



# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1  
NOVEMBER 2013**

**MARKS: 150**

**TIME: 3 hours**

**This question paper consists of 10 pages and an addendum of 18 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 to the source-based question and 30 marks to 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 DETECTION OF SOVIET MISSILES IN CUBA BY THE UNITED STATES OF AMERICA (USA) INTENSIFY COLD WAR TENSIONS IN THE 1960s?**

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

- 1.1 Study Source 1A.
- 1.1.1 Why do you think this photograph was taken? (1 x 2) (2)
- 1.1.2 Using the information in the photograph and your own knowledge, explain how the reputation (status) of the USSR was affected. (Visual source) (1 x 2) (2)
- 1.1.3 Explain the limitations of this photograph for a historian researching the Cuban Missile Crisis. (Visual source) (2 x 2) (4)
- 1.1.4 Why do you think the information in the written source may be regarded as biased? Support your answer by using relevant evidence from the source. (1 x 3) (3)
- 1.1.5 How does the written source support the visual source regarding the deployment of Soviet missiles in Cuba? Support your answer with relevant reasons. (2 x 2) (4)
- 1.2 Refer to Source 1B.
- 1.2.1 Why do you think Kennedy and Dobrynin decided to talk? (2 x 2) (4)
- 1.2.2 Using the information in the source and your own knowledge, explain Dobrynin's reference to Turkey. (1 x 2) (2)
- 1.2.3 Explain why a historian would consider this telegram to be a reliable piece of evidence when researching the Cuban Missile Crisis. (2 x 2) (4)
- 1.3 Consult Source 1C.
- 1.3.1 Explain the messages regarding the Cuban Missile Crisis that are conveyed in the cartoon. (2 x 2) (4)
- 1.3.2 Refer to the caption in the cartoon: 'THIS HURTS ME MORE THAN IT HURTS YOU!' Why do you think Khrushchev responded in this manner? Use the visual clues in the cartoon to support your answer. (2 x 2) (4)
- 1.3.3 Explain how the following persons would have reacted after viewing this cartoon:
- (a) A communist living in Cuba
- (b) A democrat living in the USA (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 which ONE of these sources you think would be most 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 Discuss how the detection of Soviet missiles in Cuba by the USA intensified Cold War tensions between the superpowers in the 1960s. (30)
- OR**
- 1.5.2 The fear of the total destruction of humankind encouraged both Khrushchev and Kennedy to search for a peaceful solution to the Cuban Missile Crisis.
- Critically evaluate this statement by using the information in the relevant sources and your own knowledge. (30)
- [75]**

**QUESTION 2: HOW SUCCESSFUL WAS NYERERE'S POLICY OF AFRICAN SOCIALISM IN TANZANIA DURING THE 1960s?**

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

**2.1 Study Source 2A.**

- 2.1.1 Why, according to the source, were villages established in Tanzania? (3 x 1) (3)
- 2.1.2 Explain how Nyerere initially embarked on rural development in Tanzania. (2 x 2) (4)
- 2.1.3 Why were Tanzanians persuaded to live in ujamaa villages? (1 x 2) (2)
- 2.1.4 Using the information in the source and your own knowledge, define the term *nationalisation*. (1 x 2) (2)
- 2.1.5 Explain how the principles of the Arusha Declaration were implemented in Tanzania. (2 x 2) (4)

**2.2 Refer to Source 2B.**

- 2.2.1 What message does the reporter convey about Nyerere's personality? (1 x 2) (2)
- 2.2.2 As a historian, why would you regard the information in the written source as biased? (2 x 2) (4)
- 2.2.3 Explain why this photograph would have been used by Nyerere's government as propaganda for the implementation of the policy of ujamaa. (2 x 2) (4)
- 2.2.4 How does the visual source support the written source regarding Nyerere's implementation of his policy? Support your answer by using relevant evidence from the source. (2 x 2) (4)

**2.3 Read Source 2C.**

- 2.3.1 Explain why you think Nyerere believed in the policy of socialism. (2 x 2) (4)
- 2.3.2 According to James Adams, what impact did Nyerere's policy of ujamaa have on Tanzania? (2 x 2) (4)

- 2.4 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that the Arusha Declaration had on ordinary Tanzanians. (8)

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

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

2.5.1 Discuss to what extent Nyerere's policy of African Socialism was a success in Tanzania in the 1960s. (30)

**OR**

2.5.2 Julius Nyerere stated: 'I would still write the Arusha Declaration. I believe in it. It is right.'

Critically evaluate this statement by using the information in the relevant sources and your own knowledge. (30)  
**[75]**

**QUESTION 3: WHAT ROLE DID THE VARIOUS CIVIL SOCIETY PROTESTS PLAY IN BRINGING ABOUT CHANGE IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?**

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

3.1 Refer to Source 3A.

- 3.1.1 Using the information in the source and your own knowledge, define the term *segregation*. (1 x 2) (2)
- 3.1.2 Why do you think the students from the North Carolina Agricultural and Technical College embarked on protest action? (1 x 2) (2)
- 3.1.3 Quote evidence from the source that suggests students were harassed. (1 x 1) (1)
- 3.1.4 Explain why the author refers to the 'South'. (1 x 2) (2)
- 3.1.5 How did the federal government respond to African Americans living in the 'Deep South of the USA'? Support your answer with relevant reasons. (2 x 2) (4)

3.2 Use Source 3B.

- 3.2.1 Why do you think white Americans attacked the Freedom Riders? (Written source) (1 x 2) (2)
- 3.2.2 The photograph shows two civil rights activists displaying posters that make reference to the word 'freedom'. Comment on the significance of the word 'freedom' in the context of civil society protests. (1 x 3) (3)
- 3.2.3 How do you think the following people would have reacted after viewing this photograph (Visual source):
- (a) African American activists
- (b) Right-wing white Americans from the South (2 x 2) (4)

- 3.3 Consult Source 3C.
- 3.3.1 Explain the purpose of this poster. (2 x 2) (4)
- 3.3.2 State any TWO demands that appear on the poster. (Visual source) (2 x 1) (2)
- 3.3.3 Explain to what extent the march to Washington was a success. (Written source) (1 x 3) (3)
- 3.3.4 Comment on the significance of Martin Luther King Junior's 'I have a Dream' speech in the context of the Civil Rights Movement. (Written source) (2 x 2) (4)
- 3.3.5 In what ways does the visual source support the written source regarding the march to Washington in 1963? Support your answer with relevant reasons. (2 x 2) (4)
- 3.4 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining which ONE of these sources you think would be the most useful for a student of history writing about the Civil Rights Movement. (8)
- 3.5 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the questions: QUESTION 3.5.1 OR QUESTION 3.5.2.
- 3.5.1 Explain how the Freedom Riders and other forms of civil society protest contributed to bringing about change in the United States of America (USA) during the 1960s. (30)
- OR**
- 3.5.2 The civil rights march to Washington in 1963 was regarded as a significant turning point in the liberation of all Americans.
- Do you agree with this statement? Substantiate your answer by using the information in the relevant sources and your own knowledge. (30)
- [75]**



**QUESTION 4: WHAT WERE THE ROLE AND IMPACT OF THE BLACK CONSCIOUSNESS MOVEMENT UNDER STEVE BIKO'S LEADERSHIP IN THE 1970s?**

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

**4.1 Use Source 4A.**

- 4.1.1 Who, according to Extract 1, were 'real black people'? (1 x 2) (2)
- 4.1.2 Use the information in the source (Extract 1) and explain, in your own words, the term *Black Consciousness*. (1 x 2) (2)
- 4.1.3 How did Steve Biko react to the threat of police interrogation and death? (Extract 2) Support your answer with relevant reasons. (2 x 2) (4)
- 4.1.4 Explain whether you agree with Steve Biko's attitude towards police interrogation and death. Use the information in the source and your own knowledge to support your answer. (2 x 2) (4)
- 4.1.5 Compare the information in Extracts 1 and 2. Explain how these extracts support each other regarding the philosophy of Black Consciousness. (2 x 2) (4)

**4.2 Read Source 4B.**

- 4.2.1 Why, according to the source, was Biko arrested? (1 x 2) (2)
- 4.2.2 Describe how Steve Biko's human rights were violated. (1 x 2) (2)
- 4.2.3 What factors do you think might have influenced the doctors who examined Biko to make false diagnoses of his condition? (2 x 2) (4)

**4.3 Study Source 4C.**

- 4.3.1 Explain the symbolism of the broken chain as shown in the poster. (Visual source) (1 x 3) (3)
- 4.3.2 What message does the slogan, *One Azania: One Nation*, convey? (1 x 2) (2)
- 4.3.3 Using the information in the source and your own knowledge, explain why this poster was considered to be symbolic/iconic by struggle activists. (2 x 2) (4)

4.4 Refer to Sources 4A, 4B and 4C. Select and explain which ONE of these sources you think would be most useful to a historian writing about the philosophy of Black Consciousness. (2 x 2) (4)

4.5 Using the information in the relevant sources and your own knowledge, write a paragraph of EIGHT lines (about 80 words) explaining the reaction of the apartheid government to the popularity of the Black Consciousness Movement in the 1970s. (8)

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

Answer ONE of the questions: QUESTION 4.6.1 OR QUESTION 4.6.2.

4.6.1 Discuss the role and impact of the Black Consciousness Movement under Steve Biko's leadership in the 1970s. (30)

**OR**

4.6.2 Steve Biko played a significant role in unifying black South Africans against the apartheid regime.

Assess the validity of this statement by using the information in the relevant sources as well as your own knowledge. (30)  
**[75]**

**TOTAL: 150**