:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLD WAR IN FORMING THE WORLD AS IT WAS IN THE 1960s?

- USSR/USA – Creating spheres of interest: 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 on the 1960s: Civil Rights Movements in the USA

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

- Focus on the 1970s: 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 any 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: HOW DID THE TENSION BETWEEN THE USA AND THE USSR INTENSIFY THE COLD WAR IN CUBA?**

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

- 1.1 Study Source 1A.
- 1.1.1 How did Raul Castro and Che Guevara influence Cuba's foreign policy? (Written source) (1 x 2) (2)
- 1.1.2 Use the source and your own knowledge and define the concept *communism*. (1 x 2) (2)
- 1.1.3 In which country did the USA place nuclear missiles? (Written source) (1 x 1) (1)
- 1.1.4 Explain whether the initial plan by the USA to 'get rid of Castro' was a success. (Written source) (2 x 2) (4)
- 1.1.5 How would you describe the relationship between Castro and Khrushchev as shown in the visual source? (1 x 2) (2)
- 1.1.6 Refer to the written and the visual sources. Explain why Castro tried to strengthen his relationship with Khrushchev. (2 x 2) (4)
- 1.2 Refer to Source 1B.
- 1.2.1 According to Extract 1, what observations did the CIA make about the USSR's role in Cuba? (2 x 1) (2)
- 1.2.2 Why, do you think, the USSR chose to place nuclear warheads and missiles in Cuba? (2 x 2) (4)
- 1.2.3 Explain the reliability of Extract 1 to a historian researching the deployment of missiles to Cuba. (2 x 2) (4)
- 1.2.4 Comment on how Kennedy reacted to the placement of Russian missiles in Cuba. (Extract 2) (2 x 2) (4)
- 1.3 Study Source 1C.
- 1.3.1 What messages does the cartoonist convey? (2 x 2) (4)
- 1.3.2 Explain the statement, 'Let's get a lock for this thing', in the context of the Cuban Missile Crisis. (2 x 2) (4)
- 1.4 Use ALL the sources and your own knowledge and write a paragraph of about EIGHT lines (about 80 words) explaining the role that the USA played in preventing the outbreak of a nuclear war in Cuba. (8)

## 1.5 EXTENDED WRITING (Your response should be about TWO pages long.)

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

1.5.1 Discuss how the tensions between the USA and the USSR intensified the Cold War in Cuba. (30)

**OR**

1.5.2 John F Kennedy stated that 'aggressive conduct, if allowed to grow unchecked and unchallenged, ultimately leads to war.'

Use the information from ALL the sources and your own knowledge to analyse this statement critically. (30)  
**[75]**

**QUESTION 2: WHAT WAS THE REACTION TO JULIUS NYERERE'S POLICY OF UJAMAA IN TANZANIA?**

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

2.1 Refer to Source 2A.

- 2.1.1 Why, according to the source, did Nyerere adopt socialist policies in Tanzania? (2 x 1) (2)
- 2.1.2 Name the TWO international financial institutions mentioned in the source. (2 x 1) (2)
- 2.1.3 Explain why the international financial institutions were against the policy of ujamaa. (2 x 2) (4)
- 2.1.4 Comment on why Nyerere chose to rather continue with the implementation of socialism and self-reliance than implementing capitalism. (2 x 2) (4)

2.2 Use Source 2B.

- 2.2.1 According to the source, why was Nyerere's policy of ujamaa regarded a success? (2 x 1) (2)
- 2.2.2 Use the information in the source and your own knowledge and explain the concept *ujamaa* (familyhood) in your own words. (1 x 2) (2)
- 2.2.3 Explain how a Tanzanian living in a communal village would have reacted to the information in this source. (2 x 2) (4)

2.3 Study Source 2C.

- 2.3.1 What messages does the photograph convey? (2 x 2) (4)
- 2.3.2 What, do you think, prompted the students to demonstrate against capitalism and imperialism? (1 x 1) (1)
- 2.3.3 Explain whether the words on the poster would be supported by most Tanzanians. (2 x 2) (4)
- 2.3.4 Comment on the limitations of using this photograph as historical evidence. (2 x 2) (4)

2.4 Study Sources 2B and 2C. Explain how the evidence in these sources support each other regarding Nyerere's socialist policies. (2 x 2) (4)

2.5 Use Sources 2A and 2B as well as your own knowledge and write a paragraph of about EIGHT lines (about 80 words) explaining how rural Tanzanians reacted to Nyerere's programme of collectivisation. (8)

2.6 EXTENDED WRITING (Your response should be about TWO pages long.)

Answer ONE of the following questions: QUESTION 2.6.1 OR QUESTION 2.6.2.

2.6.1 Discuss to what extent Julius Nyerere's policy of ujamaa was a success in Tanzania. (30)

**OR**

2.6.2 Julius Nyerere's policy of ujamaa was a failure.  
Do you agree with the statement? Substantiate your answer by using ALL the sources and your own knowledge. (30)  
**[75]**

**QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN RESISTING RACIAL DISCRIMINATION AND SEGREGATION IN THE USA DURING THE 1960s?**

Study Sources 3A and 3B and then answer the following questions.

3.1 Read Source 3A.

- 3.1.1 Why, do you think, Judge Bootle ordered the admission of both Hamilton and Hunter-Gault to the University of Georgia? (Written source) (1 x 2) (2)
- 3.1.2 Use the source and your own knowledge and define the term *desegregation*. (1 x 2) (2)
- 3.1.3 Explain how the human rights of Hamilton and Hunter-Gault were violated. (Written source) (2 x 2) (4)
- 3.1.4 Use the information from the newspaper headline (Written source) and your own knowledge and explain how the following would have reacted to the newspaper headlines:
- (a) The Ku Klux Klan (1 x 2) (2)
- (b) Young African Americans (1 x 2) (2)
- 3.1.5 Compare the visual and written sources. Comment on how the information in the written source contradicts (goes against) the information in the newspaper headlines (Visual source). (2 x 2) (4)

3.2 Refer to Source 3B.

- 3.2.1 What form of protest did Civil Rights activists embark on in Nashville? (Written source) (1 x 1) (1)
- 3.2.2 How did white patrons react to the Civil Rights activists in the restaurant? Give TWO reasons. (Written source) (2 x 2) (4)
- 3.2.3 Explain in what ways the human rights of the Civil Rights activists were violated by the police. (Written source) (2 x 2) (4)
- 3.2.4 Comment on the usefulness of the evidence in the written and visual sources for a historian studying the methods used by Civil Rights activists to bring about change in the USA in the 1960s. (2 x 2) (4)
- 3.2.5 What messages does the photograph convey? (Visual source) (2 x 2) (4)
- 3.2.6 Study the visual and the written sources. Explain how the evidence in these sources supports each other regarding the struggle against discrimination and segregation. (2 x 2) (4)

- 3.3 Use ALL the sources and your own knowledge and write a paragraph of about EIGHT lines (about 80 words) to explain the reasons why conservative white Americans attempted to prevent the Civil Rights activists from embarking on protest action. (8)
- 3.4 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 3.4.1 OR QUESTION 3.4.2.
- 3.4.1 Discuss the role and impact of the Civil Rights Movement in resisting racial discrimination and segregation in the USA during the 1960s. (30)
- OR**
- 3.4.2 It has been argued that some activists in the Civil Rights Movement put their lives on the line in order to attain full citizenship.
- Assess the accuracy of the statement by using the information from ALL the sources and your own knowledge. (30)  
**[75]**



**QUESTION 4: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON SOUTH AFRICAN STUDENTS IN THE 1970s?**

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

4.1 Refer to Source 4A.

- 4.1.1 Use the source and your own knowledge and define the term *Black Consciousness*. (1 x 2) (2)
- 4.1.2 Why, according to Extract 1, were organisations such as SASO and BPC established? (1 x 2) (2)
- 4.1.3 Comment on how *Die Burger* viewed the philosophy of Black Consciousness. (2 x 2) (4)
- 4.1.4 Why you would consider the view about the philosophy of Black Consciousness, expressed in Extract 2, as significant? Give TWO reasons. (2 x 2) (4)
- 4.1.5 Explain to what extent *Die Burger's* view of Black Consciousness is similar to that of Drake Koka's. (2 x 2) (4)

4.2 Use Source 4B.

- 4.2.1 Use the information in the source and your own knowledge and state TWO factors that motivated the students of Soweto to march. (2 x 1) (2)
- 4.2.2 What message does the photograph convey? (Visual source) (1 x 3) (3)
- 4.2.3 Explain in what ways the information in the written source supports the evidence in the visual source about the Soweto Uprising of 1976. (2 x 2) (4)

4.3 Study Source 4C.

- 4.3.1 Explain whether this eye-witness account about the Soweto Uprising can be regarded as a reliable piece of historical evidence. (Written Source) (2 x 2) (4)
- 4.3.2 Use the source and your own knowledge and comment on the behaviour and conduct of the following people during the events that unfolded in Soweto:
- (a) The police
- (b) The students (2 x 2) (4)
- 4.3.3 Comment on the limitations of using this photograph as historical evidence when researching the Soweto Uprising. (2 x 2) (4)

- 4.4 Use ALL the sources and your own knowledge and write a paragraph of about EIGHT lines (about 80 words) to explain how the human rights of students were violated by the actions of the police during the Soweto Uprising of 1976. (8)
- 4.5 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 4.5.1 OR QUESTION 4.5.2.
- 4.5.1 Discuss how the philosophy of Black Consciousness influenced the students of Soweto to bring about change in South Africa in the 1970s. (30)
- OR**
- 4.5.2 It has been argued that the protest action by students of Soweto was violent and brutal.
- Do you agree with this statement? Substantiate your answer by using ALL the sources and your own knowledge. (30)
- [75]**
- TOTAL: 150**