



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2021

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: THE CIVIL RIGHTS MOVEMENT

SECTION B: ESSAY QUESTIONS

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

QUESTION 5: INDEPENDENT AFRICA: CHALLENGES FACED BY THE CONGO AFTER INDEPENDENCE

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 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 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 the 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 is contained in the ADDENDUM.

QUESTION 1: HOW DID THE BERLIN BLOCKADE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR)?

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

1.1 Refer to Source 1A.

- 1.1.1 Which country, according to the source, was divided after the Second World War? (1 x 1) (1)
- 1.1.2 List the TWO decisions from the source that was taken at the Potsdam Conference. (2 x 1) (2)
- 1.1.3 How, according to the source, did Stalin want to punish Germany economically? (1 x 1) (1)
- 1.1.4 Explain why you think Stalin saw the introduction of a new currency by Western powers as a violation of their post-war agreements. (1 x 2) (2)
- 1.1.5 How, according to the source, did Stalin react towards the introduction of a new currency in West Berlin? (2 x 1) (2)

1.2 Read Source 1B.

- 1.2.1 Define the concept *Cold War* in your own words. (1 x 2) (2)
- 1.2.2 Why do you think the Allies were not prepared to risk an armed conflict with the Soviets? (2 x 2) (4)
- 1.2.3 Define the concept *capitalism* in the context of the Cold War. (1 x 2) (2)
- 1.2.4 Why, according to the source, was Stalin not prepared to use force against the Western Allies? (1 x 1) (1)
- 1.2.5 Name any TWO countries from the source that formed the German Federal Republic. (2 x 1) (2)
- 1.2.6 Comment on what is implied by the statement, 'The allies were now determined to build up West Berlin as showcase for capitalism'. (1 x 2) (2)

1.3 Consult Source 1C.

- 1.3.1 List any TWO items from the source that the Allied Powers supplied West Berlin with. (2 x 1) (2)
- 1.3.2 Comment on the impact that the Berlin Blockade had on ordinary Berliners. (1 x 2) (2)
- 1.3.3 Using the information from the source and your own knowledge, explain why West Berliners did not accept food from Russia. (2 x 2) (4)
- 1.3.4 Explain the usefulness of this source to historians researching the impact of the Berlin Blockade on the Allied Powers and citizens of West Berlin. (2 x 2) (4)

1.4 Study Source 1D.

- 1.4.1 Explain the messages that are conveyed by the photograph. (2 x 2) (4)
- 1.4.2 What mode of transport was used by Western powers to transport food to West Berlin? (1 x 1) (1)

1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding the assistance that was given to West Berlin in 1948. (2 x 2) (4)

1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Berlin Blockade contributed to Cold War tensions between the United States of America and the Soviet Union. (8)

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QUESTION 2: WHY DID ANGOLA BECOME THE FOCAL POINT OF THE COLD WAR IN AFRICA DURING THE 1970s?

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

2.1 Refer to Source 2A.

- 2.1.1 List TWO natural resources in the source that made Angola susceptible (vulnerable) for foreign intervention. (2 x 1) (2)
- 2.1.2 Define the concept 'ceasefire' in your own words. (1 x 2) (2)
- 2.1.3 Which country, according to the source, colonised Angola before 1975? (1 x 1) (1)
- 2.1.4 Mention the THREE liberation movements in the source that created a transitional government to govern Angola in 1974. (3 x 1) (3)
- 2.1.5 Explain why you think Russia decided to support the MPLA during the Angolan Civil War of 1975. (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 Why, according to the source, did the crisis in Angola develop into a Cold War battleground after independence? (1 x 2) (2)
- 2.2.2 Explain why you think the United States of America decided to support the FNLA and UNITA during the Angolan Civil War of 1975. (1 x 2) (2)
- 2.2.3 What is implied by the statement, 'The MPLA also had long-established relations with Fidel Castro's Cuba'? (1 x 2) (2)
- 2.2.4 Explain the term *independence* in the context of the Angolan Civil War of 1975. (1 x 2) (2)

2.3 Consult Source 2C.

- 2.3.1 Who, according to the source, did Vorster blame for South Africa's intervention in Angola? (2 x 1) (2)
- 2.3.2 Name the TWO dams in the source that South Africa protected from the MPLA and Cuban intervention. (2 x 1) (2)
- 2.3.3 Using the information in the source and your own knowledge, explain why South Africa wanted to prevent a hostile MPLA government from taking control of Angola. (2 x 2) (4)
- 2.3.4 Explain the usefulness of this source for historians researching the reasons for South Africa's involvement in the Angolan Civil War of 1975. (2 x 2) (4)

2.4 Study Source 2D.

2.4.1 Explain the messages the photographer wishes to convey about the relationship between South Africa and UNITA. (2 x 2) (4)

2.4.2 Explain what you think is implied by the statement, '*The enemy of my enemy is my friend*'. (1 x 2) (2)

2.5 Refer to Source 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding South Africa's involvement in the Angolan Civil War of 1975. (2 x 2) (4)

2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why Angola became the focal point of the Cold War in Africa during the 1970s. (8)
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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 following questions.

3.1 Refer to Source 3A.

- 3.1.1 What, according to the source, was the ruling of the USA Supreme Court in the *Brown vs the Board of Education of Topeka* case? (1 x 2) (2)
- 3.1.2 Define the term *desegregation* in your own words. (1 x 2) (2)
- 3.1.3 What is implied by the statement, 'racial segregation in educational facilities was unconstitutional'? (1 x 2) (2)
- 3.1.4 How many students, according to the source, showed interest in attending Central High School in 1957? (1 x 1) (1)
- 3.1.5 Explain why you think the eight Black students decided to remain at the all-black Horace Mann High School. (1 x 2) (2)

3.2 Use Source 3B.

- 3.2.1 What evidence in the source suggest that Elizabeth Eckford was nervous upon her arrival on her first day at Central High School? (1 x 2) (2)
- 3.2.2 Quote THREE pieces of evidence in the source that suggest that Elizabeth Eckford's life was in danger. (3 x 1) (3)
- 3.2.3 Comment on the attitude of the white mob towards the integration of education at Little Rock High School. (2 x 2) (4)
- 3.2.4 What conclusions can be drawn from Grace Lorch's attitude towards Elizabeth Eckford? (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 What messages does the photograph convey regarding racial integration at Little Rock High School? Use visual clues in the source to support your answers. (2 x 2) (4)
- 3.3.2 Explain the reliability of this source for historian researching the Little Rock Nine incident in 1957. (2 x 2) (4)

- 3.4 Study Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the treatment of Elizabeth at Central High School. (2 x 2) (4)
- 3.5 Read Source 3D.
- 3.5.1 List TWO reasons from the source that forced the president to take action during the Little Rock incident. (2 x 1) (2)
- 3.5.2 Provide TWO examples from the source that shows that the nine students did not have a pleasant experience during their first year at Central High School in 1957. (2 x 1) (2)
- 3.5.3 Why do you think Governor Faubus ordered the three high schools in Little Rock to close? (1 x 2) (2)
- 3.5.4 Explain the concept *integration* in the context of the Civil Rights Movement in the USA. (1 x 2) (2)
- 3.6 Using the information from 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)
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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

‘Operation Rolling Thunder’ was the only strategy that the United States of America used in the Vietnam war to contain communism.

Do you agree with this statement? Use relevant evidence to support your line of argument.

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QUESTION 5: INDEPENDENT AFRICA: CHALLENGES FACED BY THE CONGO AFTER INDEPENDENCE

Critically discuss the political and economic challenges that the Congo faced after attaining independence from Belgium in 1961.

Use relevant examples to support your answer.

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

Explain to what extent the Black Power Movement was successful in changing the lives of African Americans in the USA in the 1960s.

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TOTAL: 150