



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

FEBRUARY/MARCH 2018

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 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: 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 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 can be found in the ADDENDUM.

QUESTION 1: HOW DID THE DEPLOYMENT OF SOVIET MISSILES IN CUBA INTENSIFY COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION IN 1962?

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

1.1 Use Source 1A.

- | | | | |
|-------|---|---------|-----|
| 1.1.1 | Who, according to the source, were Fidel Castro's TWO closest advisers? | (2 x 1) | (2) |
| 1.1.2 | Define the concept <i>communism</i> in your own words. | (1 x 2) | (2) |
| 1.1.3 | What, according to the source, 'drove him (Castro) into the arms of the Soviets'? | (1 x 1) | (1) |
| 1.1.4 | Using the information in the source and your own knowledge, explain why the USA had allies throughout Eastern Europe. | (1 x 2) | (2) |

1.2 Refer to Source 1B.

- | | | | |
|-------|--|---------|-----|
| 1.2.1 | What, according to the source, prompted Kennedy to call for an urgent meeting with his advisers? | (2 x 1) | (2) |
| 1.2.2 | Comment on why you think President Kennedy and his advisers decided to question intelligence officers. | (1 x 2) | (2) |
| 1.2.3 | What prompted President Kennedy to establish ExComm? | (1 x 2) | (2) |
| 1.2.4 | Using the information in the source and your own knowledge, explain why you would find this source useful when researching the Cuban Missile Crisis. | (2 x 2) | (4) |

1.3 Study Source 1C.

- | | | | |
|-------|---|---------|-----|
| 1.3.1 | Explain the messages the cartoon conveys regarding the Cuban Missile Crisis. Use the visual clues in the source to support your answer. | (2 x 2) | (4) |
| 1.3.2 | Comment on the significance of the following in the cartoon: | | |
| | (a) The hammer and sickle on the missile | (1 x 2) | (2) |
| | (b) The caption 'Drop it' | (1 x 2) | (2) |

- 1.4 Consult Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the deployment of Soviet missiles to Cuba. (2 x 2) (4)
- 1.5 Read Source 1D.
- 1.5.1 How, according to the information in the source, did the Soviet Union view its relationship with other countries? (3 x 1) (3)
- 1.5.2 Quote TWO pieces of evidence from the source that shows the Soviet government was concerned about the USA's position on the issue of Cuba. (2 x 1) (2)
- 1.5.3 Comment on what you think was implied by the statement 'Cuba belongs to the Cuban people'. (2 x 2) (4)
- 1.5.4 Explain why you think Andrei Gromyko stated that Cuba did not represent a threat to the USA. (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 deployment of Soviet missiles in Cuba intensified Cold War tensions between the United States of America and the Soviet Union in 1962. (8) [50]

QUESTION 2: HOW DID FOREIGN POWERS INTERVENE IN POST-INDEPENDENT ANGOLA?

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

2.1 Use Source 2A.

- 2.1.1 State any TWO factors from the source that 'spoiled' Angola's transition to independence. (2 x 1) (2)
- 2.1.2 Explain the term *authoritarian* in the context of Portuguese colonial rule of Angola. (1 x 2) (2)
- 2.1.3 Comment on the impact that the Alvor Agreement had on Angola's road to independence. (2 x 2) (4)
- 2.1.4 Why, according to the information in the source, did the transitional government in Angola collapse? (2 x 1) (2)

2.2 Consult Source 2B.

- 2.2.1 What do you think prompted the *News Diary of Lisbon* to publish this photograph? (2 x 2) (4)
- 2.2.2 Using the information in the source and your own knowledge, explain why a historian would find this source useful when studying the process of negotiations that took place in Alvor. (2 x 2) (4)

2.3 Study Source 2C.

- 2.3.1 Explain why you think Victoria Brittain claimed that Angola's independence had both 'political and emotional' significance beyond the continent. (2 x 2) (4)
- 2.3.2 Quote TWO reasons from the source that suggest foreign powers were interested in Angola after it gained independence. (2 x 1) (2)
- 2.3.3 Why, according to the source, did the USA falsify the history of Angola in 1975? (1 x 2) (2)
- 2.3.4 Using the information in the source and your own knowledge, explain the role the United States government played in Angola before the 1975 election. (2 x 2) (4)

2.4 Read Source 2D.

2.4.1 Why, according to the source, did the Angolan Government of National Unity collapse? (1 x 2) (2)

2.4.2 Using the information in the source and your own knowledge, explain why General Geldenhuys viewed the Angolan civil war as an extension of the Cold War. (2 x 2) (4)

2.4.3 Quote any TWO countries from the source that supported the MPLA. (2 x 1) (2)

2.5 Compare Sources 2C and 2D. Explain how the information in these sources is similar regarding the build-up of cold war tensions in Angola during the 1970s. (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 foreign powers intervened in post-independent Angola. (8)
[50]

QUESTION 3: WHAT IMPACT DID THE BLACK POWER MOVEMENT HAVE ON AFRICAN AMERICANS DURING THE 1960s?

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

3.1 Read Source 3A.

- 3.1.1 How, according to the information in the source, was the Black Power Movement formed? (1 x 1) (1)
- 3.1.2 Define the concept *Black Power* in the context of civil society protests that occurred in the USA in the 1960s. (1 x 2) (2)
- 3.1.3 How, according to the information in the source, did Americans respond to the formation of the Black Power Movement? Give TWO examples from the source. (2 x 1) (2)
- 3.1.4 List THREE challenges from the source that African Americans faced in the 1960s. (3 x 1) (3)
- 3.1.5 Explain why you think young African Americans did not support the Civil Rights Movement. (2 x 2) (4)

3.2 Refer to Source 3B.

- 3.2.1 Identify any TWO ways in the source on how coalitions were formed. (2 x 1) (2)
- 3.2.2 Explain why Stokely Carmichael claimed that not everyone in the United States of America supported the philosophy of Black Power. (2 x 2) (4)
- 3.2.3 Using the information in the source and your own knowledge, explain why a historian researching about the origins of the Black Power Movement would find this source useful. (2 x 2) (4)

3.3 Study Source 3C.

- 3.3.1 Explain the messages the source conveys regarding the philosophy of Black Power. Use the visual clues in the source to support your answer. (2 x 2) (4)
- 3.3.2 Comment on what you think was implied by the words; 'POWER AND EQUALITY' in the context of the Black Power Movement. (2 x 2) (4)

- 3.4 Refer to Sources 3B and 3C. Explain how the information in Source 3C supports the evidence in Source 3B regarding the Black Power Movement. (2 x 2) (4)

3.5 Consult Source 3D.

3.5.1 How, according to the information in the source, did the FBI try to limit the activities of black political movements? Give TWO examples. (2 x 1) (2)

3.5.2 Explain why you think 'the most intense operations' of the FBI were directed towards the Black Power Movement and the Black Panther Party. (2 x 2) (4)

3.5.3 Quote TWO reasons from the source that suggests members of the Black Panther Party came under attack. (2 x 1) (2)

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 that the Black Power Movement had on African Americans during the 1960s. (8)
[50]

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: CASE STUDY – CHINA

Mao Zedong's policies were to increase Communist China's industrial and agricultural output between 1958 and 1969.

Critically discuss this statement by referring to Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution.

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

Explain to what extent the Mobutu Sese Seko's and Julius Nyerere's policies influenced the economic, social and cultural development of their respective countries between the 1960s and the 1970s.

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

The Civil Rights Movement embarked on various forms of protests in the 1960s which improved the lives of African Americans.

Do you agree with this statement? Use relevant evidence to support your line of argument.

[50]**TOTAL: 150**