



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1**

**FEBRUARY/MARCH 2017**

**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 may 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 clearly 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 may be found in the ADDENDUM.

**QUESTION 1: HOW DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION RESPOND TO THE ECONOMIC CRISIS IN EUROPE AFTER 1945?**

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

- 1.1 Refer to Source 1A.
- 1.1.1 Define the term *containment* in the context of the Cold War in Europe after 1945. (1 x 2) (2)
- 1.1.2 Why, according to the source, was the Marshall Plan introduced in Europe? Give TWO reasons. (2 x 1) (2)
- 1.1.3 How, according to the source, did Stalin respond to America's aid plan to Europe? (2 x 1) (2)
- 1.1.4 Explain how the Marshall Plan was implemented in Europe. (2 x 2) (4)
- 1.1.5 Why, according to the information in the source, was the COMECON formed? (1 x 2) (2)
- 1.2 Use Source 1B.
- 1.2.1 Quote TWO pieces of evidence from the source that suggest that Bellows believed that the Marshall Plan was a 'great and original initiative'. (2 x 1) (2)
- 1.2.2 Comment on why you think the United States of America did not want to fall within the Soviet Union's sphere of influence. (2 x 2) (4)
- 1.2.3 State TWO ways in which the counterpart fund was used to rebuild damaged infrastructure in Europe. (2 x 1) (2)
- 1.3 Study Source 1C.
- 1.3.1 How, according to Vyshinsky, did the United States of America violate the principles of the United Nations Charter? (1 x 2) (2)
- 1.3.2 Explain why Vyshinsky claimed that the Marshall Plan was used as an 'instrument of political pressure' on European countries. (2 x 2) (4)
- 1.3.3 Explain to what extent a historian researching the Marshall Plan would find the information in this source useful. (2 x 2) (4)

- 1.4 Compare Sources 1B and 1C. Explain how the information in these sources differs regarding the effect that the Marshall Plan had on relations between European countries and the USA. (2 x 2) (4)
- 1.5 Consult Source 1D.
- 1.5.1 Explain the messages portrayed in the cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)
- 1.5.2 Comment on the title of the cartoon, 'IT'S THE SAME THING WITHOUT MECHANICAL PROBLEMS', in the context of the 'Marshal Stalin Plan'. (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 United States of America and the Soviet Union responded to the economic crisis in Europe after 1945. (8)

**[50]**

**QUESTION 2: WHAT WERE THE CAUSES AND CONSEQUENCES OF CUBA'S INVOLVEMENT IN THE BATTLE OF CUITO CUANAVALE BETWEEN 1987 AND 1988?**

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

2.1 Refer to Source 2A.

- 2.1.1 What, according to the source, was the outcome of Operation Modular? (1 x 2) (2)
- 2.1.2 Select TWO pieces of evidence in the source which suggest that South Africa intended to continue fighting in Angola after the battle at the Lomba River. (2 x 1) (2)
- 2.1.3 Explain the significance of the statement, 'Pretoria (South African government) was now openly leading the war in Angola', in the context of the Battle of Cuito Cuanavale. (1 x 2) (2)
- 2.1.4 Using the information in the source and your own knowledge, comment on why Jose Eduardo Dos Santos requested military assistance from Fidel Castro. (2 x 2) (4)

2.2 Use Source 2B.

- 2.2.1 Why, according to the information in the source, was the Angolan army (FAPLA) 'close to being surrounded and annihilated (destroyed)' in 1987? Give TWO reasons. (2 x 1) (2)
- 2.2.2 List THREE ways in the source that show how the Cuban troops prevented the advance of the SADF into Cuito Cuanavale. (3 x 1) (3)
- 2.2.3 Why do you think Raúl Castro emphasised the role that President Fidel Castro played in the Battle of Cuito Cuanavale? (1 x 2) (2)
- 2.2.4 Explain what you think was implied by the phrase, 'Cuito (Cuanavale) held out'. (2 x 2) (4)

2.3 Study Sources 2A and 2B. Explain how the evidence in Source 2B supports the information in Source 2A regarding Cuba's involvement in the Battle of Cuito Cuanavale. (2 x 2) (4)

2.4 Consult Source 2C.

- 2.4.1 Explain the messages that are conveyed by this photograph. Support your answer by using the visual clues in the source. (2 x 2) (4)
- 2.4.2 Comment on the significance of this memorial for the people of Angola in the context of the outcome of the Battle of Cuito Cuanavale. (2 x 2) (4)

## 2.5 Read Source 2D.

2.5.1 What do you understand by the term *sovereignty* in the context of African history? (1 x 2) (2)

2.5.2 List any THREE ways in which the Battle of Cuito Cuanavale assisted to free African countries from the 'scourge of apartheid'. (3 x 1) (3)

2.5.3 Comment on the usefulness of the information in this source to a historian researching the consequences of Cuba's involvement 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), explaining the causes and consequences of Cuba's involvement in the Battle of Cuito Cuanavale between 1987 and 1988.

(8)  
**[50]**

**QUESTION 3: WHAT IMPACT DID THE CLOSURE OF HIGH SCHOOLS HAVE ON THE COMMUNITY OF LITTLE ROCK, ARKANSAS, IN 1958?**

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

3.1 Refer to Source 3A.

- 3.1.1 How, according to Governor Faubus, would the closure of high schools in Little Rock affect the following people:
- (a) Parents (1 x 1) (1)
- (b) Students (1 x 1) (1)
- 3.1.2 Why, according to the source, did Governor Faubus decide to sign the bills of the Extraordinary Session of the General Assembly? (2 x 1) (2)
- 3.1.3 Explain the term *integration* in the context of the closure of schools in Little Rock. (1 x 2) (2)
- 3.1.4 Comment on what Governor Faubus implied when he said that school integration would lead to a 'catastrophe'. (2 x 2) (4)
- 3.1.5 Give TWO pieces of evidence in the source that suggest that the federal government had limited control over the state government. (2 x 1) (2)
- 3.1.6 Explain why a historian researching the reasons for the closure of all high schools in Little Rock, Arkansas, in 1958 would find the information in this source useful. (2 x 2) (4)

3.2 Use Source 3B.

- 3.2.1 According to the source, how many of the following learners were displaced as a result of Faubus' actions:
- (a) White learners (1 x 1) (1)
- (b) Black learners (1 x 1) (1)
- 3.2.2 Comment on why you think the NAACP was against the opening of private schools for displaced black learners. (2 x 2) (4)

- 3.3 Consult Source 3C.
- 3.3.1 Explain the intention of this photograph in the context of the closure of schools by Governor Faubus. (2 x 2) (4)
- 3.3.2 Comment on whether the activity depicted in the photograph supported the claim that 1958 to 1959 was regarded as the Lost Year for learners in Little Rock. (2 x 2) (4)
- 3.4 Study Sources 3B and 3C. Explain how the evidence in Source 3C supports the information in Source 3B regarding Faubus' decision to close all high schools in Little Rock in 1958. (2 x 2) (4)
- 3.5 Read Source 3D.
- 3.5.1 Give TWO reasons in the source for the formation of the Women's Emergency Committee (WEC) in 1958. (2 x 1) (2)
- 3.5.2 Why, according to the information in the source, did the WEC, the group Stop This Outrageous Purge (STOP) and other community-based organisations call for a special election? (1 x 2) (2)
- 3.5.3 Comment on what the author implied by the statement: '1959 brought to a close an important chapter in the history of public education in Little Rock.' (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 impact that the closure of high schools had on the community of Little Rock, Arkansas, in 1958. (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**

The United States of America lost the war in Vietnam because of intense opposition to the war within the country, rather than because of military failure on the battlefields of Vietnam between 1963 and 1973.

Evaluate the accuracy of this statement. Use relevant historical evidence to support your line of argument.

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

Mobuto Seso Seko (the Congo) and Julius Nyerere (Tanzania) both attempted to 'Africanise' their economies after attaining independence. However, these policies were a total failure in both countries.

Critically discuss this statement with reference to the aims, implementation and effects of Mobutu and Nyerere's economic policies in their respective countries from 1960.

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

Explain to what extent you agree that the ideas and actions of Malcolm X, Stokely Carmichael and the Black Panther Party gave African Americans a new sense of identity in the United States of America during the 1960s.

Use relevant evidence to support your line of argument.

**[50]****TOTAL: 150**