



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2015

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 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: THE COLD WAR: THE ORIGINS OF THE COLD WAR

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: CIVIL RIGHTS MOVEMENT

SECTION B: ESSAY QUESTIONS

QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA

QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: BLACK POWER MOVEMENT

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions will 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 can be either a source-based question or 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 of the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID EAST AND WEST BERLINERS RESPOND TO THE CONSTRUCTION OF THE BERLIN WALL IN 1961?

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

- 1.1 Refer to Source 1A.
- 1.1.1 Why, according to the source, did the overall population of East Germany decline between 1949 and 1961? (1 x 2) (2)
- 1.1.2 Define the term *communism* in your own words. (1 x 2) (2)
- 1.1.3 Explain why the Soviet Vice-Premier stated that the situation in East Germany was a 'crisis for communism'. (2 x 2) (4)
- 1.1.4 State TWO factors that motivated Khrushchev to order the building of the Berlin Wall in 1961. (2 x 1) (2)
- 1.1.5 Comment on President Kennedy's statement, 'but a wall is a lot better than a war', in the context of the construction of the Berlin Wall in 1961. (2 x 2) (4)
- 1.2 Consult Source 1B.
- 1.2.1 Describe the atmosphere in West Berlin before the Wall was built. (2 x 1) (2)
- 1.2.2 Explain what was implied by the statement, 'East Germans knew they had to act fast if they wanted to get out'. (1 x 2) (2)
- 1.2.3 Quote THREE ways, from the source, in which East Berliners attempted to escape after the Soviet government built the Berlin Wall. (3 x 1) (3)
- 1.2.4 Using the information in the source and your own knowledge, explain why Peter Fechter was left to die after he was shot while trying to climb over the Berlin Wall in 1961. (2 x 2) (4)

- 1.3 Study Source 1C.
- 1.3.1 What messages do you think the cartoonist intended to convey regarding the rights of people who lived under communist rule in East Berlin? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 1.3.2 Explain why you would regard the cartoonist's portrayal of events in the source as biased. Support your answer with relevant reasons. (2 x 2) (4)
- 1.4 Use Source 1D.
- 1.4.1 Identify THREE pieces of evidence in the source that show that West Berliners were unhappy about the Allied powers' response to the construction of the Berlin Wall. (3 x 1) (3)
- 1.4.2 Why do you think the journalist referred to the Soviet zone in Berlin as a 'concentration camp'? (1 x 2) (2)
- 1.5 Refer to Sources 1A and 1D. Explain how the information in Source 1D supports the evidence in Source 1A regarding the Western powers' lack of action during the construction of the Berlin Wall in 1961. (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 both East and West Berliners responded to the construction of the Berlin Wall in 1961. (8) [50]

QUESTION 2: WHY DID THE BATTLE OF CUITO CUANAVALÉ BECOME THE FOCAL POINT OF THE COLD WAR IN ANGOLA IN 1987 AND 1988?

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

2.1 Read Source 2A.

- 2.1.1 Identify the TWO countries whose brigades were involved in launching an attack on UNITA in August 1987. (2 x 1) (2)
- 2.1.2 Why, according to the source, did South Africa become involved in the Angolan war in 1987? (1 x 2) (2)
- 2.1.3 Quote evidence from the source that suggests that the SADF was unsuccessful in capturing Cuito Cuanavale. (2 x 1) (2)
- 2.1.4 Explain why the Battle of Cuito Cuanavale became a turning point in the history of Southern Africa. (2 x 2) (4)
- 2.1.5 Why did it become necessary for peace to be restored in Angola after the Battle of Cuito Cuanavale? (2 x 1) (2)

2.2 Consult Source 2B.

- 2.2.1 What evidence in the source suggests that the SADF did not want to wage full-scale war in Angola? (2 x 1) (2)
- 2.2.2 Explain whether you agree with General Geldenhuys's viewpoint that Cuito Cuanavale was not an 'objective of strategic importance' to the SADF. (2 x 2) (4)
- 2.2.3 Comment on the validity of General Geldenhuys's claim that the SADF 'won the war for Africa'. Support your answer with TWO reasons. (2 x 2) (4)

2.3 Study Source 2C.

- 2.3.1 After analysing the statistics provided by General Geldenhuys, who do you think won the Battle of Cuito Cuanavale? Support your answer with evidence from the source. (2 x 2) (4)
- 2.3.2 Explain whether you would regard the statistics provided in the source about the losses in the Battle of Cuito Cuanavale, as reliable. (2 x 2) (4)

- 2.4 Read Source 2D.
- 2.4.1 Name TWO roles that the Cubans played during the Battle of Cuito Cuanavale. (2 x 1) (2)
- 2.4.2 Explain to what extent Ronnie Kasrils was justified in his claim that 27 June 1988 signalled the end for the SADF. (2 x 2) (4)
- 2.4.3 Give TWO reasons why the SADF decided to abandon its military involvement in Angola. (2 x 1) (2)
- 2.5 Consult Sources 2C and 2D and explain how the information in these sources differs regarding the SADF's role in the Battle of Cuito Cuanavale. (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) evaluating why the Battle of Cuito Cuanavale became the focal point of the Cold War in Angola in 1987 and 1988. (8) **[50]**

QUESTION 3: HOW DID CONSERVATIVE WHITE AMERICANS RESPOND TO THE INTEGRATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

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

- 3.1 Read Source 3A.
- 3.1.1 Name any TWO African-American students that attended Central High School in 1957. (2 x 1) (2)
- 3.1.2 Quote evidence from the source that suggests that Daisy Bates was an influential leader in the African-American community. (2 x 1) (2)
- 3.1.3 Why did Daisy Bates and members of the NAACP decide to expose (subject) the 'Little Rock Nine' to the following:
- (a) An evaluation (1 x 2) (2)
- (b) Counselling sessions (1 x 2) (2)
- 3.2 Refer to Source 3B.
- 3.2.1 Define the term *integration* in your own words. (1 x 2) (2)
- 3.2.2 Explain how Governor Faubus reacted to the integration of public schools in Little Rock. (1 x 2) (2)
- 3.2.3 What, according to Governor Faubus, would happen when integration was allowed to occur in white American schools? (2 x 1) (2)
- 3.2.4 Governor Faubus made reference to 'time-honored principles of democracy'. Explain why you would regard this statement contradictory to (going against) his views about the desegregation of Central High School in Little Rock, Arkansas. (2 x 2) (4)
- 3.3 Study Source 3C.
- 3.3.1 Why, according to evidence in the source, did Dr Fine not inform Daisy Bates about what occurred on 4 September 1957? (1 x 2) (2)
- 3.3.2 Why do you think the National Guardsmen made no effort to protect Elizabeth Eckford? (2 x 2) (4)
- 3.3.3 How did Elizabeth Eckford respond to the hostility that was shown to her by the mob? Give TWO examples. (2 x 1) (2)
- 3.3.4 Explain why you would consider this piece of historical evidence useful to a historian researching Elizabeth Eckford's first day at Central High School. (2 x 2) (4)

- 3.4 Consult Sources 3A and 3C. Comment on the ways in which the NAACP prepared Elizabeth Eckford (Source 3A) to cope with the intimidation tactics of the white American mob (Source 3C). (2 x 2) (4)
- 3.5 Refer to Source 3D.
- 3.5.1 Explain the use of the words 'Brotherhood by Bayonet' in the context of school desegregation at Central High School in 1957. (2 x 2) (4)
- 3.5.2 Using the information in the source and your own knowledge, explain what might have influenced the Capital Citizens Council (CCC) to design this leaflet. (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) to explain how conservative white Americans responded to the integration of Central High School in 1957. (8) **[50]**

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

All the military might of the United States of America's army could not defeat a small nation of Vietnamese peasants.

Critically discuss this statement in the context of the military strategies that both the United States of America and the Vietcong used in Vietnam between 1963 and 1973.

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

Evaluate the differences and similarities in leadership between Mobutu Sese Seko and Julius Nyerere in transforming the political and economic policies of their countries during the 1960s and 1970s.

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

Explain to what extent Malcolm X and Stokely Carmichael were successful in instilling 'Black Pride' among African Americans in the 1960s.

Use relevant examples to support your answer.

[50]**TOTAL: 150**