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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

FEBRUARY/MARCH 2014

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 13 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 1960s: Civil Rights Movements in the USA

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

- Focus 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 CUBAN MISSILE CRISIS INTENSIFY COLD WAR TENSIONS BETWEEN THE USSR AND THE USA IN THE 1960s?

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

1.1 Study Source 1A.

- 1.1.1 Explain why Khrushchev decided to deploy missiles in Cuba. (2 x 2) (4)
- 1.1.2 Define the term *communism* in your own words. (1 x 2) (2)
- 1.1.3 Explain why you think Khrushchev decided to keep the deployment of missiles in Cuba a secret. (2 x 2) (4)

1.2 Refer to Source 1B.

- 1.2.1 Why did the editors decide to publish information regarding the Cuban Missile Crisis on the front pages of the newspapers? (1 x 3) (3)
- 1.2.2 What can you conclude from the various newspaper headlines regarding the Cuban Missile Crisis? Use evidence from the source to support your answer. (Visual source) (2 x 2) (4)
- 1.2.3 How did the majority of American citizens respond to the news that Soviet missiles were being deployed in Cuba? (Written source) (1 x 2) (2)
- 1.2.4 Why do you think 'the threat of war seemed closer than ever'? (Written source) (1 x 2) (2)
- 1.2.5 Explain how Robert Torricelli viewed the Cuban Missile Crisis. (Written source) (2 x 2) (4)
- 1.2.6 In what ways does the information in both the visual and the written sources complement each other regarding the Cuban Missile Crisis? Use evidence from the source to support your answer. (2 x 2) (4)

1.3 Consult Source 1C.

- 1.3.1 Why did Kennedy decide to write a letter to Khrushchev? (1 x 2) (2)
- 1.3.2 Quote TWO demands that Kennedy imposed (forced) on Khrushchev. (2 x 1) (2)
- 1.3.3 Explain the reliability of this source to a historian studying the Cuban Missile Crisis. (2 x 2) (4)

- 1.4 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why Source 1B would be useful to a historian writing about the Cuban Missile Crisis. (8)
- 1.5 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the questions: QUESTION 1.5.1 OR QUESTION 1.5.2.
- 1.5.1 Explain how the Cuban Missile Crisis intensified Cold War tensions between the USSR and the USA in the 1960s. (30)
- OR**
- 1.5.2 Khrushchev stated: 'Why shouldn't the Soviet Union have the right to do the same as America?'
- Explain to what extent you support this statement in the context of Khrushchev's support of Cuba. Substantiate your answer by using the information in the relevant sources and your own knowledge. (30)
- [75]**

QUESTION 2: DID JULIUS NYERERE'S POLICY OF UJAMAA TRANSFORM TANZANIA IN THE 1960s?

Use Sources 2A, 2B and 2C to answer the questions that follow.

2.1 Refer to Source 2A.

- 2.1.1 According to the written source, what were the aims of the Arusha Declaration? (2 x 1) (2)
- 2.1.2 Define the term *nationalisation* in your own words. (1 x 2) (2)
- 2.1.3 Explain the usefulness of this source to a historian researching the economic and political policies of Julius Nyerere. (2 x 2) (4)
- 2.1.4 Comment on how *Time* magazine portrayed Nyerere. (2 x 2) (4)
- 2.1.5 Why do you think *Time* magazine decided to feature Nyerere on the front page of its March 1964 edition? (1 x 2) (2)
- 2.1.6 Compare the visual and written sources. In what ways does the information in the visual source support the evidence in the written source regarding Nyerere's political career? (2 x 2) (4)

2.2 Use Source 2B.

- 2.2.1 Explain how Julius Nyerere decided to bridge the gap between the urban minorities and the rural majorities. (2 x 2) (4)
- 2.2.2 Quote TWO principles of Nyerere's policy of ujamaa. (2 x 1) (2)
- 2.2.3 Explain the limitations of this source to a historian studying the implementation of the policy of ujamaa in Tanzania. (1 x 3) (3)

2.3 Study Source 2C.

- 2.3.1 According to the information in the source, why was the policy of ujamaa unsuccessful? (1 x 2) (2)
- 2.3.2 Comment on the accuracy of Nyerere's statement: 'You can't socialise what is not traditional. The shamba (farm) can't be socialised.' (2 x 2) (4)

- 2.4 Compare Sources 2B and 2C. Explain how the information in these sources differs regarding the policy of ujamaa. (2 x 2) (4)

- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the effects of Nyerere's policy of ujamaa on ordinary Tanzanians. (8)

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

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

- 2.6.1 Discuss how Julius Nyerere's policy of ujamaa transformed Tanzania in the 1960s. (30)

OR

- 2.6.2 Julius Nyerere's policy of ujamaa was a great success.

Do you agree with the statement? Substantiate your answer by using the information in the relevant sources and your own knowledge.

(30)
[75]

QUESTION 3: HOW DID THE CIVIL RIGHTS MOVEMENT CHALLENGE THE UNITED STATES GOVERNMENT IN THE 1960s?

Use Sources 3A, 3B, 3C and 3D to answer the questions that follow.

3.1 Read Source 3A.

- | | | | |
|-------|--|---------|-----|
| 3.1.1 | According to the source, why did the Civil Rights Movement use a non-violent approach to end discrimination? | (1 x 1) | (1) |
| 3.1.2 | Define the concept <i>segregation</i> in your own words. | (1 x 2) | (2) |
| 3.1.3 | Explain how African Americans were treated in the South of America. | (2 x 2) | (4) |
| 3.1.4 | Why do you think the media did not play a significant role in publishing the atrocities that were committed against African Americans? | (2 x 2) | (4) |

3.2 Use Source 3B.

- | | | | |
|-------|--|---------|-----|
| 3.2.1 | Quote evidence from the source that suggests that sit-ins were based on the principle of non-violence. | (1 x 1) | (1) |
| 3.2.2 | What role did CORE and SCLC play during the sit-in campaigns? Use evidence from the source to support your answer. | (2 x 2) | (4) |
| 3.2.3 | How did most stores respond to the sit-in campaigns? | (1 x 2) | (2) |

3.3 Study Source 3C.

- | | | | |
|-------|--|---------|-----|
| 3.3.1 | Quote evidence from the source that suggests that Martin Luther King Jr influenced the Civil Rights Movement to change their strategy of non-violence. | (1 x 1) | (1) |
| 3.3.2 | Explain how the sheriff of Selma, James Clark, reacted to the new approach that civil rights activists adopted. | (2 x 2) | (4) |

3.4 Study Source 3D.

- 3.4.1 What was the main reason for the Selma to Montgomery March? (1 x 2) (2)
- 3.4.2 Explain whether the march from Selma to Montgomery, led by Martin Luther King Jr, was a success. (Written source) (1 x 2) (2)
- 3.4.3 What message does the photograph convey regarding the march across the Edmund Pettus Bridge? (Visual source) (1 x 2) (2)
- 3.4.4 Refer to the written and the visual sources. Explain how the information regarding the march from Selma to Montgomery in the visual source supports the evidence in the written source. (2 x 2) (4)
- 3.5 Consult Sources 3C and 3D. How does the evidence in these sources differ regarding the treatment of civil rights activists? (2 x 2) (4)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) evaluating the impact that the non-violent strategy had on the Civil Rights Movement. (8)
- 3.7 EXTENDED WRITING (Your response should be about TWO pages long.)

Answer ONE of the questions: QUESTION 3.7.1 OR QUESTION 3.7.2.

- 3.7.1 Discuss the various strategies that the Civil Rights Movement used to challenge the United States government in the 1960s. (30)

OR

- 3.7.2 A store manager, CL Harris, said the following about the sit-in campaigns: 'They can just sit there. It's nothing to me.'
- Using the information in the relevant sources and your own knowledge, critically discuss this statement in the context of the sit-in campaigns that were launched by the Civil Rights Movement. (30)
- [75]**

QUESTION 4: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE STUDENTS OF SOWETO IN 1976?

Use Sources 4A, 4B and 4C to answer the questions that follow.

4.1 Refer to Source 4A.

- 4.1.1 Why, according to the information in the source, was SASO formed? (1 x 1) (1)
- 4.1.2 Define the term *black consciousness* in your own words. (1 x 2) (2)
- 4.1.3 What impact did the banning of the ANC have on black South African resistance organisations? (1 x 3) (3)
- 4.1.4 Extract 2 of Source 4A assesses the impact of the Black Consciousness Movement. Quote ONE positive and ONE negative quality of the Black Consciousness Movement. (2 x 1) (2)

4.2 Use Source 4B.

- 4.2.1 Why did Murphy Morobe become involved in South Africa's struggle for freedom? (1 x 2) (2)
- 4.2.2 According to Morobe, what events in the 1970s influenced the students of Soweto to embark on a programme of resistance against the apartheid government? (2 x 2) (4)
- 4.2.3 According to Seth Mazibuko, why did 'Black Consciousness become a way of life'? (1 x 2) (2)
- 4.2.4 Explain whether the accounts of Morobe and Mazibuko are similar regarding the philosophy of Black Consciousness. (2 x 2) (4)

4.3 Read Source 4C.

- 4.3.1 According to the source, what was the reason for the Soweto Uprising? (Written source) (1 x 1) (1)
- 4.3.2 Explain how most black South African students felt about the Afrikaans language. (Written source) (2 x 2) (4)
- 4.3.3 Why do you think the students in the photograph wanted to 'Destroy Bantu Education'? (Visual source) (2 x 2) (4)
- 4.3.4 Explain the limitations of the visual source to a historian studying the role of student involvement in the Soweto Uprising. (2 x 2) (4)
- 4.3.5 Compare the information in the visual and written sources. Explain to what extent the information in the photograph supports the evidence in the written source regarding the Soweto Uprising. (2 x 2) (4)

- 4.4 Explain why you would consider Source 4B to be most useful when researching the influence that the philosophy of Black Consciousness had on the Soweto Uprising. Use the information in the source and your own knowledge to write a paragraph of about EIGHT lines (about 80 words). (8)
- 4.5 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the 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 in 1976. (30)
- OR**
- 4.5.2 The political thinking of the youth in the 1970s was shaped by Steve Biko's teachings.
- Do you agree with the statement? Substantiate your answer by using the relevant sources and your own knowledge. (30)
- [75]**
- TOTAL: 150**