



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
JUNE 2020
COMMON TEST**

MARKS: 100

TIME: 2 hours

**N.B. This question paper consists of 7 pages and
an Addendum of 10 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: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE
1970s: THE BLACK POWER MOVEMENT

SECTION B: ESSAY QUESTIONS

QUESTION 3: THE COLD WAR: CASE STUDY - CHINA

QUESTION 4: CIVIL SOCIETY PROTESTS IN THE 1950s TO THE 1970s:
THE CIVIL RIGHTS MOVEMENT

2. SECTION A consists of TWO sourced-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of TWO essay questions.
4. Answer TWO questions as follows:
 - 4.1 ONE must be a source-based question and
 - 4.2 ONE must be an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering 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 the 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: WHY DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION GET INVOLVED IN THE COLD WAR IN CUBA?

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

1.1 Read Source 1A.

1.1.1 According to the source, which member of EXCOMM represented:

- | | | |
|------------------------------------|---------|-----|
| (a) The 'most conservative group'. | (1 x 1) | (1) |
| (b) The 'most liberal group'. | (1 x 1) | (1) |

1.1.2 Comment on the different views that members of EXCOMM had regarding the deployment of missiles to Cuba. (2 x 2) (4)

1.1.3 Quote THREE reasons from the source that suggests Robert Kennedy was against an air strike on Cuba. (3 x 1) (3)

1.1.4 Define the concept *blockade* in the context of the Cuban Missile Crisis. (1 x 2) (2)

1.2 Refer to Source 1B.

1.2.1 How, according to the information in the source, did the Soviet Union view its relationship with other countries? (2 x 1) (2)

1.2.2 Mention TWO pieces of evidence from the source that illustrates that the Soviet government was concerned about the USA's position on Cuba. (2 x 1) (2)

1.2.3 Comment on what was implied by the statement 'Cuba belongs to the Cuban people' in the context of the Cold War. (2 x 2) (4)

1.2.4 Explain why you think Andrei Gromyko stated that Cuba did not represent a threat to the USA. (2 x 2) (4)

- 1.3 Consult Source 1C.
- 1.3.1 Explain the messages that are conveyed in the cartoon regarding the Cuban Missile Crisis. Use the visual clues in the source to support your answer. (2 x 2) (4)
- 1.3.2 Using the information in the source and your own knowledge, comment on why you would find this source useful when researching the Cuban Missile Crisis. (2 x 2) (4)
- 1.4 Consult Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the Cuban Missile Crisis. (2 x 2) (4)
- 1.5 Study Source 1D.
- 1.5.1 How, according to the source, did the USA and USSR negotiate a non-military solution to the Cuban Missile Crisis? (1 x 1) (1)
- 1.5.2 Explain the impact that the end of the Cuban Missile Crisis had on the careers of:
- (a) Kennedy. (1 x 2) (2)
- (b) Khrushchev. (1 x 2) (2)
- 1.5.3 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 (about 80 words), explaining why the United States of America and the Soviet Union got involved in the Cold War in Cuba. (8)

[50]

QUESTION 2: WHAT IMPACT DID THE BLACK POWER MOVEMENT HAVE ON AFRICAN AMERICAN COMMUNITIES IN THE 1960s?

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 *Black Power* in your own words. (1 x 2) (2)
- 2.1.2 Why, according to the source, did young African American activists reject Martin Luther King Junior's philosophy? (3 x 1) (3)
- 2.1.3 Using the information in the source and your own knowledge explain how the Black Power Movement went about conscientising African Americans in the 1960s. (2 x 2) (4)
- 2.1.4 Quote any TWO ways from the source on how African Americans maintained their identity. (2 x 1) (2)

2.2 Consult Source 2B.

- 2.2.1 Why, according to the source was James Meredith killed? (1 x 2) (2)
- 2.2.2 Using the information in the source and your own knowledge, explain why Meredith decided to march from Tennessee to Mississippi. (2 x 2) (4)
- 2.2.3 What, according to Carmichael, must African Americans do before they could achieve 'anything'? (2 x 1) (2)
- 2.2.4 Comment on the impact that the philosophy of Black Power had on African American youth. (2 x 2) (4)

2.3 Study Source 2C.

- 2.3.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)
- 2.3.2 Comment on the usefulness of this source to a historian researching the Black Power Movement. (2 x 2) (4)

2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the influence that the philosophy of Black Power had on African American students. (2 x 2) (4)

2.5. Use Source 2D.

2.5.1 List any THREE positive developments of the Black Power Movement from the source. (3 x 1) (3)

2.5.2 Explain why you think Americans viewed the Black Power Movement as 'dangerous'. (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 Black Power Movement had on African American communities in the 1960s.

(8)
[50]



SECTION B: ESSAY QUESTIONS

Answer at least ONE question from this section.

Your essay should be about THREE pages long.

QUESTION 3: CASE STUDY – CHINA

The implementation of Mao Zedong's policies, 'the Great Leap Forward' and 'the Cultural Revolution', was regarded as a great success.

Do you agree with this statement? Use relevant evidence from 1958 to 1969 to support your line of argument.

[50]

QUESTION 4: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE CIVIL RIGHTS MOVEMENT

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

Use relevant evidence to support your line of argument.

[50]



TOTAL MARKS: [100]