



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2020

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: EXTENSION OF THE COLD WAR: 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

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE COLD WAR: CASE STUDY – CHINA

QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDIES – 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. Start each question on a NEW page and rule off at the end of each question.
10. 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 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 Study Source 1A.

- 1.1.1 Which country, according to the Soviet Union, would plunge the world into a thermonuclear war? (1 x 1) (1)
- 1.1.2 List THREE actions of the USA that were regarded as provocations to start a war by the USSR. (3 x 1) (3)
- 1.1.3 Why do you think the USSR supplied Cuba with industrial equipment and goods? (1 x 2) (2)
- 1.1.4 Explain the limitations of this source for students researching the reasons for the Russian deployment of nuclear missiles to Cuba. (2 x 2) (4)

1.2 Read Source 1B.

- 1.2.1 Explain the messages that were conveyed by the map. Use the visual clues in the source to support your answer. (2 x 2) (4)
- 1.2.2 Using the information in the source and your own knowledge, explain how President Kennedy and his ExComm reacted towards the placement of missiles in Cuba. (1 x 2) (2)

1.3 Consider Source 1C.

- 1.3.1 What prompted the USA to maintain a close surveillance over Cuba? (1 x 2) (2)
- 1.3.2 What, according to the source, was the purpose of the bases in Cuba? (1 x 2) (2)
- 1.3.3 Define the concept *quarantine* in the context of the Cuban Missile Crisis. (1 x 2) (2)
- 1.3.4 Comment on why you think Kennedy decided to address the American people. (2 x 2) (4)

- 1.4 Compare Sources 1C and 1B. Explain how the information in Source 1C supports the evidence in Source 1B regarding the American reaction towards the deployment of missiles to Cuba. (2 x 2) (4)
- 1.5 Refer to Source 1D.
- 1.5.1 List TWO proposals that Khrushchev made to the USA to resolve the Cuban Missile Crisis. (2 x 1) (2)
- 1.5.2 How, according to the source, did Khrushchev perceive the American naval blockade? (1 x 2) (2)
- 1.5.3 Explain what Khrushchev implied by the statement, 'And a moment may come when that knot will be tied so tight that even he who tied it will not have the strength to untie it, and then it will be necessary to cut that knot', in the context of the Cuban Missile Crisis. (2 x 2) (4)
- 1.5.4 Use the source and your own knowledge to explain how the Cuban Missile Crisis was resolved. (2 x 2) (4)
- 1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the deployment of nuclear missiles to Cuban contributed to Cold War tensions between the USA and the USSR. (8)
- [50]**

QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN THE ANGOLAN WAR OF INDEPENDENCE?

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

2.1 Use Source 2A.

- 2.1.1 Define the concept '*independence*' in your own words. (1 x 2) (2)
- 2.1.2 Name the THREE liberation movements that fought for the independence of Angola. (3 x 1) (3)
- 2.1.3 Use the information in the source and your own knowledge to explain why the three liberation movements could not agree with the power-sharing agreement as stipulated by the Alvor Accords. (1 x 2) (2)
- 2.1.4 Comment on why the South African government was against the MPLA ruling Angola. (2 x 2) (4)
- 2.1.5 Why do you think the Angolan crisis developed into a Cold War battleground? (1 x 2) (2)

2.2 Refer to Source 2B.

- 2.2.1 What, according to the source, was the basis of South Africa's foreign policy? (1 x 2) (2)
- 2.2.2 List THREE reasons from the source, for South Africa's intervention in Angola. (3 x 1) (3)
- 2.2.3 What conclusions can be drawn from the statement, 'Both the MPLA and SWAPO were seen as Soviet proxies during the Cold War.'? (1 x 2) (2)
- 2.2.4 Why do you think the USA pressurised South Africa to get involved in the Angolan Civil War? (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 Quote FOUR pieces of evidence from the source that indicate that the USA was directly involved in the Angolan Civil War. (4 x 1) (4)
- 2.3.2 Why do you think the CIA published and reported false information about the Russian and Cuban involvement in Angola? (1 x 2) (2)
- 2.3.3 Explain the usefulness of the source for historians researching the reasons for America's involvement in the Angolan Civil War. (2 x 2) (4)

2.4 Use Source 2D.

2.4.1 Explain the message that the photographer wished to convey regarding the relationship between the MPLA and Cuba. Use the visual clues in the source to support your answer. (2 x 2) (4)

2.4.2 What are the limitations of this source for historians researching Angola's independence in 1975? (2 x 2) (4)

2.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why the foreign powers become 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 IN THE 1960s?

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

3.1 Study Source 3A.

- 3.1.1 Define the concept *civil rights* in your own words. (1 x 2) (2)
- 3.1.2 What do you think Carmichael implied by the statement: 'The Black Power Movement marked a turning point in black-white relations in the United States?' (2 x 2) (4)
- 3.1.3 List THREE reasons from the source why black Americans decided to join the Black Power Movement. (3 x 1) (3)
- 3.1.4 Using the information in the source and your own knowledge, explain why blacks in the USA became disillusioned with the Civil Rights Movement. (2 x 2) (4)

3.2 Consider Source 3B.

- 3.2.1 Who, according to the source, provided the free breakfast meals to the children? (1 x 2) (2)
- 3.2.2 Quote THREE pieces of evidence from the source that indicate that the Black Panther Party was disliked by the American government. (3 x 1) (3)
- 3.2.3 Why do you think the Black Panther Party decided to feed black children before they went to school? (1 x 2) (2)
- 3.2.4 Comment on the statement: 'For students eating breakfast, the Black Panther's politics were less interesting than the meals they were providing.' (1 x 2) (2)
- 3.2.5 Would you agree with the statement that the Black Panther Party's Free Breakfast programmes were successful? Support your answer with TWO quotes from the source. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 What do you think was the intention of the photographer in publishing this photograph? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 3.3.2 Compare Sources 3B and C. How does the information in Source 3B support the evidence in Source 3C regarding the community programmes of the Black Panther Party? (2 x 2) (4)

3.4 Refer to Source 3D.

3.4.1 How, according to the source, did Ericka Huggins become involved with the Black Power Movement? (1 x 2) (2)

3.4.2 What event, according to the source, convinced Ericka to join the Black Panther Party? (1 x 2) (2)

3.4.3 Explain how the role of Ericka Huggins contradicted the traditional view of the Black Panther Party as a male-dominated organisation. (2 x 2) (4)

3.5 Using the information from 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 in the USA in the 1960s. (8)

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question in this section.

Your essay should be about THREE pages long.

QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – CHINA

Explain to what extent Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution succeeded in transforming China from a backward agrarian state to an industrial state.

Support your line of argument by using relevant evidence.

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QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY

Critically discuss how Mobutu Sese Seko (Congo) and Julius Nyerere (Tanzania) addressed the economic and political challenges that confronted their respective countries after their attainment of independence.

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

'The various forms of protest actions of the Civil Rights Movement successfully improved the lives of Black Americans in the USA in the 1960s.'

Do you agree with the statement? Support your answer with relevant historical evidence.

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TOTAL: 150