



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2016

HISTORY P1

MARKS: 150

TIME: 3 hours



This question paper consists of 9 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: THE 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 (1) must be a source-based question and at least ONE (1) must be an essay question.
 - 4.2 The THIRD question can either be a source-based question or an essay question.
 5. Candidates are advised to spend about an hour on each question.
 6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
 7. Merely rewriting of the sources as answers will be to the disadvantage of candidates.
 8. Questions and subsections of questions must be numbered clearly and correctly using the same 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 from this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE BERLIN CRISIS INTENSIFY THE COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION IN THE 1960s?

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

1.1 Study Source 1A.

- 1.1.1 Define the concept *capitalism* in your own words. (1 x 2) (2)
- 1.1.2 What, according to the source, was the main aim of the Soviet Union in West Berlin? (1 x 2) (2)
- 1.1.3 Quote evidence from the source which indicate how the Western powers responded to the Berlin Blockade. (1 x 2) (2)
- 1.1.4 Using the source and your own knowledge, explain why the Soviet Union was forced to call off the Berlin Blockade in 1949. (2 x 2) (4)
- 1.1.5 Explain why you think the loss of skilled personnel to West Berlin was such a serious risk for East Berlin and East Germany (GDR). (2 x 2) (4)

1.2 Refer to Source 1B.

- 1.2.1 Mention THREE activities from the source to prove that the actual construction of the Berlin Wall did take place. (3 x 1) (3)
- 1.2.2 Explain in what ways the American and Soviet tanks that confronted each other at the Friedrichstrasse border crossing proved a risk to the Cold War. (2 x 2) (4)
- 1.2.3 How, according to the source, was the possible confrontation between the United States of America and Soviet forces avoided? (1 x 2) (2)

- 1.3 How does the evidence in Source 1B support Source 1A regarding the Soviet Union's desire to control West Berlin? (2 x 2) (4)

- 1.4 Use Source 1C.
- 1.4.1 Explain what you think was implied by the words: 'Unity and Freedom for Berlin' in the context of the Cold War. (2 x 2) (4)
- 1.4.2 Using visual clues in the photograph, explain how the Berlin Wall influenced the lives of ordinary citizens in Berlin. (2 x 2) (4)
- 1.5 Consult Source 1D.
- 1.5.1 According to President Kennedy, mention THREE reasons why it was necessary for the USA to support Berlin. (3 x 1) (3)
- 1.5.2 Explain whether the information in this source would be useful to a historian in understanding Kennedy's commitment to prevent a communist takeover of Berlin. (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 the Berlin Crisis intensified Cold War tensions between the United States of America and the Soviet Union in the 1960s. (8)
- [50]**

QUESTION 2: WHAT IMPACT DID THE INVOLVEMENT OF FOREIGN POWERS HAVE ON THE ANGOLAN CIVIL WAR?

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

2.1 Refer to Source 2A.

- 2.1.1 Mention TWO foreign countries from the source that were involved in the Angolan conflict. (2 x 1) (2)
- 2.1.2 Why, according to the source, did UNITA suddenly become a strong fighting force? (1 x 2) (2)
- 2.1.3 Define the concept *nationalisation* in your own words. (1 x 2) (2)
- 2.1.4 Why, in your opinion, did Neto and Dos Santos allow private ownership and co-operation with Western companies? (2 x 2) (4)
- 2.1.5 Comment on whether the evidence in the source would be useful to a historian in understanding the reasons why the conflict in Angola started. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 Give THREE reasons from the source for the USA's involvement in the Angolan civil war. (3 x 1) (3)
- 2.2.2 What, according to the source, was the effect of the USA's involvement in the Angolan civil war? (1 x 1) (1)
- 2.2.3 Explain why you think the USA went out of its way to prevent a communist government from coming to power in Angola. (2 x 2) (4)

2.3 Use Source 2C.

- 2.3.1 Give TWO reasons from the source as to why South Africa assisted UNITA during the Angolan conflict. (2 x 1) (2)
- 2.3.2 Quote evidence from the source which suggests that many UNITA soldiers died during the battle. (1 x 1) (1)
- 2.3.3 Comment on how the information contained in the two schools of thought in the source differs, regarding the outcome of the Battle of Cuito Cuanavale. (2 x 2) (4)
- 2.3.4 Why do you think the SADF provided statistical evidence regarding the Battle of Cuito Cuanavale? (2 x 2) (4)

2.4 Consult Source 2D.

2.4.1 Which country became independent after the SADF was defeated at the Battle of Cuito Cuanavale? (1 x 1) (1)

2.4.2 Explain why, in your opinion, the title: *The Mother of Liberation Battles* was suitable for this article. (2 x 2) (4)

2.4.3 Explain what messages the photograph conveys about the SADF's participation in the Angolan war. Use the visual clues in the source and your own knowledge to support your answer. (2 x 2) (4)

2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact the involvement of foreign powers had on the Angolan civil war. (8)
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QUESTION 3: HOW SUCCESSFUL WAS THE DESEGREGATION OF SCHOOLS IN LITTLE ROCK, ARKANSAS, DURING THE 1950s?

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

3.1 Refer to Source 3A.

- 3.1.1 Quote THREE reasons from the source why Governor Faubus could be regarded as a good citizen. (3 x 1) (3)
- 3.1.2 What, according to the source, were the TWO instructions given to Faubus by President Eisenhower during their meeting? (2 x 1) (2)
- 3.1.3 Using the source and your own knowledge explain why there was a need for a meeting between Faubus and Eisenhower. (2 x 2) (4)
- 3.1.4 Why, according to the source, did Eisenhower try to discourage Faubus from taking the Little Rock Nine issue to court? (1 x 2) (2)
- 3.1.5 Comment on whether Eisenhower was justified in instructing Faubus to change the orders that he gave to the National Guard, regarding the events at Central High School. (2 x 2) (4)

3.2 Read Source 3B.

- 3.2.1 Define the concept *integration*, in the context of the Little Rock Nine incident. (1 x 2) (2)
- 3.2.2 In the source Faubus states, '*That decision is the law of the land and must be obeyed.*' Explain whether you would regard this statement to be in line with the Little Rock Nine incident. (2 x 2) (4)
- 3.2.3 Using the source and your own knowledge, explain the messages that Faubus is trying to communicate to the public. (2 x 2) (4)

- 3.3 Explain how the information in Source 3B and Source 3A differs regarding the commitments that Faubus made to President Eisenhower. (2 x 2) (4)

3.4 Use Source 3C.

- 3.4.1 Explain what was implied by the statement: "*It was like going to war every day*". (2 x 2) (4)
- 3.4.2 Mention THREE ways in which African American students were treated at the school. (3 x 1) (3)
- 3.4.3 The reaction of conservative white Americans had a negative effect on the African American community of Little Rock. Quote TWO pieces of evidence from the source to support this statement. (2 x 1) (2)

3.5 Consider Source 3D.

3.5.1 Use a visual clue in the source to explain that integration took place at Central High School. (1 x 2) (2)

3.5.2 What does the presence of uniformed personnel in the source, suggest about the situation at Central High School? (1 x 2) (2)

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 success of the desegregation of schools in Little Rock, Arkansas, during the 1950s. (8)

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SECTION B: ESSAY QUESTIONS

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

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

The United States of America was successful in preventing the communist takeover of Vietnam between 1962 and 1974.

Do you agree with the above statement? Support your answer with reference to the United States of America's involvement in the war.

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

Evaluate the successes of Tanzania's and the Congo's economic development programmes after independence.

[50]**QUESTION 6: CIVIL SOCIETY PROTESTS IN THE 1950s TO THE 1960s: THE BLACK POWER MOVEMENT**

The relatively slow pace of success and the philosophy of non-violence did not find universal support among the young and militant sections of the African American community.

Critically discuss this statement with reference to how the emergence of the Black Power Movement, presented an alternative to the philosophy of the Civil Rights Movement.

[50]**TOTAL: 150**