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# basic education

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

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1  
NOVEMBER 2012**

**MARKS: 150**

**TIME: 3 hours**

**This question paper consists of 10 pages and an addendum of 15 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 for the source-based question and 30 marks for 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 USA AND THE USSR CONTRIBUTE TO THE COLD WAR TENSIONS IN CUBA?**

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

**1.1 Study Source 1A.**

- 1.1.1 According to Extract 1, where did the USA establish military bases? (2 x 1) (2)
- 1.1.2 Why did the Soviet Union decide to place missiles in Cuba? (Extract 1) (1 x 2) (2)
- 1.1.3 As a historian, explain to what extent the information in Extract 1 may be regarded as biased. (1 x 3) (3)
- 1.1.4 Comment on whether Castro was justified in allowing the USSR to place missiles in Cuba. (Extract 2) (2 x 2) (4)
- 1.1.5 What, according to Castro, were the TWO risks that confronted Cuba? (Extract 2) (2 x 1) (2)

**1.2 Refer to Source 1B.**

- 1.2.1 What message does the newspaper headline convey regarding the Cuban Missile Crisis? (1 x 2) (2)
- 1.2.2 How did *The New York Times* portray President Kennedy? (2 x 2) (4)
- 1.2.3 Explain how a devoted Soviet citizen would have responded to the newspaper headline. (2 x 2) (4)

**1.3 Consult Source 1C.**

- 1.3.1 With reference to the Cuban Missile Crisis, define the following concepts in your own words:
- (a) Cold War
- (b) Quarantine (2 x 2) (4)
- 1.3.2 What prompted Khrushchev to write a letter to Kennedy? (Viewpoint 1) (1 x 2) (2)
- 1.3.3 Describe how Kennedy responded to Khrushchev's threat of taking 'the measures we consider necessary and adequate in order to protect our rights'. (Viewpoint 2) (2 x 2) (4)
- 1.3.4 After reading both Viewpoints 1 and 2, explain which one of the two leaders you think was responsible for the crisis in Cuba. (2 x 2) (4)

- 1.4 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words), explaining the impact that the Cuban Missile Crisis had on Khrushchev's political career. (8)
- 1.5 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 1.5.1 OR QUESTION 1.5.2.
- 1.5.1 Explain how the USSR and the USA contributed to Cold War tensions in Cuba. (30)
- OR**
- 1.5.2 The Cuban Missile Crisis was the closest the world got to a full-scale nuclear war.
- Do you agree with this statement? Using the information from ALL the sources and your own knowledge, write an essay to substantiate your answer. (30)
- [75]**

**QUESTION 2: WHAT WERE THE POSSIBILITIES AND CONSTRAINTS OF JULIUS NYERERE'S POLICY OF AFRICAN SOCIALISM ON TANZANIA IN THE 1960s?**

Study Sources 2A and 2B and then answer the questions that follow.

**2.1 Study Source 2A.**

- 2.1.1 Using the information from the written source and your own knowledge, define the concept *ujamaa*. (1 x 2) (2)
- 2.1.2 Why did Nyerere refer to urban dwellers as 'land parasites'? (1 x 2) (2)
- 2.1.3 What evidence in the written source suggests that Julius Nyerere was against a multiparty democratic system? (1 x 1) (1)
- 2.1.4 State ONE effect that colonialism had on Tanzanian society. (Written source) (1 x 1) (1)
- 2.1.5 What can you conclude from the actions of the people in this *ujamaa* village? (Visual source) (1 x 2) (2)
- 2.1.6 How, do you think, Julius Nyerere would have reacted after viewing this photograph? (Visual source) (2 x 2) (4)
- 2.1.7 Explain whether the visual source can be regarded as an accurate depiction of the policy of *ujamaa*. (2 x 2) (4)
- 2.1.8 Compare the written and visual sources. How does the visual source support the written source regarding Nyerere's policy of *ujamaa*? (2 x 2) (4)

**2.2 Read Source 2B.**

- 2.2.1 Why, according to Shillington, was the policy of *ujamaa* regarded as a contradiction? (Viewpoint 1) (1 x 3) (3)
- 2.2.2 Explain whether the peasants were justified in resisting the policy of *ujamaa*. (Viewpoint 1) (2 x 2) (4)
- 2.2.3 Name TWO ways in which the policy of *ujamaa* negatively affected Tanzania on a national scale. (Viewpoint 1) (2 x 1) (2)
- 2.2.4 Describe in what ways Viewpoint 2 supports the policy of *ujamaa*. (2 x 2) (4)
- 2.2.5 Compare Viewpoints 1 and 2. Explain how these viewpoints differ in their assessment of the policy of *ujamaa*. (2 x 2) (4)

- 2.3 Using ALL the sources as well as your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that Nyerere's programme of villagisation had on ordinary Tanzanians. (8)
- 2.4 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 2.4.1 OR QUESTION 2.4.2.
- 2.4.1 Discuss the possibilities and constraints of Nyerere's policies on Tanzania during the 1960s and 1970s. (30)
- OR**
- 2.4.2 Julius Nyerere's policy of African Socialism transformed Tanzania politically, socially and economically.
- Is this an accurate assessment? Using the information from ALL the sources and your own knowledge, critically assess the statement. (30)
- [75]**

**QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?**

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

- 3.1 Refer to Source 3A.
- 3.1.1 What evidence in the written source suggests that Ruby Doris Smith wanted to be a civil rights activist? (2 x 1) (2)
- 3.1.2 In what way were the reactions of both the cashier and the lieutenant-governor towards Ruby Doris Smith similar? (Written source) (1 x 2) (2)
- 3.1.3 Define the concept *segregation* in your own words. (1 x 2) (2)
- 3.1.4 Explain the messages conveyed by this photograph. (Visual source) (2 x 2) (4)
- 3.1.5 After studying the visual source, comment on the mood of the following people:
- (a) White Americans that were standing
- (b) Black and white activists that were seated (2 x 2) (4)
- 3.1.6 Explain in what ways the written and visual sources are similar regarding the treatment of the activists. (2 x 2) (4)
- 3.2 Study Source 3B.
- 3.2.1 Write down the TWO strategies that the Freedom Riders adopted. (Written source) (2 x 1) (2)
- 3.2.2 Comment on the attitude of the FBI and the police towards the Freedom Riders in Birmingham. (Written source) (1 x 3) (3)
- 3.2.3 Explain how the Freedom Riders would have reacted after viewing this photograph. (Visual source) (1 x 2) (2)
- 3.2.4 How does the evidence in the visual source confirm what is being referred to in the written source regarding the Freedom Riders? (2 x 2) (4)
- 3.2.5 Explain the reliability of the visual source for a historian researching the role of the Freedom Riders in the struggle for equality. (2 x 2) (4)
- 3.3 Use Source 3C and explain how it may be used to highlight the success of the Civil Rights Movement. (2 x 2) (4)



- 3.4 Using the information from ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the activities of the Civil Rights Movement were disrupted by conservative white Americans. (8)
- 3.5 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 3.5.1 OR QUESTION 3.5.2.
- 3.5.1 Discuss the various forms of protest that civil rights activists embarked upon in the 1960s to end racial discrimination and segregation in the USA. Use relevant examples to support your answer. (30)
- OR**
- 3.5.2 The Alabama governor, John Patterson, stated that civil rights activists are 'fools that deserved to be beaten and killed'.
- Do you agree with this statement? Using ALL the sources and your own knowledge, write an essay substantiating your response. Use relevant examples to support your answer. (30)
- [75]**

**QUESTION 4: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?**

Study Sources 4A, 4B, 4C and 4D and then answer the questions that follow.

4.1 Study Source 4A.

- 4.1.1 According to the source, what was the fastest growing philosophy among the black South African youth? (1 x 1) (1)
- 4.1.2 Explain the term *Black Consciousness* in your own words. (1 x 2) (2)
- 4.1.3 What factors, do you think, motivated black South African students to break away from NUSAS? (1 x 2) (2)
- 4.1.4 Name TWO organisations that were formed to instil the philosophy of Black Consciousness in black South African students. (2 x 1) (2)
- 4.1.5 Explain how the philosophy of Black Consciousness influenced African and Coloured school children in the Cape in 1976. (2 x 2) (4)

4.2 Refer to Source 4B.

- 4.2.1 The Afrikaans word 'skool' (school) is crossed out in the cartoon. Using this information and your own knowledge, explain the messages that the cartoonist intended to convey. (2 x 2) (4)
- 4.2.2 How does the cartoonist Berry use the visual element of the flame/torch to convey his message? (2 x 2) (4)

4.3 Study Sources 4A and 4B. Comment on how these sources support each other regarding the Soweto Uprising. (2 x 2) (4)

4.4 Read Source 4C.

- 4.4.1 Explain whether, according to Kleingeld's testimony, the use of violence against the unarmed students was justified. (2 x 2) (4)
- 4.4.2 According to Jon-Jon Mkhonza, what were the circumstances under which Hector Pieterse was shot? (1 x 2) (2)
- 4.4.3 Explain why you would consider the information contained in both Kleingeld's testimony and Jon-Jon Mkhonza's account as useful when researching the history of the Soweto Uprising. (2 x 2) (4)

- 4.5 Read Source 4D.
- 4.5.1 Why, do you think, the students of Soweto embarked on protest action? (1 x 2) (2)
- 4.5.2 Biko stated, 'there was a real fear throughout the community throughout the country'. Explain to what extent this is an accurate description of how most white South Africans felt. (1 x 2) (2)
- 4.6 Using the information from ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain the various measures that the apartheid government put in place to limit the influence of the Black Consciousness Movement. (8)
- 4.7 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 4.7.1 OR QUESTION 4.7.2.
- 4.7.1 Explain how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976. (30)
- OR**
- 4.7.2 John Kane-Berman stated that 'a new generation has grown up and these younger men and women are impatient, radical, militant, brave and proud'.
- Do you agree with this statement? Substantiate your answer using the information from ALL the sources and your own knowledge. (30)
- [75]**
- TOTAL: 150**