



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2018

HISTORY P1

MARKS: 150

TIME: 3 hours



This question paper consists of 9 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: THE COLD WAR: CONTAINMENT AND BRINKMANSHIP
– THE CUBAN MISSILE CRISIS

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE
1970s – THE BLACK POWER MOVEMENT IN THE USA

SECTION B: ESSAY QUESTIONS

QUESTION 4: CASE STUDY – CHINA

QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY –
THE CONGO AND TANZANIA

QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE
1970s: CIVIL RIGHTS MOVEMENT

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS INTENSIFY COLD WAR TENSIONS BETWEEN THE SOVIET UNION AND THE UNITED STATES OF AMERICA IN THE 1960s?

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

1.1 Use Source 1A.

- 1.1.1 Name the TWO superpowers in the source that were involved in the Cuban Missile Crisis. (2 x 1) (2)
- 1.1.2 Why, according to the information in the source, was President Dwight D. Eisenhower concerned at the direction that Castro's government was taking? (1 x 2) (2)
- 1.1.3 According to the evidence in the source, which country did the USA use to train its Brigade 2506? (1 x 1) (1)
- 1.1.4 Explain why you think Castro took control of the Cuban army's counter-offensive. (2 x 2) (4)

1.2 Read Source 1B.

- 1.2.1 Identify the operation, in the source, that was planned by the Kennedy administration in July 1962. (1 x 1) (1)
- 1.2.2 Quote TWO types of missiles that were identified by the U2 aircraft as shown in the source. (2 x 1) (2)
- 1.2.3 Explain how President Kennedy reacted to the discovery of the Soviet missiles in Cuba. (2 x 2) (4)
- 1.2.4 Mention any TWO options that the USA considered regarding the Soviet missile base in Cuba. (2 x 1) (2)

- 1.2.5 Define the term *quarantine* in the context of the Cuban Missile Crisis. (1 x 2) (2)
- 1.3 Consult Source 1C.
- 1.3.1 Using the information in the source and your own knowledge, explain why the USA imposed a QUARANTINE on Soviet ships that entered Cuba in 1962. (2 x 2) (4)
- 1.3.2 Comment on how Khrushchev reacted to the naval blockade of Soviet ships. (2 x 2) (4)
- 1.4 Refer to Source 1B and 1C. Explain how the evidence in Source 1B supports the information in Source 1C regarding the involvement of the USA in the Cuban Missile Crisis. (2 x 2) (4)
- 1.5 Study Source 1D.
- 1.5.1 Quote TWO reasons from the source which suggest that Khrushchev was doubtful about the commitment of the USA towards peace in Cuba. (2 x 1) (2)
- 1.5.2 Explain why you think it was necessary for Khrushchev to write a letter to Kennedy. (2 x 2) (4)
- 1.5.3 Using the information in the source and your own knowledge, explain the usefulness of this source to a historian studying the Cuban Missile Crisis. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Cuban Missile Crisis intensified Cold War tensions between the Soviet Union and the United States of America in the 1960s. (8)

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QUESTION 2: HOW DID THE ATTEMPTS BY THE ANGOLAN LIBERATION MOVEMENTS FAIL TO BRING ABOUT PEACE IN ANGOLA IN 1975?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Refer to Source 2A.

- 2.1.1 Why, according to the source, was Angola's transition from Portuguese rule a major disaster? Quote TWO reasons. (2 x 1) (2)
- 2.1.2 Using the information in the source and your own knowledge, explain the challenges that the MPLA faced in 1974. (2 x 2) (4)
- 2.1.3 Mention the THREE Angolan liberation movements in the source. (3 x 1) (3)
- 2.1.4 Explain why you think UNITA could be regarded as the weakest liberation movement in 1975. (1 x 2) (2)
- 2.1.5 Comment on the usefulness of this source for a historian researching the Angolan conflict in the 1970s. (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 Quote the regional body in the source that facilitated the signing of the Alvor Accord on 15 January 1975. (1 x 1) (1)
- 2.2.2 State any TWO terms that the Angolan parties agreed upon at the Alvor Accord signed on 15 January 1975. (2 x 1) (2)
- 2.2.3 Define the concept *transitional government* in the context of the negotiations for a new government in Angola in 1975. (1 x 2) (2)
- 2.2.4 Using the information in the source and your own knowledge, explain why the Alvor Accord failed to bring about peace in Angola in 1975. (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 Explain why you think this photograph was taken. Use the visual clues in the photograph to support your answer. (2 x 2) (4)
- 2.3.2 List any THREE leaders who attended the meeting where the Nakuru Agreement was signed. (3 x 1) (3)

2.4 Use Source 2D.

2.4.1 Using the information in the source and your own knowledge, explain what is implied by the statement 'the war could not be postponed', regarding conditions in Angola in 1975. (2 x 2) (4)

2.4.2 Explain why you think all the liberation movements competed in gaining control of Luanda. (1 x 2) (2)

2.4.3 Which liberation movement, according to the source, was militarily dominant in Luanda in early 1975? (1 x 1) (1)

2.5 Study Source 2C and 2D. Explain how Source 2D differs from Source 2C regarding the peace attempts in Angola in 1975. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the attempts by the Angolan liberation movements failed to bring about peace in Angola in 1975. (8)

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QUESTION 3: HOW DID AFRICAN AMERICAN LEADERS CONTRIBUTE TO THE BLACK POWER MOVEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?

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

3.1 Study Source 3A.

- 3.1.1 Name the legislation that the US Congress passed in 1964. (1 x 1) (1)
- 3.1.2 Quote any TWO pieces of evidence from the source which suggest that not all African Americans were impressed with the Civil Rights Movement's strategies. (2 x 1) (2)
- 3.1.3 Define the concept *Black Power Movement* in your own words. (1 x 2) (2)
- 3.1.4 Identify the TWO significant aspects in the source that the Black Power Movement aimed for. (2 x 1) (2)
- 3.1.5 Explain what you think Stokely Carmichael implied by the statement, 'I'm not going to beg the white man for anything I deserve – I'm going to take it' in the context of the Black Power Movement in the 1960s. (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 List any TWO characteristics of the philosophy of Black Nationalism that Malcolm X highlighted in his speech. (2 x 1) (2)
- 3.2.2 Using the information in the source and your own knowledge, explain why Malcolm X believed that the United States government 'failed' African Americans. (2 x 2) (4)
- 3.2.3 Comment on why you think Malcolm X criticised the 'sit-in' strategy of the Civil Rights Movement. (2 x 2) (4)
- 3.2.4 Mention any TWO actions that Malcolm X proposed that African Americans should take to move away from a sit-in mentality. (2 x 1) (2)

3.3 Refer to Source 3C.

- 3.3.1 Explain why you think this photograph was taken. Use the visual clues in the photograph to support your answers. (2 x 2) (4)
- 3.3.2 Using the evidence in the source and your own knowledge, explain the caption 'NEGROES WITH GUNS'. (1 x 2) (2)

3.4 Read Source 3D.

3.4.1 What, according to Lakisha Odlum, did the Black Power Movement believe in? Mention THREE aspects. (3 x 1) (3)

3.4.2 Why do you think it was necessary for the Black Power Movement to deconstruct the white power structures? (1 x 2) (2)

3.4.3 Explain why you would consider this source useful for a historian researching about the Black Power Movement. (2 x 2) (4)

3.5 Refer to Sources 3B and 3D. Explain how the evidence in these sources support each other regarding the philosophy of the Black Power Movement in the United States. (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), explaining how African American leaders contributed to the Black Power Movement in the United States of America in the 1960s. (8)

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions in this section.

Your essay should be about THREE pages long.

QUESTION 4: THE COLD WAR: CASE STUDY – CHINA

‘The Great Leap Forward and the Cultural Revolution were Mao Zedong’s attempt to stamp his authority on the people of China during the 1950s and 1960s.’

Do you agree with this statement? Support your line of argument with relevant historical evidence.

[50]**QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE STUDIES – THE CONGO AND TANZANIA**

Mobuto Sese Seko and Julius Nyerere’s political, economic, social and cultural policies ensured that the Congo and Tanzania were successful after attaining independence in the 1960s.

Explain to what extent you agree with the above statement. Use relevant evidence to support your line of argument.

[50]**QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s
THE US CIVIL RIGHTS MOVEMENT**

‘Don’t ride a bus today. Don’t ride it for freedom.’ The poster began what was to become a successful non-violent Montgomery Bus Boycott by the Civil Rights Movement in 1955.

Critically discuss this statement and explain whether the various forms of civil society protests brought about change for most African Americans in the 1960s.

[50]**TOTAL: 150**