



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12

HIST.1

HISTORY P1

NOVEMBER 2020

MARKS: 150

TIME: 3 hours

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

AFTERNOON SESSION



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

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 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 SOVIET UNION AND THE UNITED STATES OF AMERICA CONTRIBUTE TO COLD WAR TENSIONS IN CUBA IN THE 1960s?

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

- 1.1 Use Source 1A.
- 1.1.1 Why, according to the source, did Castro have a close relationship with Khrushchev? (1 x 2) (2)
- 1.1.2 Define the concept *communism* in your own words. (1 x 2) (2)
- 1.1.3 Explain what is implied by the statement, 'Khrushchev and the Soviets couldn't have asked for a better-located ally (friend) against the United States of America (USA)', in the context of the Cuban Missile Crisis. (2 x 2) (4)
- 1.1.4 What, according to the source, was the outcome of the battle at the Bay of Pigs for the following countries:
- (a) The USA (1 x 1) (1)
- (b) Cuba (1 x 1) (1)
- 1.2 Read Source 1B.
- 1.2.1 According to the source, what resources did Khrushchev supply to Cuba? (2 x 1) (2)
- 1.2.2 Explain why Khrushchev stated that 'the armaments and military equipment sent to Cuba are designed exclusively for defensive purposes'. (1 x 2) (2)
- 1.2.3 Comment on what Khrushchev implied by the statement 'Threats and blackmail are an integral part of the imperialist states' in the context of the Cold War in Cuba. (2 x 2) (4)



- 1.3 Study Source 1C.
- 1.3.1 According to the source, why was Kennedy concerned about the Soviet Union's presence in Cuba? (1 x 2) (2)
- 1.3.2 Explain what you think prompted Kennedy to inform the American public about the deployment of Soviet military equipment to Cuba. (2 x 2) (4)
- 1.3.3 Quote FOUR challenges from the source that communism posed to the world. (4 x 1) (4)
- 1.3.4 Using the information in the source and your own knowledge, explain the limitations of this source to a historian researching the Cuban Missile Crisis. (2 x 2) (4)
- 1.4 Consult Source 1D.
- 1.4.1 Explain why you think this article was published on the front page of *The Arizona Republic*. (1 x 2) (2)
- 1.4.2 Comment on the newspaper headline 'U.S. BLOCKADES CUBA, TELLS RUSS "LAY OFF"' in the context of the Cuban Missile Crisis. (2 x 2) (4)
- 1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding Kennedy's response to the deployment of Soviet missiles to Cuba. (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 Soviet Union and the United States of America contributed to Cold War tensions in Cuba in the 1960s. (8)
- [50]**



QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALÉ HAVE ON SOUTH AFRICA AND CUBA?

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

2.1 Read Source 2A.

- 2.1.1 Why did the SADF launch a major attack in south-eastern Angola in 1987, according to the source? (2 x 1) (2)
- 2.1.2 Identify TWO military forces in the source that 'moved towards the Namibian border and cut off South Africa's line of retreat'. (2 x 1) (2)
- 2.1.3 Using the information in the source and your own knowledge, comment on why the SADF's air wing failed to defeat the Cuban air force. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 List THREE reasons in the source that prompted South Africa to leave Cuito Cuanavale. (3 x 1) (3)
- 2.2.2 According to the source, who was the leader of South Africa during the Battle of Cuito Cuanavale? (1 x 1) (1)
- 2.2.3 Quote evidence from the source that suggests that the President of South Africa and his advisors accepted a truce. (2 x 1) (2)
- 2.2.4 Explain what you think is implied by the statement, 'Crocker's long fight was over, his goal of brokering (negotiating) a regional peace deal was realised at last' in the context of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 Which TWO issues, according to the source, were closely linked to the peace and security of the south-western region of Africa? (2 x 1) (2)
- 2.3.2 Define the concept *independence* in the context of Angola. (1 x 2) (2)
- 2.3.3 Explain what Oliva implied by the statement, 'the Cuban military contingent (delegation) has successfully fulfilled its internationalist mission'. (2 x 2) (4)
- 2.3.4 Comment on the role that the United Nations Organisation played during the peace negotiations in Angola. (2 x 2) (4)



- 2.4 Use Source 2D.
- 2.4.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)
- 2.4.2 Comment on the usefulness of this source to a historian researching the outcome of the Battle of Cuito Cuanavale. (2 x 2) (4)
- 2.5 Refer to Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding Cuba's role in the Angolan Civil War. (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 the impact that the Battle of Cuito Cuanavale had on South Africa and Cuba. (8) **[50]**



QUESTION 3: WHAT PROGRAMMES DID THE BLACK PANTHER PARTY IMPLEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?

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

- 3.1 Read Source 3A.
- 3.1.1 List THREE community programmes in the source that the Black Panther Party organised for African Americans. (3 x 1) (3)
- 3.1.2 According to the source, what were the TWO strategies that the Black Panther Party used to help poverty-stricken African Americans? (2 x 1) (2)
- 3.1.3 Explain what the Black Panther Party implied by 'A reform programme is set up by the existing exploitative system as an appealing hand-out, to fool the people and to keep them quiet ...'. (2 x 2) (4)
- 3.1.4 Comment on the impact that the Free Breakfast Programme had on African American children. (2 x 2) (4)
- 3.2 Consult Source 3B.
- 3.2.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)
- 3.2.2 Using the information in the source and your own knowledge, comment on the usefulness of this source for a historian studying the programmes of the Black Panther Party. (2 x 2) (4)
- 3.3 Study Sources 3A and 3B. Explain how the information in Source 3A supports the evidence in Source 3B regarding the programmes of the Black Panther Party. (2 x 2) (4)
- 3.4 Refer to Source 3C.
- 3.4.1 According to Ericka Huggins, what should the city of Oakland do to uplift the lives of African Americans? (3 x 1) (3)
- 3.4.2 Explain what Ericka Huggins implied by saying that Oakland Community School 'serve children who have been labelled "educationally disadvantaged", "economically deprived" and "uneducable" '. (2 x 2) (4)
- 3.4.3 Why, according to the source, was the Inter-communal Youth Institute established? (1 x 2) (2)



3.5 Use Source 3D.

3.5.1 State TWO ways in the source in which the FBI agents destroyed the programmes of the Black Panther Party. (2 x 1) (2)

3.5.2 Define the concept *black nationalism* in your own words. (1 x 2) (2)

3.5.3 Using the information in the source and your own knowledge, explain why the Black Panther Party's School Breakfast Programme was allowed to operate on a permanent basis in 1975. (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 programmes that the Black Panther Party implemented in the United States of America in the 1960s. (8)
[50]



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: CASE STUDY – CHINA

Chairman Mao Zedong introduced the Third Five-Year Plan (Cultural Revolution) to address the challenges that ordinary Chinese experienced during the implementation of the Second Five-Year Plan (Great Leap Forward).

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

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

Critically discuss the social and economic policies that Mobutu Sese Seko (the Congo) and Julius Nyerere (Tanzania) implemented in their respective countries after attaining independence in the 1960s.

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

Explain to what extent the various forms of protests by the Civil Rights Movement led to an improvement of the lives of ordinary African Americans in the United States of America in the 1960s.

Support your line of argument with relevant evidence.

[50]**TOTAL: 150**