



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

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 may 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: WAS THE UNITED STATES OF AMERICA (USA) SUCCESSFUL IN PREVENTING THE SPREAD OF COMMUNISM TO GREECE FROM 1947 ONWARDS?

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 information in the source, did Britain decide to withdraw its financial support and aid from Greece and Turkey? (1 x 1) (1)
- 1.1.2 Name the British prime minister who decided to withdraw aid from Greece and Turkey. (1 x 1) (1)
- 1.1.3 Identify TWO officials who ensured that the United States of America provided assistance to Greece and Turkey. (2 x 1) (2)
- 1.1.4 Comment on why the Deputy Secretary of State of the United States of America decided to edit the report that was handed to George Marshall. (2 x 2) (4)
- 1.2 Consult Source 1B.
- 1.2.1 State TWO ways in which the United States of America supported Greece. (2 x 1) (2)
- 1.2.2 Why did President Truman declare that US funds, which were given to Greece, should be closely supervised? (2 x 2) (4)
- 1.2.3 Define the term *democracy* in the context of the Cold War in Europe. (1 x 2) (2)
- 1.2.4 What percentage of the elected members of the Greek Parliament were democrats? (1 x 1) (1)

- 1.3 Use Source 1C.
- 1.3.1 Identify TWO ways from the source which suggests that the USA supported reactionaries and fascists. (2 x 1) (2)
- 1.3.2 List THREE developments that occurred in Greece and Turkey as a result of America's sphere of influence. (3 x 1) (3)
- 1.3.3 Explain what you think was implied by the statement, 'the Marshall Plan was simply a cunning (clever) way of subjecting all of Europe to American capital (money)'. (2 x 2) (4)
- 1.3.4 Comment on whether you would consider the information in this source to be useful when researching the USA's policy of containment. (2 x 2) (4)
- 1.4 Study Source 1D.
- 1.4.1 Explain the messages being conveyed in the cartoon. Use the visual clues in the cartoon to support your answer. (2 x 2) (4)
- 1.4.2 Why do you think the USA referred to the people as 'communist insurgents'? (2 x 2) (4)
- 1.5 Using the information in both Sources 1C and 1D, explain how the evidence in Source 1D supports the information in Source 1C regarding the USA's provision of aid to Greece in 1947. (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 successful the United States of America was in preventing the spread of communism to Greece from 1947 onwards. (8)
[50]

QUESTION 2: HOW DID VARIOUS HISTORIANS VIEW THE BATTLE OF CUITO CUANAVALÉ?

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

2.1 Refer to Source 2A.

- 2.1.1 Why, according to the source, was the Battle of Cuito Cuanavale regarded as controversial? (1 x 2) (2)
- 2.1.2 Identify TWO reasons in the source why South African ground forces decided to withdraw before capturing Cuito Cuanavale. (2 x 1) (2)
- 2.1.3 Why do you think some people believed the SADF won the Battle of Cuito Cuanavale? Use evidence in the source to support your answer. (1 x 2) (2)
- 2.1.4 Comment on what the author meant by the phrase, 'The SADF ... might have won many engagements, though not the war'. (2 x 2) (4)
- 2.1.5 Explain why a learner researching the outcome of the Battle of Cuito Cuanavale would find the information in this source useful. (2 x 2) (4)

2.2 Use Source 2B.

- 2.2.1 Select TWO pieces of evidence in the source which indicate that the Battle of Cuito Cuanavale had a positive effect on the Namibian liberation movement. (2 x 1) (2)
- 2.2.2 What, according to the source, was the consequence of peace negotiations in Angola for:
- (a) Cuba (1 x 1) (1)
- (b) The African National Congress (ANC) (1 x 1) (1)
- 2.2.3 Explain how Ronnie Kasrils responded to the outcome of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.3 Study Sources 2A and 2B. Explain how the information in Source 2B supports the opinion contained in Source 2A regarding the Battle of Cuito Cuanavale. (2 x 2) (4)

- 2.4 Read Source 2C.
- 2.4.1 What, according to the source, was 'the myth' regarding the outcome of the Battle Cuito Cuanavale? (1 x 2) (2)
- 2.4.2 Define the term *propaganda* in the context of the outcome of the Battle of Cuito Cuanavale. (1 x 2) (2)
- 2.4.3 Identify any TWO phrases in the source that show that the author did not believe that the Cubans had won the Battle of Cuito Cuanavale. (2 x 1) (2)
- 2.4.4 Explain why the author claimed that South Africa had won the Battle of Cuito Cuanavale. Use evidence in the source to support your answer. (2 x 2) (4)
- 2.5 Consult Source 2D.
- 2.5.1 What message about the Battle of Cuito Cuanavale does the photograph convey? (1 x 2) (2)
- 2.5.2 Explain whether the SADF could be regarded as 'WINNERS' of the Battle of Cuito Cuanavale. Use information in the source as well as your own knowledge to support your answer. (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 how various historians viewed the Battle of Cuito Cuanavale. (8)
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QUESTION 3: WHAT CHALLENGES DID THE LITTLE ROCK NINE EXPERIENCE 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 Why, according to the source, did Governor Faubus call for troops to be deployed to Central High School in 1957? (1 x 2) (2)
- 3.1.2 Explain what Governor Faubus implied by the following statement: ' "blood will run in the streets" if the Negro pupils should be integrated into Central High School.' (2 x 2) (4)
- 3.1.3 Define the term *integration* in the context of the developments at Central High School in 1957. (1 x 2) (2)
- 3.1.4 How, according to the source, did African American parents react to the events that unfolded at Central High School on 3 September 1957? (2 x 1) (2)
- 3.1.5 Explain why you think the nine African American learners did not attend Central High School on 3 September 1957. (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 Using the information in the source, how did the Little Rock Nine enter Central High School? (1 x 1) (1)
- 3.2.2 Describe how the crowd reacted to the African American reporters that gathered outside Central High School. (2 x 1) (2)
- 3.2.3 Explain why it became necessary for Mayor Woodrow Mann to request assistance from the Federal Government in resolving the crisis at Central High School. (2 x 2) (4)
- 3.2.4 What evidence in the source suggests that the United States of America's army played a significant role at Central High School in September 1957? (1 x 2) (2)

3.3 Use Source 3C.

- 3.3.1 What messages do you think are conveyed by this photograph? (2 x 2) (4)
- 3.3.2 Using the information in the source and your own knowledge, explain why heavily armed federal troops were deployed to Central High School on 25 September 1957. (2 x 2) (4)

- 3.4 Refer to Sources 3B and 3C. Explain how the evidence in Source 3C supports the information in Source 3B regarding the deployment of federal troops to Central High School in 1957. (2 x 2) (4)
- 3.5 Read Source 3D.
- 3.5.1 Give ONE reason why Mrs Huckaby called the girl students into her room before the graduation ceremony. (1 x 1) (1)
- 3.5.2 Quote TWO pieces of evidence in the source which suggests that Jane Emery was an anti-segregationist. (2 x 1) (2)
- 3.5.3 Comment on why you would consider the information in this source as a reliable piece of evidence when researching the experiences of the Little Rock Nine at Central High School. (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 the Little Rock Nine experienced 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

It was largely the military tactics that the United States of America's (USA's) army used against the Vietcong which contributed to its inability to win the war in Vietnam in the early 1970s.

Do you agree with this statement? Use relevant historical evidence of the war in Vietnam to support your line of argument.

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

Critically discuss the political and economic policies which were introduced in the Congo (by Mobutu Sese Seko) compared to those that were introduced in Tanzania (by Julius Nyerere) between the 1960s and the 1980s.

Use relevant examples from post-colonial Congo and Tanzania to support your line of argument.

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

One of the fundamental principles of the Black Power Movement was to be self-reliant and do things for themselves.

Explain to what extent the principle of self-reliance was successfully implemented by Malcolm X, Stokely Carmichael and the Black Panther Party in the United States of America in the 1960s.

Use relevant historical evidence to support your line of argument.

[50]**TOTAL: 150**