



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2019

HISTORY P1

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 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 – 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

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE COLD WAR: 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: THE 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 clearly and neatly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: HOW DID THE DEPLOYMENT OF MISSILES TO CUBA CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE SOVIET UNION AND THE UNITED STATES IN THE 1960s?

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

1.1 Refer to Source 1A.

- 1.1.1 Identify TWO ways from the source, which shows that tension between the USA and USSR increased in October 1962. (2 x 1) (2)
- 1.1.2 Why, do you think, President Kennedy opposed the Cuban government? (1 x 2) (2)
- 1.1.3 Comment on why Khrushchev decided to deploy missiles to Cuba. (2 x 2) (4)

1.2 Read Source 1B.

- 1.2.1 Why, according to the source, did President Kennedy address the American nation on television? (4 x 1) (4)
- 1.2.2 Define the concept *blockade* in the context of the Cuban Missile Crisis. (1 x 2) (2)
- 1.2.3 Explain why you think Khrushchev regarded the blockade as an 'act of aggression'. (1 x 2) (2)
- 1.2.4 Why, do you think, the Cuban Missile Crisis reached a stalemate (deadlock)? (1 x 2) (2)

1.3 Consult Source 1C.

- 1.3.1 Explain the messages that are conveyed in this cartoon. Use the visual clues in the cartoon to support your answer. (2 x 2) (4)
- 1.3.2 Using the information in the source and your own knowledge, explain why Fidel Castro accepted the deployment of missiles in Cuba. (1 x 2) (2)
- 1.3.3 Explain to what extent a historian would consider the information in this source useful when researching the Cuban Missile Crisis. (2 x 2) (4)

- 1.4 Refer to Sources 1A and 1C. Explain how the information in Source 1A supports the evidence in Source 1C regarding the deployment of missiles in Cuba. (2 x 2) (4)
- 1.5 Study Source 1D.
- 1.5.1 How, according to the source, did the USSR and the USA negotiate a non-military solution to the Cuban Missile Crisis? (1 x 2) (2)
- 1.5.2 Why, according to the source, was the quarantine not removed immediately after the USA and USSR agreed on ending the crisis? (1 x 2) (2)
- 1.5.3 What impact did the end of the Cuban Missile Crisis have on the political careers of:
- (a) Kennedy (1 x 2)
- (b) Khrushchev (1 x 2) (4)
- 1.5.4 What, according to the source, were the lasting results of the Cuban Missile Crisis? (2 x 1) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how the deployment of missiles to Cuba contributed to Cold War tensions between the Soviet Union and the USA in the 1960s. (8)

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QUESTION 2: WHY DID SOUTH AFRICA BECOME INVOLVED IN THE ANGOLAN WAR OF INDEPENDENCE?

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

2.1 Refer to Source 2A.

- 2.1.1 Define the concept *civil war* in the context of the Angolan War of Independence. (1 x 2) (2)
- 2.1.2 Name the THREE Angolan movements from the source that fought for the control of the country. (3 x 1) (3)
- 2.1.3 Which party, according to the source, became the official government of Angola after gaining independence? (1 x 1) (1)
- 2.1.4 Why, do you think, South Africa supported the FNLA and UNITA? (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 Name any THREE interventions, mentioned in the source, that South Africa made in Angola between 1975 and 1988. (3 x 1) (3)
- 2.2.2 Why, do you think, Angola condemned South Africa's aggressive intentions? (2 x 2) (4)
- 2.2.3 Quote THREE pieces of evidence from the source which suggests why South Africa became involved in the Angolan War of Independence. (3 x 1) (3)
- 2.2.4 Explain to what extent you would consider the information in this source reliable when researching South Africa's involvement in Angola. (2 x 2) (4)

2.3 Use Source 2C.

- 2.3.1 What can you learn about South Africa's involvement in the Battle of Cuito Cuanavale? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 2.3.2 Using the information in the source and your own knowledge, explain the impact of the Battle of Cuito Cuanavale on South West Africa. (1 x 2) (2)

- 2.4 Compare Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the involvement of the South African Defence Force in Angola. (2 x 2) (4)

2.5 Study Source 2D.

2.5.1 Why, according to the source, was it necessary for President Botha to boost the morale of his troops? (1 x 2) (2)

2.5.2 Explain in your own words why you think South Africa was unable to capture Cuito Cuanavale. (1 x 2) (2)

2.5.3 Comment on the statement that the South African Defence Force 'placed black troops in front of the white troops to bear the brunt of the fighting.' (1 x 2) (2)

2.5.4 Using the information in the source and your own knowledge, explain why South Africa's participation in the Angolan War of Independence was regarded as unpopular in South Africa. (1 x 2) (2)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words), explaining why South Africa became involved in the Angolan War of Independence. (8)

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QUESTION 3: WHAT WAS THE IMPACT OF THE BLACK POWER MOVEMENT ON AFRICAN AMERICANS LIVING IN THE UNITED STATES OF AMERICA DURING THE 1960s?

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

3.1 Refer to Source 3A.

- 3.1.1 Who, according to the source, did Malcolm X represent? (2 x 1) (2)
- 3.1.2 Quote evidence from the source which suggests that Malcolm X encouraged the use of violence. (1 x 1) (1)
- 3.1.3 Define the concept *Black Power* in your own words. (1 x 2) (2)
- 3.1.4 Using the information in the source and your own knowledge explain why the Black Power Movement rejected the Civil Rights Movement. (2 x 2) (4)
- 3.1.5 Explain the usefulness of the source for a historian researching Malcolm X's stance on violence. (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 How, according to the source, were the three members of the Black Panther Party killed? (3 x 1) (3)
- 3.2.2 Quote TWO pieces of evidence from the source which suggest reasons for the continued violent attacks on the members of the Black Panther Party and the Black Power Movement by police. (2 x 1) (2)
- 3.2.3 Comment on why you think the writer suggested that 'new methods of resistance had to be adapted and applied' in the context of the Black Power Movement. (2 x 2) (4)

3.3 Study Source 3C.

- 3.3.1 Mention any TWO benefits, from the source, that the people of Richmond received from the People's Survival Programme. (2 x 1) (2)
- 3.3.2 Why, do you think, these programmes were offered to the people of Richmond? (1 x 2) (2)
- 3.3.3 What, according to the source, were the ultimate goals of the 'Survival Programme'? (2 x 1) (2)
- 3.3.4 Comment on the slogan 'ALL POWER TO THE PEOPLE' in the context of the programme that the Black Panther Party introduced. (2 X 2) (4)

3.4 Use Source 3D.

3.4.1 By using visual clues from the source, name ONE programme of the Black Panther Party in USA in the 1960s. (1 x 2) (2)

3.4.2 Use the information in the source and your own knowledge, explain the aims of the Black Panther Party. (2 x 2) (4)

3.5 Compare Sources 3C and 3D. Explain how the information in Source 3C supports the evidence in Source 3D regarding the programmes of the Black Panther Party. (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 the impact of the Black Power Movement on African Americans living in the United States of America during the 1960s. (8)
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SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long.

QUESTION 4: THE COLD WAR: CASE STUDY – CHINA

Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution were unsuccessful in transforming China between 1958 to 1969.

Do you agree with the statement? Support your line of argument with relevant historical evidence. **[50]**

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

Critically discuss the economic, political and social challenges that both the Congo and Tanzania faced after attaining independence in the 1960s. **[50]**

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

Explain to what extent the various forms of protest actions of the Civil Rights Movement were successful in ending racial discrimination and segregation in the USA in the 1960s. **[50]**

TOTAL: 150