

HILLCREST HIGH SCHOOL

HISTORY
PAPER 1

TRIALS 2013

MARKS 150

TIME 3 HOURS

Candidates are required to answer TWO QUESTIONS.
Each question consists of both the source-based
questions which count 45 marks and the extended
writing which counts 30 marks

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS LEAD TO COLD WAR TENSIONS BETWEEN THE USA AND USSR IN THE 1960s?

Study Sources 1A, 1B and 1C to answer the following questions.

1.1 Read Source 1A.

- 1.1.1 According to the source which country was a threat to Cuba? (1 x 1) (1)
- 1.1.2 Why did Khrushchev choose to assist Cuba? Give **TWO** reasons. (2 x 1) (2)
- 1.1.3 Explain the concept *Communist* in your own words. (1 x 2) (2)
- 1.1.4 Explain whether you would consider this source reliable to a historian researching USSR's intentions in Cuba in 1962. (2 x 2) (4)
- 1.1.5 Using the source and your own knowledge, explain why Cuba became a focal point of the Cold War in Latin America. (2 x 2) (4)

1.2 Refer to Source 1B.

- 1.1.1 Why, do you think, the USA kept a close surveillance of the USSR's actions in Cuba? (2 x 2) (4)
- 1.1.2 Explain why it became necessary for Kennedy to impose a quarantine on Soviet missiles to Cuba. (2 x 2) (4)
- 1.1.3 How, do you think, ordinary Americans would have reacted to the 'strict quarantine'?

- 1.3 Compare Sources 1A and 1B. Explain how these sources differ regarding the existence of Soviet missiles on Cuba. (2 x 2) (4)

- 1.4 Study Source 1C.
- 1.4.1 Why did the editor of *Daily Express* choose to publish this particular cartoon? (2 x 1) (2)
- 1.4.2 What message does the cartoon convey? (1 x 2) (2)
- 1.4.3 Both Khrushchev and Kennedy appear as gunfighters, armed and prepared to shoot each other. What do you think would have happened if they shot at each other. (1 x 2) (2)
- 1.4.4 To what extent do you think this cartoon is biased? (2 x 2) (4)
- 1.5 Using ALL the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain the role that Kennedy played in the Cuban Missile Crisis. (8)
- 1.6 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 1.6.1 OR 1.6.2.
- 1.6.1 Discuss how the Cuban Missile Crisis contributed to Cold War tensions between the USSR and the USA in the 1960s. (30)
- OR
- 1.6.2 'Khrushchev was a responsible peacemaker who prevented an outbreak of a nuclear war'.
- Do you agree? Critically discuss this statement by using ALL the sources and your own knowledge. (30)
- [75]**

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS LEAD TO COLD WAR TENSIONS BETWEEN THE USA AND USSR IN THE 1960s?**SOURCE 1A**

The following source is an extract taken from N Khrushchev's memoirs, written in the late 1960s, justifying the deployment of Soviet missiles in Cuba.

Everyone agreed that America would not leave Cuba alone unless we did something. We had an obligation to do everything in our power to protect Cuba's existence as a Communist country and as a working example to other countries in Latin America. I want to make one thing absolutely clear. We had no desire to start a war. Only a fool would think that we wanted to invade the American continent from Cuba. Our aim was the opposite. We wanted to keep the Americans from invading Cuba.

Essential Modern World History by S. Waugh

SOURCE 1B

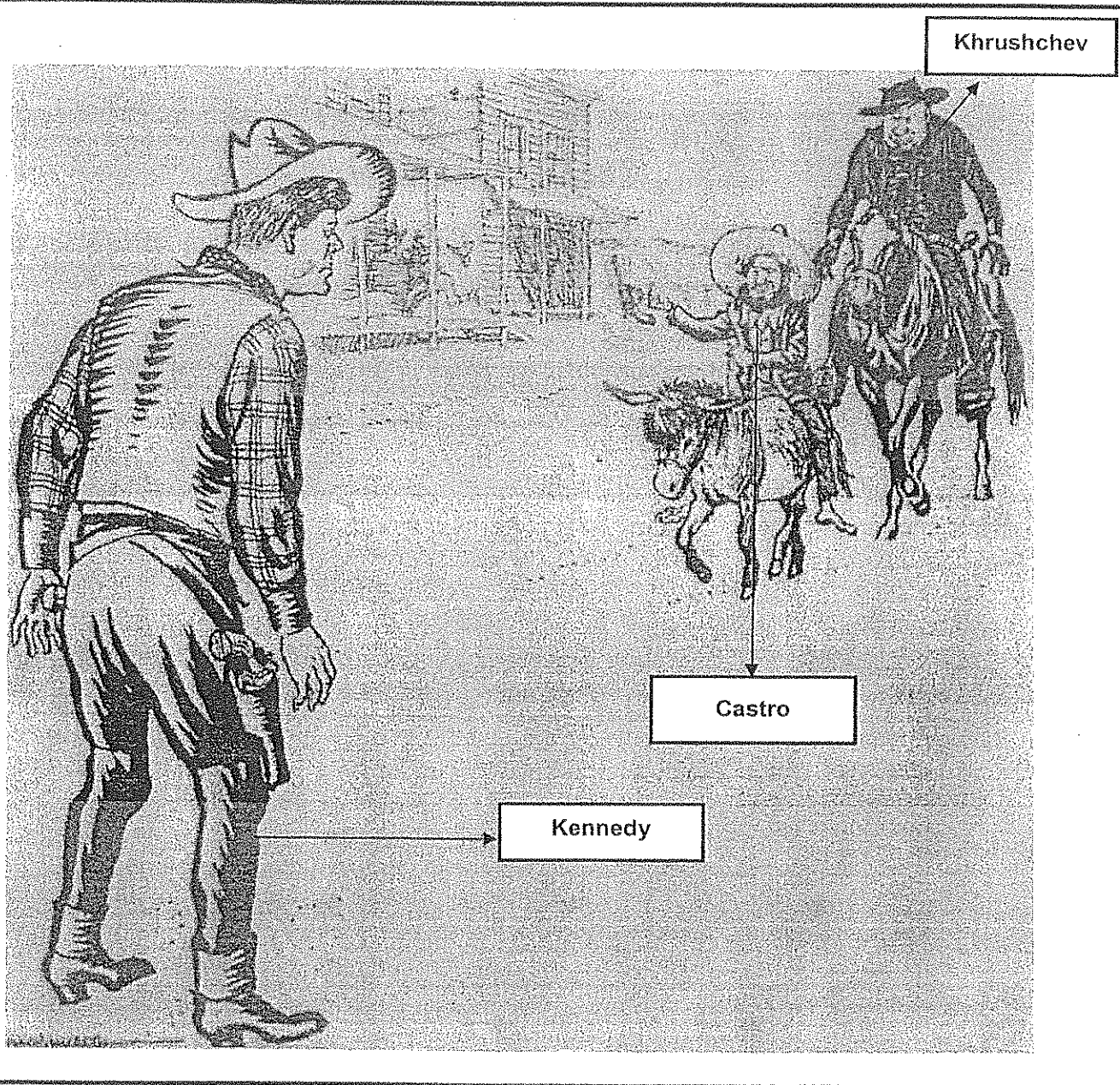
This source is part of JF Kennedy's broadcast to the American nation on 22 October 1962 to inform Americans of the recently discovered nuclear missiles in Cuba. In his address, Kennedy announced a blockade of Cuba.

Unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation. To halt this offensive build-up, a strict quarantine (blockade) on all military equipment under shipment to Cuba is being introduced...I call upon Chairman Khrushchev to halt and remove this threat to world peace...by withdrawing those weapons from Cuba.

The Cold War: The United States and the Soviet Union, 1917-1991 by RE Powaski

SOURCE 1C

A cartoon published in the *Daily Express*, a British newspaper, in October 1962. President Kennedy and Khrushchev are seen as gunfighters; Castro is on the donkey.



Modern World History by N. Kelly and G. Lacey

QUESTION 2: HOW DID MARTIN LUTHER KING INFLUENCE THE CIVIL RIGHTS MOVEMENT IN THE USA IN THE 1960's?

Use Sources 2A, 2B and 2C to answer the following questions.

- 2.1 Refer to Source 2A.
- 2.1.1 Why according to the source was the "Freedom Summer" organised? 2 x 1 (2)
- 2.1.2 Give TWO reasons as to how "other" Americans responded to the organization of the "Freedom Summer"? 2 x 1 (2)
- 2.1.3 Explain how the picture complements the written information in the same source. 1 x 3 (3)
- 2.1.4 Using the source and your own knowledge, explain whether the organization of "Freedom Summer" in Mississippi in 1964 was justified. 2 x 2 (4)
- 2.2 Study Source 2B.
- 2.2.1 In which city was Martin Luther King assassinated? 1 x 1 (1)
- 2.2.2 Using the source and your own knowledge, explain why African Americans were engaged in school desegregation protest in 1957? 1 x 3 (3)
- 2.2.3 Explain the relevance of this source to a historian studying the influence that Civil Rights movement had on America. 2 x 2 (4)
- 2.2.4 Using the source and your own knowledge, explain whether Martin Luther King's strategy of peaceful demonstration succeeded or not. 2 x 2 (4)
- 2.3 Use Source 2C.
- 2.3.1 Explain why, according to the source and your own knowledge, blacks and whites had to share the same destiny. 1 x 3 (3)
- 2.3.2 By referring to the source (Perspective 1) and your own knowledge, briefly explain how the following would have reacted to King's speech:
- (a) Ku Klux Klan
- (b) African Americans 2 x 2 (4)

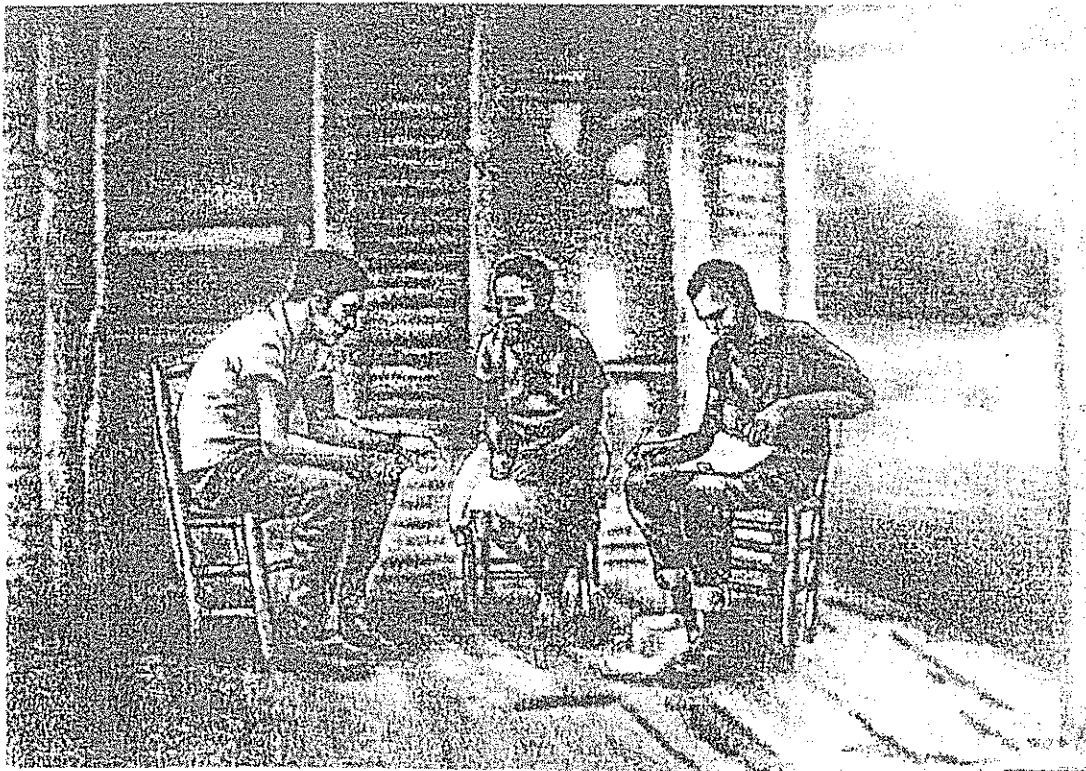
- 2.3.3 Using the source and your own knowledge, explain what the following phrase 'not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred' say about King's approach to freedom. 1 x 3 (3)
- 2.3.4 How did Moody, in Perspective 2, view King's 'I have a dream' speech? 2 x 1 (2)
- 2.3.5 After reading Perspectives 1 and 2, explain the differences between these viewpoints. 2 x 2 (4)
- 2.4 Refer to all sources and your own knowledge and write a paragraph of about 6 lines (60 words) and indicate how successful Civil Rights Movements were in America in the 1960's. (6)
- 2.5 EXTENDED WRITING (Your response should be about TWO pages in length)
- Answer ONE of the following questions: QUESTION 2.5.1 OR 2.5.2.
- 2.5.1 Discuss the role and influence of Martin Luther King in the Civil Rights Movement in the USA in the 1960's. (30)
- OR
- 2.5.2 Use all the sources and your own knowledge and write a report for your local newspaper entitled:
- "It was Martin Luther King's involvement in the Civil Rights protests that influenced African Americans to seek for change in the 1960's."* (30)
- [75]**

QUESTION 2: HOW DID MARTIN LUTHER KING INFLUENCE THE CIVIL RIGHTS MOVEMENT IN THE USA IN THE 1960's?**SOURCE 2A**

This source is taken from J H Franklin and A A Moss Jnr.: *From Slavery to Freedom: 1994*. It shows students being influenced by Martin Luther King's philosophy and thus registering people into Freedom Schools in 1964 and the state's response.

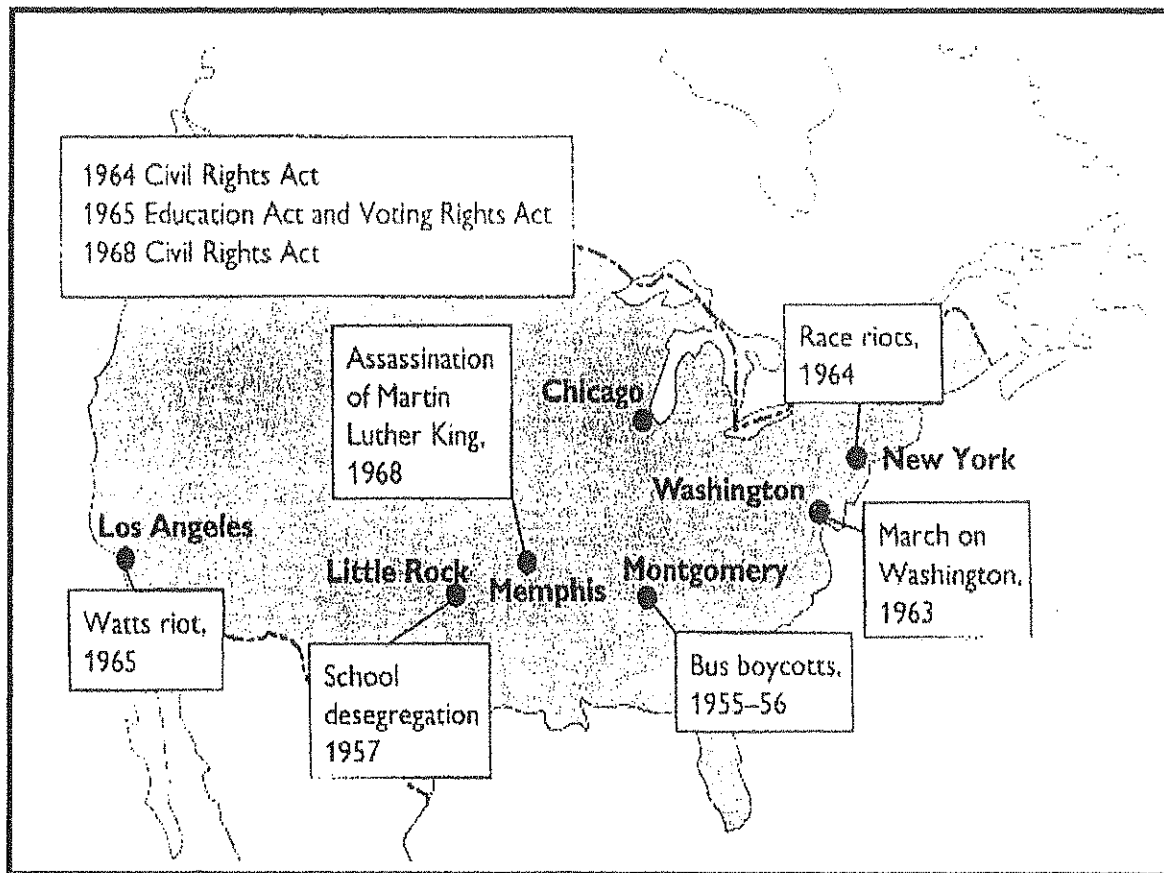
Freedom Summer was organised in 1964 by the Congress of Racial Equality (CORE), National Association for the Advancement of Coloured People (NAACP) and Student Non-Violent Co-ordinating Committee (SNCC). The goal was to register African American voters in Mississippi, which at the time had the worst record in the nation; with less than 7% registration. Literacy tests and similar obstacles routinely were used to keep blacks from voting.

Thirty "Freedom Schools" were set up in Mississippi towns. The response was violent. Schools, homes of volunteers and Black churches came under attack. Dozens of volunteers were beaten by white mobs of police officers. The murders of civil rights activists Goodman, Chaney and Schwerner, believed to have been directed by the Ku Klux Klan, sparked outrage throughout America. More than 70 000 college students eventually joined the efforts of Freedom School.



SOURCE 2B

Below is a map showing key civil rights events in the USA as influenced and mostly by Martin Luther King. Taken from G. Puckrein: *The Civil Rights Movement and the Legacy of Martin Luther King Jr.*

**SOURCE 2C**

The following source contains two perspectives on Martin Luther King's 'I have a dream' speech. The following account is adapted from C. Dugmore : *Viva History*.

Perspective 1: A speech by Martin Luther King.

There will be neither rest nor tranquility in America until the Negro is granted citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred... the Negro community must not distrust all White people, for many of our white brothers, as evidenced by their presence here today, have something to realize that their destiny is tied up with our destiny and their freedom.

Perspective 2: Anne Moody who was among the people who took part in the march in Washington on 28 August 1963.

I sat on the grass and listened to the speakers, to discover we had "dreamers" instead of leaders leading us. Just about every one of them stood up there dreaming. Martin Luther King went on and on talking about his dream. I sat there thinking that in Canton (Moody's home town) we never had time to sleep, much less dream...

**QUESTION 3: HOW DID STEVE BIKO INFLUENCE BLACK CONSCIOUSNESS
IN SOUTH AFRICA IN THE 1970's?**

Use Sources 3A, 3B, and 3C to answer the following questions.

- 3.1 Refer to Source 3A.
- 3.1.1 Using information from the source and your own knowledge, explain the concept: Black Consciousness 1 x 2 (2)
- 3.1.2 Explain what according to the source and your own knowledge, would enable the black people to get rid of the shackles that bind them? 2 x 1 (2)
- 3.1.3 By referring to the source and your own knowledge, what message, you think was sent by Steve Biko in the phrase "blackness of their skin" to the black people? 2 x 2 (4)
- 3.1.4 How according to the source and your own knowledge, are black people insulting the intelligence of their creator? 1 x 3 (3)
- 3.1.5 How reliable is this source to a historian studying about the Black Consciousness Movement in South Africa in the 1970's? 1 x 3 (3)
- 3.2 Refer to Source 3B
- 3.2.1 Why do you think the state continually harassed Steve Biko? 2 x 1 (2)
- 3.2.2 Why, do you think Biko's idea of Black Consciousness spread like wildfire among the black people of South Africa? 2 x 2 (4)
- 3.2.3 Using information from the source and your own knowledge, explain how black people were discriminated against whites by the apartheid regime. 2 x 2 (4)

3.3 Refer to Source 3C

- 3.3.1 In what condition was Steve Biko when he was detained? 1 x 1 (1)
- 3.3.2 What do you think was the cause of Steve Biko's death?
(Viewpoint 1) 1 x 2 (2)
- 3.3.3 What was the cause of Steve Biko's death according to view
point 2? 1 x 2 (2)
- 3.3.4 Using information from the written source and your own
knowledge, explain why Steve Biko was imprisoned? 2 x 2 (4)
- 3.3.5 How reliable is view point 2 to a historian researching about
Steve Biko's death? 1 x 3 (3)
- 3.3.6 Why do you think Donald Woods had to give such a view point
about Steve Biko's death? 1 x 3 (3)

3.4 Using information from the sources and your own knowledge, write a
paragraph of about 6 lines (60 words) explaining why Black
Consciousness was necessary in the struggle for freedom in South Africa. (6)

3.5 EXTENDED WRITING (Your response should be about TWO pages in length)

Answer ONE of the following questions: QUESTION 3.5.1 OR 3.5.2.

3.5.1 Explain how Steve Biko's Black Consciousness influenced South
Africans in the 1970's. (30)

OR

3.5.2 Using information from all the sources and your own knowledge,
write a report for your local newspaper entitled: Steve Biko – Black
Struggle Hero and Martyr! (30)
[75]

QUESTION 3: HOW DID STEVE BIKO INFLUENCE BLACK CONSCIOUSNESS IN SOUTH AFRICA IN 1970's?

SOURCE 3A

This is an excerpt from *I Write, What I Like* by Steve Biko in which he explains Black Consciousness.

Black Consciousness is in essence the realization by the black man of the need to rally together with his brothers around the cause of their operation – the blackness of their skin – and to operate as a group in order to rid themselves of the shackles that bind them to perpetual servitude. It seeks to demonstrate the lie that black is an aberration (departure) from the 'normal' which is white. It is a manifestation of a new realization that by seeking to run away from themselves and to emulate (copy) the white man, blacks are insulting the intelligence of whoever created them black. Black Consciousness therefore, takes cognizance of the deliberateness of God's plan in creating black people black. It seeks to infuse the black community with a new-found pride in themselves, their efforts, their value system, their culture, their religion and their outlook in life.

SOURCE 3B

This extract taken from F. Graves et al. *Moments in History* comments about the Steve Biko's Black Consciousness Movement.

Like the wildfire, Black Consciousness spread through South African society in the 1970s. It was especially attractive to young, urban black Africans, who looked for a new language with which to oppose apartheid. It encouraged the feelings of pride among those who were discriminated against on the grounds of colour or race. It inspired and empowered black people to continue and intensify the struggle against the oppressive systems. It united and strengthened black people to overcome feelings of inferiority. Black Consciousness Movement gave black people renewed courage to take up the struggle for their freedom. Biko promoted the Black Consciousness Movement through his writings, speeches and actions. Inspired by Biko's teachings, high school youth, began organizing themselves into a movement that became known as the South African Students Movements (SASM). Biko was banned in 1973 and was thereafter continually harassed by the state.

SOURCE 3C

The following are three viewpoints on Steve Biko's death.

Viewpoint 1:

This extract on government repression after the Soweto Uprising comes from T. Nuttall et al. *Apartheid to Democracy – South Africa 1976 – 1994.*

Many leaders were detained and imprisoned, among the Black Consciousness leader Steve Biko was arrested in August 1977 in the Eastern Cape. For 20 days, he was kept in a Port Elizabeth police station, naked, chained and never allowed to exercise. He was beaten and tortured. He was moved to the prison hospital for tests. Three days later, Biko was found lying naked on the mat in his cell, foaming at the mouth. He was then transported to Pretoria in the back of a police van. The journey took 11 hours. The same day on the 12 September 1977 Biko died on the floor of the Pretoria Prison Hospital. The news of his death caused anger and shock both local and abroad. He was regarded by many as a remarkable man who would have played an important role in South Africa's future.

Viewpoint 2:

The Minister of Justice, Jimmy Kruger, explains how Biko died. This extract is taken from J. Bottaro et al. *In Search of History.*

The political leader, Mr Steve Biko, died while in the security police custody (care) on Monday night, eight days after he began a hunger strike, the Minister of Justice, Mr Jimmy Kruger, said yesterday. Mr Kruger detailed how Mr Biko, 30, refused meals and water from September 5 and how he was examined by various doctors, then sent to a prison hospital in Port Elizabeth, taken back to the police cells and finally transferred to Pretoria where he died on the night of his arrival.

Viewpoint 3:

Donald Woods, editor of *The Daily Dispatch* and a friend of Steve Biko, wrote the following in his book, *Biko.*

The basic facts are that when he was detained about 3 weeks ago, he was fit and healthy; that he was imprisoned without trial; and that he was in the custody of the security police throughout until his death – I repeat whatever the cause – I hold responsible all those associated with his detention, because his death occurred while he was under their control...and because the Minister JT Kruger heads the Department that exercise such powers, I hold him particularly accountable.

QUESTION 4: WHAT WERE THE POSSIBILITIES AND CONSTRAINTS THAT FACED KENYA AFTER INDEPENDENCE IN 1960's and 1970's?

Use Sources 4A, 4B and 4C to answer the following questions.

4.1 Study Source A.

4.1.1 Using information from the source and your own knowledge explain the concepts:

Socialist State 1 x 2 (2)

Harambee 1 x 2 (2)

4.1.2 According to the source, which phrase portrays Jomo Kenyatta as a realistic leader who foresaw difficulties still ahead. 1 x 1 (1)

4.1.3 Give three measures taken by Kenyatta to make sure that future crisis were avoided at all cost in Kenya. 3 x 1 (3)

4.1.4 Explain the challenges mentioned in the source that Jomo Kenyatta was faced within his parliament. 2 x 1 (2)

4.1.5 Using the source and your own knowledge, explain how the Kenyans viewed independence in contrast to Jomo Kenyatta? 2 x 2 (4)

4.2 Refer to Source 4B.

4.2.1 Name the main beneficiaries and victims of this political upheaval in Kenya? 2 x 1 (2)

4.2.2 What was the reason for Kenya to rely heavily on the global market? 1 x 2 (2)

4.2.3 Explain the effects that resulted from the independence in Kenya. 2 x 2 (4)

4.2.4 Using the source and your own knowledge, explain why you think the Kenyan government was characterised by such high rate of corruption? 2 x 2 (4)

4.2.5 How reliable is this source to a historian studying about the challenges that faced Kenya after independence? 1 x 3 (3)

4.3 Refer to Source 4C.

4.3.1 Which group of people benefited from the African economic crisis? 2 x 1 (2)

4.3.2 Explain why according to the visual source and your own knowledge, Kenya had such huge foreign debts? 2 x 2 (4)

4.3.3 Using the source and your own knowledge, explain why AIDS is increasing at a very high rate especially in Sub-Saharan Africa? 2 x 2 (4)

4.4 Using information from the sources and your own knowledge, write a paragraph of about six lines (60) words explaining the challenges that faced Kenya since independence. (6)

4.5 EXTENDED WRITING (Your response should be about TWO pages in length)

Answer ONE of the following questions: Question 4.5.1 OR 4.5.2

4.5.1 Discuss the challenges and possibilities that faced Kenya since independence in the 1960's and 1970's. (30)

OR

4.5.2 Using information from the sources and your own knowledge, write an article for your history newsletter entitled: Uhuru brought challenges and possibilities for the development in Kenya during the 1960's and 1970's. (30)
[75]

QUESTION 4: WHAT WERE THE POSSIBILITIES AND CONSTRAINTS THAT FACED KENYA AFTER INDEPENDENCE IN 1960's and 1970's?

SOURCE 4A

This extract is taken from www.educationportal.co.za.

Jomo Kenyatta, ruled first as prime minister (1963-1964) and then as president (1964-1978). Kenyatta knew that independence was not really the end of struggle, but the beginning. The hopes of millions of Kenyans for a new way of life and better standards of living would not be easy to fulfil. In his first speech as president he warned of the hard work which lay ahead and the need to save Kenyans from poverty, ignorance and disease, to educate their children and to have doctors, to build roads and improve or provide all day-to-day essentials. He talked of harambee – the 'coming together' of all Kenyans in a spirit of brotherhood and unity. All fine words.

As president, Kenyatta worked to establish harmonious race relations, safeguard whites' property rights and appealing to both whites and African majority to forget past injustices. "Harambee" (Swahili for "let's pull together"), deliberately asked Whites and Africans to work together for the development of Kenya. However, many of his compromised policies over time became unpopular with radicals within KANU, who advocated a more socialist state structure for Kenya. Odinga was President Kenyatta's first vice-president. However, his disagreement with Kenyatta eventually found him and his supporters being forced out of the party in 1966. Odinga formed the rival Kenya People's Union which drew much support from Odinga's ethnic group. Kenyatta used his extensive presidential powers and control of the media to counter the challenge to his leadership and appealed for Kikuyu ethnic solidarity. The 1969 assassination of Tom Mboya a LUO by the Kikuyu led to months of tension and violence between the LUO and the Kikuyu.

Following independence, Kenyatta began increasingly to give preferential treatment to his own Kikuyu group at the expense of others. The Kikuyu obtained much of the fertile land in the process of the Africanisation.

SOURCE 4B

The following extract is taken from C. Dugmore et al. *Viva History*. It outlines the constraints that Kenya was faced with after independence.

The gap between the rich and poor grew quickly in Kenya after independence. The elite benefited from the policies while the poor did not. Rural poverty grew and many poor rural slums grew due to lack of available land. Rampant (increasing) corruption became the hallmark (characteristics) of Kenyan government and business dealings. Kenya was affected badly by the world economic crisis of the 1970's as the country relied heavily on global markets.

SOURCE4C

A cartoon which appeared in Dyer, C. et al *Looking into the Past* shows the burden of the debt crisis on the African people.

