



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

NOVEMBER 2016

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 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 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 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 can be found in the ADDENDUM.

QUESTION 1: WHY DID THE UNITED STATES OF AMERICA GIVE FINANCIAL AID TO EUROPEAN COUNTRIES AFTER 1945?

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

- 1.1 Read Source 1A.
- 1.1.1 State TWO ways in which Western European countries were affected by the Second World War. (2 x 1) (2)
- 1.1.2 Explain in your own words why George Marshall decided to launch the European Recovery Programme in the late 1940s. (2 x 2) (4)
- 1.1.3 Quote any TWO countries from the source that received Marshall Aid. (2 x 1) (2)
- 1.1.4 Using the information in the source and your own knowledge, explain why the Marshall Plan was seen as having 'created an economic miracle in Western Europe'. (2 x 2) (4)
- 1.2 Consult Source 1B.
- 1.2.1 Why, according to Varga, did the United States of America implement the Marshall Plan? (1 x 2) (2)
- 1.2.2 Select TWO pieces of evidence from the source that indicate that the United States of America used the Marshall Plan to prevent an economic crisis. (2 x 1) (2)
- 1.2.3 Define the term *monopoly capital* in your own words in the context of the Marshall Plan. (1 x 2) (2)
- 1.3 Consult Sources 1A and 1B. Explain which ONE of the sources (1A or 1B) would be more useful to a historian studying the implementation of the Marshall Plan. (2 x 2) (4)
- 1.4 Refer to Source 1C.
- 1.4.1 What messages do you think are conveyed in the cartoon about Europe's relationship with the United States of America during the Cold War? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 1.4.2 Explain why you think the face of the figure in the cartoon is depicted as a coin. (2 x 2) (4)

- 1.5 Study Sources 1B and 1C. Explain in which ways the evidence in these sources support each other on how communists viewed the Marshall Plan. (2 x 2) (4)
- 1.6 Consult Source 1D.
- 1.6.1 Quote any TWO pieces of evidence from the source that suggest that Western European countries enjoyed economic success after receiving assistance from the Marshall Plan. (2 x 1) (2)
- 1.6.2 What criticism, according to the source, was levelled at the donor nation (USA) by Marxist-Leninist critics? (1 x 2) (2)
- 1.6.3 Using the evidence in the source and your own knowledge, explain why the American economy prospered during the 1950s and early 1960s. (2 x 2) (4)
- 1.7 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 gave financial aid to European countries after 1945. (8) **[50]**

QUESTION 2: WHAT WERE THE CONSEQUENCES OF THE BATTLE OF CUITO CUANAVALÉ FOR SOUTHERN AFRICA?

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

2.1 Refer to Source 2A.

- 2.1.1 Quote any TWO possible reasons from the source why the Battle of Cuito Cuanavale was 'the turning point of the war'. (2 x 1) (2)
- 2.1.2 Why, according to General Geldenhuys, did the Soviet alliance lose the Battle of Cuito Cuanavale? Give TWO reasons for your answer. (2 x 1) (2)
- 2.1.3 Explain the term *propaganda* in the context of the outcome of the Battle of Cuito Cuanavale. (1 x 2) (2)
- 2.1.4 Comment on what you think was implied by the statement that the South Africans 'won on the battlefield', but 'lost the crucial political battle'. Support your answer with relevant evidence. (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 Why, according to the source, did the Angolan government request Cuba to assist in Cuito Cuanavale? (1 x 2) (2)
- 2.2.2 Using the information in the source and your own knowledge, explain to what extent you agree with Castro's statement, 'In Cuito Cuanavale the South African army really broke their teeth.' (2 x 2) (4)
- 2.2.3 Comment on the role the United States of America played in Angola in the late 1980s. (2 x 2) (4)
- 2.2.4 Explain why Castro believed that Cuba's involvement in the Battle of Cuito Cuanavale had 'boosted the prospects for peace'. (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 Why, according to Saunders, were all three governments willing to sign the Angola/Namibia Accords? (1 x 2) (2)
- 2.3.2 What evidence in the source suggests that the United States of America and the Soviet Union were working together to resolve the crisis in southern Africa? (1 x 2) (2)
- 2.3.3 Explain how Gorbachev's coming into office in the Soviet Union influenced the situation in Angola. (2 x 2) (4)

- 2.4 Study Source 2D.
- 2.4.1 Name any TWO 'parties' (countries) which signed the tripartite agreement (New York Accords) on 22 December 1988. (2 x 1) (2)
- 2.4.2 Explain to what extent a historian researching the history of southern Africa in the late 1980s would find the information in this source useful. (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 the role that the United States of America played in the resolution of the crisis in southern Africa in the late 1980s. (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 consequences of the Battle of Cuito Cuanavale for southern Africa. (8) **[50]**

QUESTION 3: WHAT CHALLENGES DID THE LITTLE ROCK NINE FACE DURING THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?

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

3.1 Refer to Source 3A.

- 3.1.1 Quote TWO pieces of evidence from the source that suggest that school officials rejected applications for admission to Central High School. (2 x 1) (2)
- 3.1.2 Explain the term *integration* in the context of the crisis that occurred at Central High School in 1957. (1 x 2) (2)
- 3.1.3 Comment on why you think only nine African-American students were allowed to attend Central High School. (2 x 2) (4)
- 3.1.4 Why, according to the source, did Governor Faubus decide to call out the (Arkansas) National Guard? (1 x 2) (2)

3.2 Use Source 3B.

- 3.2.1 According to the evidence in the source, what did Elizabeth Eckford see when she got off the bus? (1 x 1) (1)
- 3.2.2 Quote THREE pieces of evidence from the source that suggest that Elizabeth Eckford was verbally abused. (3 x 1) (3)
- 3.2.3 Comment on why you think the National Guard made no effort to assist Elizabeth Eckford against being verbally abused. (2 x 2) (4)
- 3.2.4 Explain the usefulness of the evidence in this source to a historian researching the choices that people made regarding the integration at Central High School. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 What messages does the photograph convey about Elizabeth Eckford's first day at Central High School? (2 x 2) (4)
- 3.3.2 Using the information in the source and your own knowledge, say why you think Grace Lorch decided to assist Elizabeth Eckford. (2 x 2) (4)

3.4 Study Sources 3B and 3C. Comment on how the evidence in Source 3B supports the information in Source 3C regarding the challenges that the students at Central High School faced. (2 x 2) (4)

- 3.5 Read Source 3D.
- 3.5.1 What, according to the source, did segregationists, reporters and Faubus accuse Daisy Bates of? (2 x 1) (2)
- 3.5.2 Select any TWO pieces of evidence from the source that suggest that Elizabeth Eckford was not happy with Daisy Bates. (2 x 1) (2)
- 3.5.3 Explain why you think the international press decided to praise Elizabeth Eckford and condemn her attackers. (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 challenges that the Little Rock Nine faced during 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

Explain to what extent the tactics and strategies that the Viet Cong used against the United States of America's army were successful in containing the spread of capitalism in Vietnam between 1965 and 1975.

Use relevant evidence to support your line of argument.

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

Mobutu Sese Seko and Julius Nyerere both demonstrated good leadership qualities after attaining independence from colonial rule in the 1960s.

Critically discuss this statement with reference to the political and economic policies that both leaders implemented in their respective countries from the 1960s until the 1970s.

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

The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans in the 1960s.

Do you agree with this statement? Support your line of argument with relevant evidence.

[50]**TOTAL: 150**