



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
FEBRUARY/MARCH 2013
ADDENDUM**

This addendum consists of 15 pages.

QUESTION 1: HOW DID THE TENSION BETWEEN THE USA AND THE USSR INTENSIFY THE COLD WAR IN CUBA?**SOURCE 1A**

This source consists of a written and a visual source about the relationship between the USSR and Cuba before the Cuban Missile Crisis.

Written Source: This extract focuses on the relationship that Cuba had with the USA and the USSR.

As his relationship with the United States got worse, Castro's relations with the USSR improved. When the United States refused to buy sugar from Cuba, which was very important to the Cuban economy, the Soviets agreed to buy the sugar. Cuba's ties to the USSR were strengthened by two of Castro's closest advisers – his brother, Raul Castro, and the legendary revolutionary, Che Guevara. Both men shared the communist ideology of the Soviets ... Castro came to believe that the Americans would invade Cuba no matter what. This fear drove him into the arms of the Soviets. Soon the USSR and its allies were providing military aid and weapons to Cuba.

Khrushchev and the Soviets couldn't have asked for a better-located ally against the United States. The Americans had allies all over the Eastern Hemisphere, surrounding the USSR. The United States had a huge number of military forces in Europe near Soviet borders ... It was well known that the United States had nuclear missiles in Turkey, which were pointed at the Soviet Union.

By the time John F Kennedy became president at the beginning of 1961, the Americans were already working on ways to get rid of Fidel Castro ... This plan ended in disaster with a failed invasion at the Bay of Pigs in April 1961. Castro and his men quickly defeated the army and the failure was a huge embarrassment for the Kennedy administration ... Their failed schemes only helped to solidify (harden) Castro's alliance with the USSR.

[From: *The Cuban Missile Crisis To The Brink Of War* by Paul J Byrne]

Visual Source: This is a photograph of Fidel Castro (left), the leader of Cuba and Khrushchev (right), the leader of the USSR, hugging each other at a meeting of the United Nations on 20 September 1960 in New York.



[From: *The Cold War* by Katherine A Sibley]

SOURCE 1B

This source consists of two extracts on the actions of the USSR and the USA over the missile crisis in Cuba.

Extract 1: This extract focuses on the information gathered by the CIA regarding the USSR's placement of missiles in Cuba.

Toward the end of August (1962) the Central Intelligence Agency (CIA) issued a secret report on the activity in Cuba. It noted that an 'unusually large number of Soviet ships have delivered military cargoes to Cuba since late July and that some form of military construction is underway at several locations in Cuba by Soviet bloc personnel'.

Khrushchev had cleverly orchestrated his arms build-up in Cuba to disguise the inclusion of offensive missiles and nuclear weapons ... flights over Cuba produced thousands of photographs during the crisis. Each was carefully analysed and the results passed immediately to the Executive Committee of the National Security Council (EXCOMM) and the president. By 20 October (1962) a wide array of Soviet offensive weapons had been located. Most alarming was the discovery of a nuclear warhead storage bunker. Unknown at the time was the status of the warheads. The EXCOMM chose to believe the worst – that nuclear warheads were there.

[From: *Thirteen Days/Ninety Miles: The Cuban Missile Crisis* by Norman H Finkelstein]

Extract 2: This extract focuses on the USA's reaction to the USSR's placement of missiles in Cuba.

President Kennedy signed a quarantine proclamation on Tuesday 23 October 1962 putting the blockade into effect the next day ... As ships bound for Cuba approached the quarantine line, no one was sure what would happen. Khrushchev had warned that his Soviet ships would not turn back, and that he would have his submarines sink American ships if they interfered with Soviet vessels on their way to Cuba ...

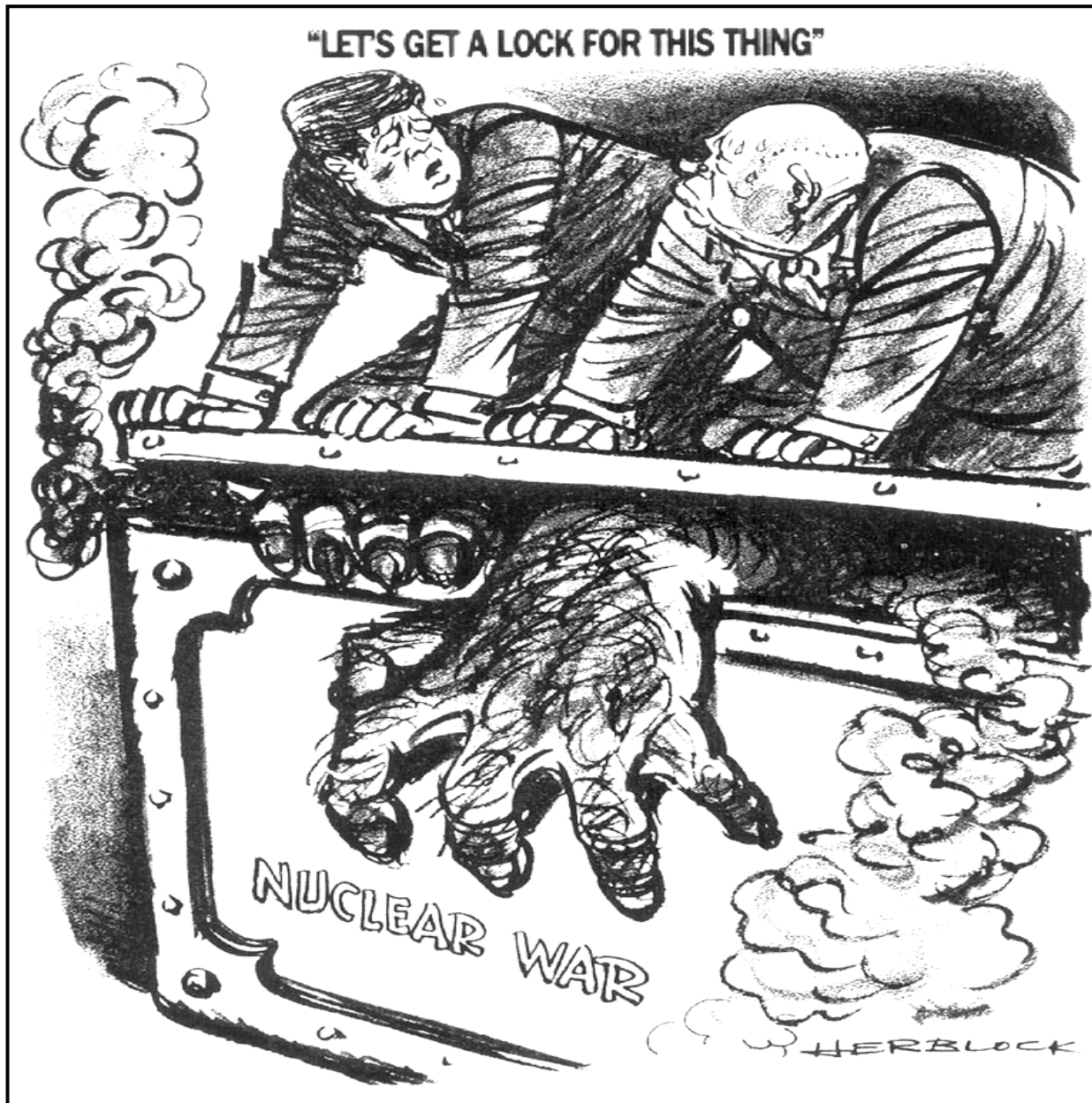
President Kennedy and other US government officials feared that a Soviet submarine might try to defend the incoming ships by taking action against American warships and that this would lead to a larger confrontation. The tension eased, however, as reports came in that some of the Soviet ships were changing course to avoid crossing the quarantine line. More than half of the ships being monitored reversed course, including those suspected of having missiles and other weapons onboard. Khrushchev must have given the order for these ships to alter course at the last minute ...

After the suspect ships had turned around, the Secretary of State, Rusk, told the other EXCOMM members: 'We're eyeball to eyeball and I think the other fella just blinked.'

[From: *The Cuban Missile Crisis To The Brink Of War* by Paul J Byrne]

SOURCE 1C

This cartoon by Herblock appeared in the *Washington Post* on 1 November 1962 shortly after the Cuban Missile Crisis. It shows John F Kennedy (left) and Nikita Khrushchev (right) trying to contain a nuclear war.



[From: *Straight Herblock* by H Block]

QUESTION 2: WHAT WAS THE REACTION TO JULIUS NYERERE'S POLICY OF UJAMAA IN TANZANIA?**SOURCE 2A**

The extract below focuses on Julius Nyerere's criticism of the World Bank and the International Monetary Fund (IMF).

Nyerere adopted socialist policies as the best way to achieve economic progress and social justice. 'It enabled us to share the nation's wealth on an egalitarian (equal or free) basis.' His battle with IMF and the World Bank in the early 1980s, against structural adjustment programmes and other austerity (strict) measures which hurt the poor the most was still in place. These financial institutions demanded that their programmes be implemented by African and other developing countries as a condition for aid, clearly demonstrated his commitment to the well-being of the poorest of the poor; and his belief that economic growth indexes (figures) are less important than the welfare of the people.

He once described the IMF as the International Ministry of Finance and famously asked who elected the IMF to be the ministry of finance for every country in the world.

He insisted that Tanzania would continue to pursue socialism and self-reliance as the only means to achieve development. However, he told reporters at a press conference, collectivisation in the rural areas would continue to be voluntary: 'It has never been the intention to force collectivisation in Tanzania.'

[From: *Life in Tanzania Today and Since The Sixties* by J Ndembwike]

SOURCE 2B

This source explains the successes of Julius Nyerere's socialist policies in Tanzania during the 1960s and 1970s.

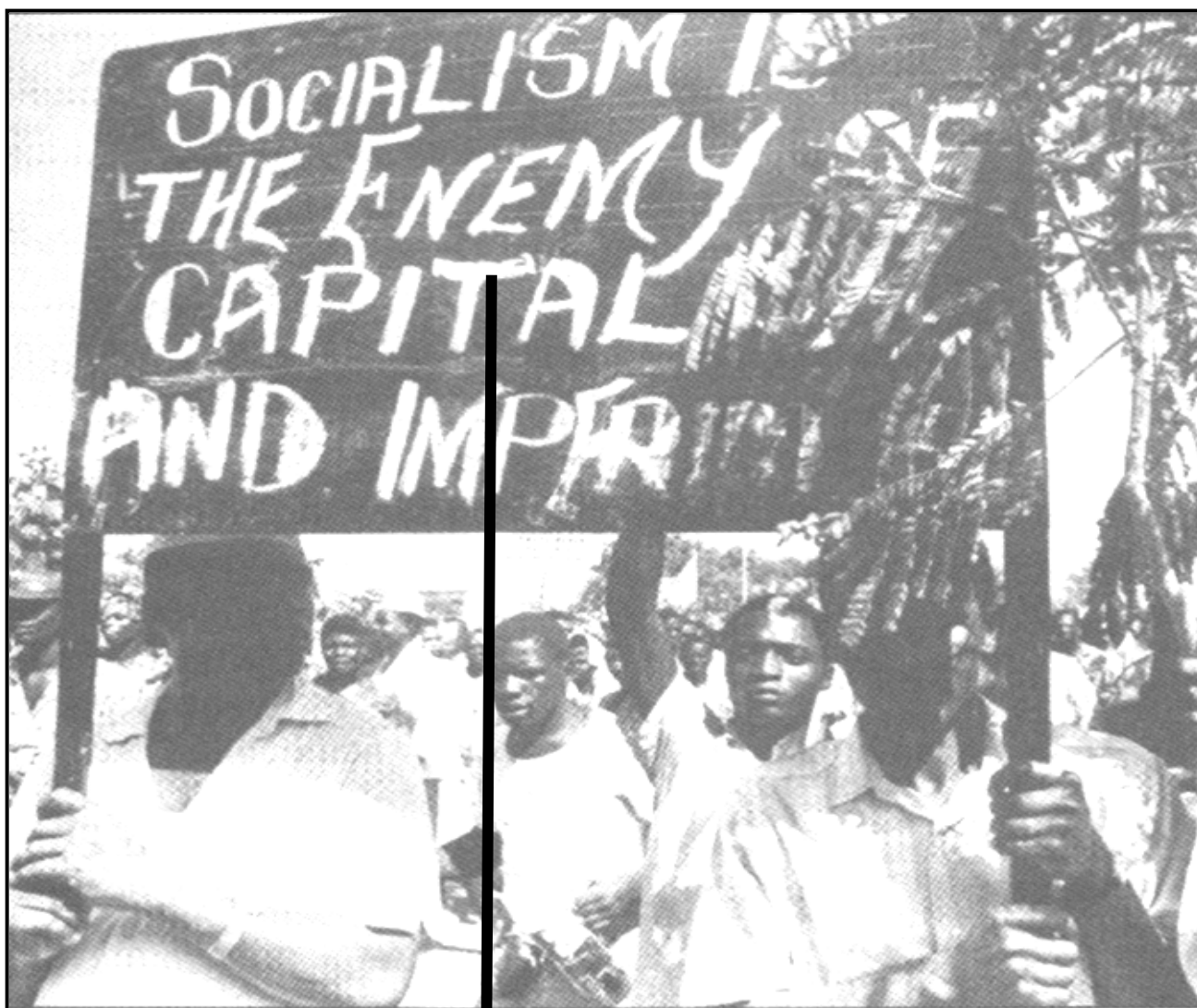
... Nyerere also built schools, hospitals, clinics, factories, roads and railways, dams and bridges, hydro-electric power plants and other infrastructure. Although his policy of ujamaa (meaning familyhood in Kiswahili) was not successful, it did enable the country to bring the people together and closer to each other in order to provide them with vital social services. The people had easier access to schools, clinics, clean water and other services provided by the government, than they would had been, because they lived closer to each other; which would have been impossible if they were spread too thinly across the country ...

Also under Nyerere, education was free, from primary school all the way to the university level. Medical services were also free, in spite of the fact that Tanzania is one of the poorest countries in the world ... Everybody had equal opportunity. Tanzania made quantum leaps (great strides) in education. It had the highest literacy rate in Africa, and one of the highest in the world.

[From: *Tanzania Under Mwalimu Nyerere – Reflections On An African Statesman* by G Mwakikagile]

SOURCE 2C

This photograph shows a group of Tanzanian university students carrying a poster calling for the end of capitalism in Dar-es-Salaam, 1978. It was taken to popularise Nyerere's policy of African socialism. The photographer is unknown.



**SOCIALISM IS
THE ENEMY OF
CAPITALISM
AND IMPERIALISM**

[From: *Tanzania: The Struggle For Ujamaa*, Cape Town International Labour Research and Information Group by Ilrig]

QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN RESISTING RACIAL DISCRIMINATION AND SEGREGATION IN THE USA DURING THE 1960s?**SOURCE 3A**

This source consists of a written and a visual source. It focuses on the methods that the Civil Rights Movement used to bring about the desegregation of facilities in the south of the USA.

Written Source: This source outlines Charlayne Hunter-Gault's experiences as a student at the University of Georgia.

On 6 January 1961, Federal Judge Bootle ordered Hamilton and me admitted to the University of Georgia, forthwith (immediately).

We finished registering that day and began classes the following day. Tuesday night, a crowd gathered outside my dormitory (hostel). It grew increasingly agitated ... The boisterousness (unruliness) gave way to a mean-spiritedness (nasty behaviour) that resulted in bricks being thrown through my window, the only one with a light on in the dormitory, thanks to the word that had gone out to the other residents throughout the day to turn off their lights when it got dark. My room was also the only residential room on the first floor. The University, resisting the desegregation order at every turn, had turned the Women's Student Government Office on the first floor into my 'suite,' next to the lobby, while all other rooms were on the second floor. This made it very convenient for the girls upstairs to take turns pounding on the floor above my head.

Eventually, despite their late arrival, the police broke up the mob. The tear gas that was used was floating into the dormitory as the dean came in and informed me that Hamp (Hamilton Earl Holmes) and I were being suspended 'for our safety'. I began to cry, not from the gas, as was the case with some of the girls upstairs, but because I was seized with a feeling of failure. I packed quickly, ignoring the shards of glass that now lay on my clothes from the first brick that came sailing through my window. As the dean escorted me out, the girls from upstairs had formed a semi-circle in the lobby, in front of which I had to pass. As I walked past, one threw out a quarter that landed in front of me. 'Here nigger,' the voice called out, 'change my sheets.'

[From: *Sisters in the Struggle* edited by B Collier-Thomas]

Visual Source: This headline appeared on the front page of *The Southern Courier* newspaper. It was published on 4–5 September 1965.



Negro and white children leave Hayneville School

[From: <http://photo.state.gov.galleries/usinfo-photo/39/Civil-rights-07>. Accessed 14 April 2012]

- Main headline: Alabama Integrates Its Schools
- Sub-headlines: 5 Counties Start Private Schools
- Switch Peaceful in Most Schools: Trouble in Greene County, Marion

SOURCE 3B

This source comprises a written and a visual source that reveals the tactics used by the Civil Rights Movement to fight against racial discrimination.

Written Source: This extract focuses on the experiences of Diane Nash who led the 'sit-ins' in Nashville.

The committee had chosen the lunch counters and restaurants of Nashville's downtown stores as the target of the students' first protest, scheduled for February 1960 ...

There were no arrests and no violence ... A second foray was planned for the following week. Nevertheless, the city was losing its patience. Nashville officials, deluged (flooded) by complaints from store owners that the sit-ins were causing whites to stay away from downtown, warned the students not to continue. If the warning wasn't heeded, they made clear, the kids could forget about being treated with kid gloves any longer. Worried about the possibility of violence and arrests, the ministers connected with the movement urged the students to reconsider their plans for another demonstration on 27 February.

With their numbers swelling, the young people refused. In the middle of another snowstorm, more than three hundred of them poured into downtown Nashville. No sooner had some of them sat down at the Woolworth lunch counter than the ministers' fears proved justified. The demonstrators were met by an opposing force of cursing young white thugs, who yanked (pulled) the demonstrators from their stools and threw them to the floor, beat them with fists and clubs, kicked them, spat on them, extinguished lighted cigarettes on their backs and in their hair. The police were nowhere in sight, and when they finally arrived, they approached not the white attackers, but the bruised and shaken demonstrators, who were spattered (sprayed) with mustard and ketchup, spit and blood. 'Okay, all you nigras (negroes), get up from the lunch counter or we're going to arrest you,' one of the cops barked. When no one obeyed, the students were ordered to their feet, arrested for disorderly conduct, and marched out to ... the police paddy wagons. When the demonstrators looked over their shoulders at the lunch counter, they saw a new wave of students quietly moving in to take their place.

[From: *Freedom's Daughters* by L Olson]

Visual Source: This is a photograph showing protestors picketing outside the FW Woolworth Co. in New York, 14 April 1960.



[From: <http://photo.state.gov.galleries/usinfo-photo/39/Civil-rights-07>. Accessed 10 April 2012]

QUESTION 4: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON SOUTH AFRICAN STUDENTS IN THE 1970s?**SOURCE 4A**

The source below comprises two extracts on the philosophy of Black Consciousness.

Extract 1: This extract focuses on the emergence of the philosophy of Black Consciousness.

Black Consciousness (BC) emerged in the late 1960s and early 1970s. It was not a centralised movement and ironically was in part nurtured by apartheid, in that it gained much of its support in the universities established exclusively for African students. In 1969 these students organised themselves into the South African Student Organisation (SASO), under the leadership of Steve Biko. That was followed later by the Black People's Convention (BPC). Both SASO and BPC stressed their commitment to peaceful persuasion, claiming that, by dialogue and bargaining, not by violence, they were seeking a free society based on universal suffrage.

Early responses to Black Consciousness were mixed. Initially it was even welcomed by advocates of apartheid. *Die Burger* saw it as a product of disillusionment with liberal doctrines, which showed that non-whites do not want to be objects of white politics any longer, but desire to determine their future for themselves as people in their own right.

[From: *South Africa in the 20th Century* by J Barber]

Extract 2: This extract consists of Drake Koka's views on the philosophy of Black Consciousness and black solidarity. He was a founding member of the Black People's Convention.

Through the philosophy of Black Consciousness black people could be led onto the road of self-discovery ... This would eventually lead to the self-assertion of the black man's inner pride, of the 'I' in him and thus strengthen him to accept or reject with confidence certain things that are being done for him or on his behalf ... he will develop an attitude of self-reliance ... The self-realisation develops in the black man a yearning to create and to take the initiative in doing things.

As soon as blacks become conscious of themselves as a people and identify themselves with their fellow blacks and see their potentials in the social, political, economic and cultural spheres of the community of which they are a part, they would be able to determine their destiny.

[From: *Soweto – Black Revolt White Reaction* by J Kane-Berman]

SOURCE 4B

The source below comprises a written source and a visual source on the Soweto Uprising of 1976.

Written Source: This source outlines the reasons for the Soweto students' march in June 1976.

On the morning of Wednesday 16 June 1976, twenty thousand Soweto school-children marched in protest against a decree (ruling) by the South African government's Department of Bantu Education that Afrikaans had to be used as one of the languages of instruction in secondary schools. It is not altogether clear what happened to the initially peaceful march or what sparked off the violence that was to claim at least 176 lives within little more than a week. Newspaper photographs and several eyewitness accounts suggest that the marching students were good humoured, high-spirited and excited. Some were carrying placards bearing slogans like 'Down with Afrikaans!', 'We are not Boers!', 'Viva Azania!' and 'If we must do Afrikaans, Vorster must do Zulu!'

[From: *Soweto – Black Revolt White Reaction* by J Kane-Berman]

Visual Source: A photograph showing students embarking on a march on 16 June 1976 to Orlando Stadium in Soweto.



**AFRIKAANS MUST BE
ABOLISHED**

[From: *Submissions on Apartheid in Education* by Department of Education]

SOURCE 4C

This source consists of a written source and a visual source on the Soweto Uprising of 1976.

Written source: An eyewitness account by an unnamed *Star* newspaper journalist. It focuses on what happened on 16 June 1976 in Soweto.

Yesterday was the most terrifying day of my life as I was caught between the crossfire of police bullets and stones from enraged (angry) students on the rampage. A rock hit me on the shoulder as I ran behind police lines after they had opened fire on the demonstrators. More and more stones came crashing down. Then I turned back to join the pupils and about the same time the police opened fire directly on us. It is terrifying to watch a gun being aimed at you. If I lay on the ground, the pupils would have trampled over me.

[From: *Recollected 25 years later: Soweto 16 June 1976* by E Brink, et al.]

Visual Source: This source shows South African Defence Force soldiers shooting at students during the Soweto Uprising of 1976.



[From: *June 16, 1976 NEVER, NEVER AGAIN 20TH ANNIVERSARY* by P Magubane]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following sources:

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