Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 12

JUNE 2024

HISTORY P1

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: 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 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.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question in this section, but not more than TWO questions.
The source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE IMPLEMENTATION OF THE MARSHALL PLAN ADDRESS THE ECONOMIC AND POLITICAL INSTABILITY IN EUROPE IN THE 1940s?

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

1.1 Refer to Source 1A.

1.1.1 Name the continents mentioned in the source where big parts were destroyed in the Second World War. (3 x 1) (3)

1.1.2 What, according to the source, was the impact of the war on European trade? (2 x 1) (2)

1.1.3 Which country was owed money by most European countries after the Second World War? (1 x 1) (1)

1.1.4 Quote reasons from the source why devastated countries needed gold or American dollars. (2 x 1) (2)

1.1.5 Why do you think many countries retreated from the market after the war? (1 x 2) (2)

1.2 Study Source 1B.

1.2.1 Why, according to the source, was European recovery important? (1 x 2) (2)

1.2.2 Define the term *totalitarian states* in your own words. (1 x 2) (2)

1.2.3 What is the implication of the statement, “The next few years can determine whether the free countries of Europe will be able to preserve their heritage of freedom”, regarding the Marshall Plan? (1 x 2) (2)

1.2.4 Explain why Truman believed that if Europe failed to recover, there would be no peace and stability in the world. (2 x 2) (4)

1.2.5 Explain the usefulness of this source to a historian researching the Marshall Plan. (2 x 2) (4)

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1.3 Consult Source 1C.

1.3.1 Define the term *Marshall Plan* in the context of the Cold War competition in Europe. (1 x 2) (2)

1.3.2 How, according to the source, did the Marshall Plan help the European countries? (1 x 2) (2)

1.3.3 Why, according to the source and your own knowledge were the former enemies of USA included in the Marshall Plan? (2 x 2) (4)

1.4 Read Source 1D.

1.4.1 What message is conveyed in the source? (1 x 2) (2)

1.4.2 Comment on the significance of the white doves in the picture. (1 x 2) (2)

1.4.3 Why do you think the tree trunk is covered with the American flag? (1 x 2) (2)

1.5 Compare Source 1C and Source 1D. Explain how the evidence in Source 1D supports the information in Source 1C regarding the Marshall Plan. (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 implementation of the Marshall Plan addressed the economic and political instability in Europe in the 1940s. (8)

[50]

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QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?

2.1 Study Source 2A.

2.1.1 Define the term *anti-colonial* in your own words. (1 x 2) (2)

2.1.2 Name the Angolan liberation movements mentioned in the source. (3 x 1) (3)

2.1.3 What, according to the source, was the reason for the conflict between the Angolan liberation movements? (1 x 1) (1)

2.1.4 Why, according to the source and your own knowledge, did the CIA support the FNLA? (2 x 2) (4)

2.2 Read Source 2B.

2.2.1 Mention the TWO countries in the source that were instigated by the USA to attack Angola. (2 x 1) (2)

2.2.2 Define the term '*invasion*' in the context of the Angolan Civil War. (1 x 2) (2)

2.2.3 Comment on why the USA was instigating the other countries to attack Angola. (1 x 2) (2)

2.2.4 Why, according to the source and your own knowledge, did Cuba become involved in the Angolan Civil War? (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 Why do you think this picture was published? (2 x 2) (4)

2.3.2 What conclusion can be drawn from the good mood of the Angolans in the picture? (1 x 2) (2)

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2.4 Refer to Source 2D.

2.4.1 Who, according to the source, was to blame for South Africa's involvement in Angola? (2 x 1) (2)

2.4.2 What evidence in the source suggests that South Africa's involvement in Angola was not because of the involvement of Cubans and Russians there? (1 x 2) (2)

2.4.3 Explain why South Africa viewed an MPLA government as hostile. (1 x 2) (2)

2.4.4 Which TWO countries in the source welcomed South Africa's support of FNLA and UNITA? (2 x 1) (2)

2.4.5 Explain the limitations of this source to a historian researching the involvement of foreign powers in the Angolan Civil War. (2 x 2) (4)

2.5 Refer to Source 2B and Source 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the Angolan Civil War. (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 the foreign powers got involved in the Angolan Civil War in 1975. (8)

[50]

QUESTION 3: HOW DID THE CIVIL RIGHTS MOVEMENT ACHIEVE VOTING RIGHTS FOR BLACKS IN THE USA IN THE 1960s?

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

3.1 Refer to Source 3A.

3.1.1 Define the term *civil rights* in your own words. (1 x 2) (2)

3.1.2 Name the civil rights organisations that encouraged the black voters to register. (2 x 1) (2)

3.1.3 Quote TWO reasons from the source that resulted in only 2% of eligible black voters registering to vote in Alabama. (2 x 1) (2)

3.1.4 Why do you think it was important to get as many blacks as possible to register to vote? (1 x 2) (2)

3.2 Use Source 3B.

3.2.1 Why, according to the source, did the 16 young people in the Deep South leave school and their jobs? (2 x 1) (2)

3.2.2 Explain why black people in the Deep South needed so much motivation to register to vote. (2 x 2) (4)

3.2.3 Quote evidence from the source that indicates that the voter registration campaign was a success. (2 x 1) (2)

3.3 Consult Source 3C.

3.3.1 What messages are conveyed in the source? (2 x 2) (4)

3.3.2 Comment on why the troopers reacted the way they did to the marchers. (1 x 2) (2)

3.3.3 Explain how reliable this source would be to a historian researching the struggle of the Civil Rights Movement in the USA. (2 x 2) (4)

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3.4 Read Source 3D.

3.4.1 Who, according to the source, were the leaders of the march on Bloody Sunday? (2 x 1) (2)

3.4.2 What do you think was the impact of the televised violence of Bloody Sunday on the Civil Rights Movement? (2 x 2) (4)

3.4.3 What role, according to the source, was played by Rosa Parks in the Civil Rights Movement? (1 x 2) (2)

3.4.4 Comment on the statement, 'The march was a turning point in the movement'. (2 x 2) (4)

3.5 Compare Source 3C and Source 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding the Civil Rights Movement. (2 x 2) (4)

3.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Civil Rights Movement achieved voting rights for Blacks in the USA in the 1960s. (8)

[50]

SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long.

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

All the military might of the United States of America could not defeat a small nation of Vietnamese peasants.

Critically discuss this statement referring to the strategies of both the USA and the Viet Cong between 1963–1973. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobuto Sese Seko's political and economic policies succeeded in developing Congo into a prosperous country after attaining independence from Belgium in the 1960s.

Do you agree with the statement? Support your line of argument using relevant historical evidence. **[50]**

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

Explain to what extent the Black Power philosophy succeed in organising African Americans to challenge discrimination and segregation in the United States of America in 1960s.

Use relevant evidence to support your line of argument. **[50]**

TOTAL: 150

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HISTORY P1 ADDENDUM

This addendum consists of 14 pages.

QUESTION 1: HOW DID THE IMPLEMENTATION OF THE MARSHALL PLAN ADDRESS THE ECONOMIC AND POLITICAL INSTABILITY IN EUROPE IN THE 1940s?

SOURCE 1A

The following source explains the destruction left by Second World War in Europe.

By the end of Second World War, much of Europe and Asia, and parts of Africa, lay in ruins (destroyed). Combat and bombing had flattened cities and towns, destroyed bridges and railroads, and scorched the countryside. The war had also taken a staggering toll in both military and civilian life.

Shortages of food, fuel, and all kinds of consumer products persisted, and in many cases worsened after peace was declared. War-ravaged Europe and Japan could not produce enough goods for their own people, much less for export iron ore.

… In addition to the toll in human lives and suffering, countries spent more money on Second World War than in all previous wars put together. By 1945, exhausted countries faced severe economic problems that frustrated reconstruction efforts: inflation, debt (mostly owed to the United States), trade deficits (shortfalls), balance of payments deficits and depleted (low) gold and dollar supplies.

The devastated countries needed gold or U.S. dollars (the only currency considered to be "as good as gold") to pay for imports and make debt payments. However, both dollars and gold were alarmingly scarce in the war-scarred countries.

Many countries retreated from the market. Communist Eastern Europe abandoned it altogether. The world's multilateral financial and trading system faced a serious threat.

[From *International Monetary Fund: Money matters*]

SOURCE 1B

The source below is part of a speech made by American President Harry Truman in 1948 explaining the reasons why the Marshall Plan needed to be implemented.

Our deepest concern with European recovery, however, is that it is essential to the maintenance of the civilisation in which the American way of life is rooted. It is the only assurance of the continued independence and integrity of a group of nations who constitute a bulwark (protection) for the principles of freedom, justice and the dignity of the individual. The economic plight (difficult) in which Europe now finds itself has intensified a political struggle between those who wish to remain free men living under the rule of law and those who would use economic distress as a pretext (excuse) for the establishment of a totalitarian state.

The next few years can determine whether the free countries of Europe will be able to preserve their heritage of freedom. If Europe fails to recover, the peoples of these countries might be driven to the philosophy of despair – the philosophy which contends that their basic wants can be met only by the surrender of their basic rights to totalitarian control.

Such a turn of events would constitute a shattering blow to peace and stability in the world. It might well compel us to modify our own economic system and to forego (sacrifice), for the sake of our own security, the enjoyment of many of our freedoms and privileges.

It is for these reasons that the United States has so vital an interest in strengthening the belief of the people of Europe that freedom from fear and want will be achieved under free and democratic governments.

[From https://www.presidency.ucsb.edu /. Accessed on 7 January 2024.]

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SOURCE 1C

This source shows how the Marshall Plan was implemented in Europe from 1945.

The Marshall Plan had several purposes. First, the American economy needed outlets for export, and second, the entire European and Japanese economies were in ruins and debt from the war. The Marshall Plan provided much-needed trading dollars. The plan was also intended to counter the attractions of Soviet Communism and probably saved Western Europe from following a socialist path.

… The Marshall Plan 1948 to 1952 was well thought through by George Kennan. It was a clean break. It provided the Europeans with currency to buy US goods; it allowed rapid recovery and it provided a bulwark against the Communist parties of western Europe. The plan provided the conditions for rapid recovery, for both winners like Britain, and losers: Germany, Italy and Japan. It made certain there was no repeat of the chaos that ensued after the 1919 Versailles Agreement.

American motivation for all of this was entirely self-centred – before this looks too altruistic (humane). They feared the attraction of Soviet Communism and argued that the best way to combat socialism was to grow their former adversary's (enemy) economy. US-German and Japanese development policy were determined in the main by the threat of socialism.

It is worth mentioning here that the USA has never again used the support of the kind she used in the Marshall Plan. Despite the many countries that were 'laid waste' in wars such as Afghanistan, Iraq, Syria and Libya. None received a Marshall Plan or anything similar.

[From *Controlling the peace: The re-establishment of world power 1945–1955* by Roger van Zwanenberg.]

SOURCE 1D

This poster named “We build a new Europe”, depicting the Marshall plan (ERP) was created by Austrian Kurt Krapeik. It shows Europe’s wartime destruction with a burned tree and the promise of recovery with the growing leaves.



[From https://www.wealthandpower.org/Blog. Accessed on 7 January 2024.]

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QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?

SOURCE 2A

The following source about the Angolan peace talks was written by a United Nations consultant, Dr Fernando A. Guimarães. It focuses on how different liberation movements in Angola were supported by foreign countries.

When the end of the anti-colonial war came, the MPLA, the FNLA and UNITA did not have sophisticated fighting machines. As they emerged from exile and the hinterland (surrounding areas) in the latter half of 1974, they were little more than a collection of small guerrilla units that had rarely seen their comrades let alone fought alongside them … barely one year later, however, columns of motorised armoured carriers, large mortars, rocket launchers, tanks and jet fighters were all in action as the MPLA faced the combined forces of the FNLA and UNITA in a short but furious war for power in Angola. In that short time, a rapid arms race took the rivals from anti-colonial movements to civil war adversaries (enemies). Foreign intervention in the Angolan Civil War is revealed to be the cause of that arms race …

The strength of the FNLA was further enhanced when the US began a covert (secret) programme of support in January 1975. Earlier in 1974, the Central Intelligence Agency (CIA) had secretly begun making payments to the FNLA and felt that that movement best represented the interest of the USA in Angola … a CIA proposal to endow (give) the FNLA with 300 000 US dollars … was approved by the Secretary of State, Henry Kissinger …

By March 1975, the MPLA began to receive major arms shipments from the Soviet Union. According to official US estimates, between April and October 1975, 27 shiploads arrived and 30 to 40 air missions were flown to deliver war equipment …

According to one source quoting Luanda Radio, the first Cuban military advisors began to arrive in Angola around 7 May 1975. The primary task of this contingent (group) was to set up and run training camps for the MPLA's military arm, FAPLA …

The intervention of South Africa marked a new phase in the escalation (increase) of the conflict … both UNITA and the FNLA had established contact with Pretoria, and South Africa was providing weapons to the hitherto (previously) poorly armed UNITA. By late August (1975), South Africa had set up training camps for both movements …

[From *The origins of the Angolan Civil War* by Fernando Andresen Guimaraes]

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SOURCE 2B

This is an extract from a speech delivered by Fidel Castro on 19 April 1976. It focuses on the reasons for Cuba's involvement in the Cold War in Angola.

Instigated (started) by the United States, regular troops from Zaire entered Angolan territory in the summer of that same year (1975), while South African military forces occupied the Cunene area in the month of August and sent arms and instructors to UNITA bands.

At that time there wasn't a single Cuban instructor in Angola. The first material aid and the first Cuban instructors reached Angola at the beginning of October, at the request of the MPLA, when Angola was openly invaded by foreign forces. However, no Cuban military unit was sent to Angola to participate directly in the fight, nor was that projected.

On 23 October 1975, also instigated (started) by the United States, South African regular army troops, supported by tanks and artillery, invaded Angolan territory across the Namibian border and penetrated deeply into the country, advancing between sixty and seventy kilometres a day. On 3 November they had penetrated more than five hundred kilometres into Angola ...

On 5 November 1975, at the request of the MPLA, the leadership of our party decided to send with great urgency a battalion of regular troops with anti-tank weapons to help the Angolan patriots (loyalists) resist the invasion of the South African racists. This was the first Cuban troop unit sent to Angola.

[From *Cuba and Angola – Fighting for Africa's Freedom and Our Own* by MA Waters (ed.)]

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SOURCE 2C

The picture shows Cuban soldiers displaying a poster of Fidel Castro on January 9, 1989, during a ceremony held at the Cuban training camp of Punda, near Luanda, Angola.



[From *Pascal Guyot / AFP* via Getty Images]

SOURCE 2D

This source focuses on a speech that was delivered by the South African Prime Minister, BJ Vorster, in the House of Assembly in 1976. Vorster outlined the reasons for South Africa's intervention in the Cold War in Angola.

In the House of Assembly in January 1976, Vorster (South Africa's Prime Minister) placed the blame for South Africa's intervention in Angola squarely on the shoulders of the Russians and Cubans: "Our involvement was the effect of Russian and Cuban intervention. If they did not enter Angola, if they did not take part in this affair, if they did not try to subvert (undermine) the whole of Angola and to suppress (contain) its people, South Africa would never have entered Angola at all ... We went in to chase Cuba and the MPLA away from the dams (Ruacana and Calueque)."

It can hardly be doubted that the support which the Russians and the Cubans gave to the MPLA in the form of arms and training contributed in some measure to motivating South Africa's intervention, but it is unlikely that it was as crucial a reason as Vorster implied. It was Swapo, not the Cubans and the MPLA, who threatened the two dams between Ruacana and Calueque. The main reason for South Africa's intervention in Angola was not the presence of Russians and Cubans, but the desire (longing) to prevent a hostile MPLA government from taking control. When South African troops began to invade Angola early in October, there were hardly any Russians and very few Cubans in the country.

There is also evidence that President Kaunda of Zambia and President Mobutu of Zaire, neither of whom favoured the MPLA, welcomed South Africa's support for the FNLA and UNITA.

... South Africa's actions drew her progressively (more and more) deeper into the Angolan war ... General Hendrik van den Bergh was sent to France to purchase weapons to the value of R20 million for the FNLA and UNITA ... South African instructors began to train FNLA and UNITA soldiers in southern Angola.

[From *South Africa in the 20th Century* by BJ Liebenberg and SB Spies (editors)]

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QUESTION 3: HOW DID THE CIVIL RIGHTS MOVEMENT ACHIEVE VOTING RIGHTS FOR BLACKS IN THE USA IN THE 1960s?

SOURCE 3A

The source below highlights the challenges encountered by Black voters when trying to exercise the right to vote.

Even after the Civil Rights Act of 1964 forbade discrimination in voting on the basis of race, efforts by civil rights organisations such as the Southern Christian Leadership Council (SCLC) and the Student Non-violent Coordinating Committee (SNCC) to register Black voters met with fierce resistance in southern states such as Alabama.

But the Civil Rights Movement was not easily deterred (discouraged). In early 1965, Martin Luther King Jr. and the SCLC decided to make Selma, located in Dallas County, Alabama, the focus of a Black voter registration campaign.

Alabama Governor George Wallace, was a notorious opponent of desegregation, and the local county sheriff in Dallas County had led a steadfast opposition to Black voter registration drives.

As a result, only 2 percent of Selma's eligible Black voters (about 300 out of 15 000) had managed to register to vote on communist doctrines."

[From https://www.history.com/topics/black-history/selma-montgomery-march. Accessed on 10 January 2024.]

SOURCE 3B

The source below explains how the SNCC volunteers participated in voter registration campaigns to show black interest in voting in the 1960s.

SNCC (the Student Nonviolent Coordinating Committee), an organisation of young people that emerged from the 1960 sit-in movement, developed an approach to grassroots community organising that has influenced every subsequent progressive movement. Their voter registration work in the Deep South was built around canvassing – going door-to-door, talking to people – and relied on patience, education and building relationships. The work could be slow and tedious. It took place out of the spotlight, with few big or quick victories.

Influenced by Ella Baker and community leaders, the young people in SNCC made decisions by consensus, helped develop leadership skills in others, and challenged hierarchies that privileged wealth and education. In the summer of 1961, a group of about 16 young people put school and jobs on hold to become SNCC's first field staff and commit to full-time movement work.

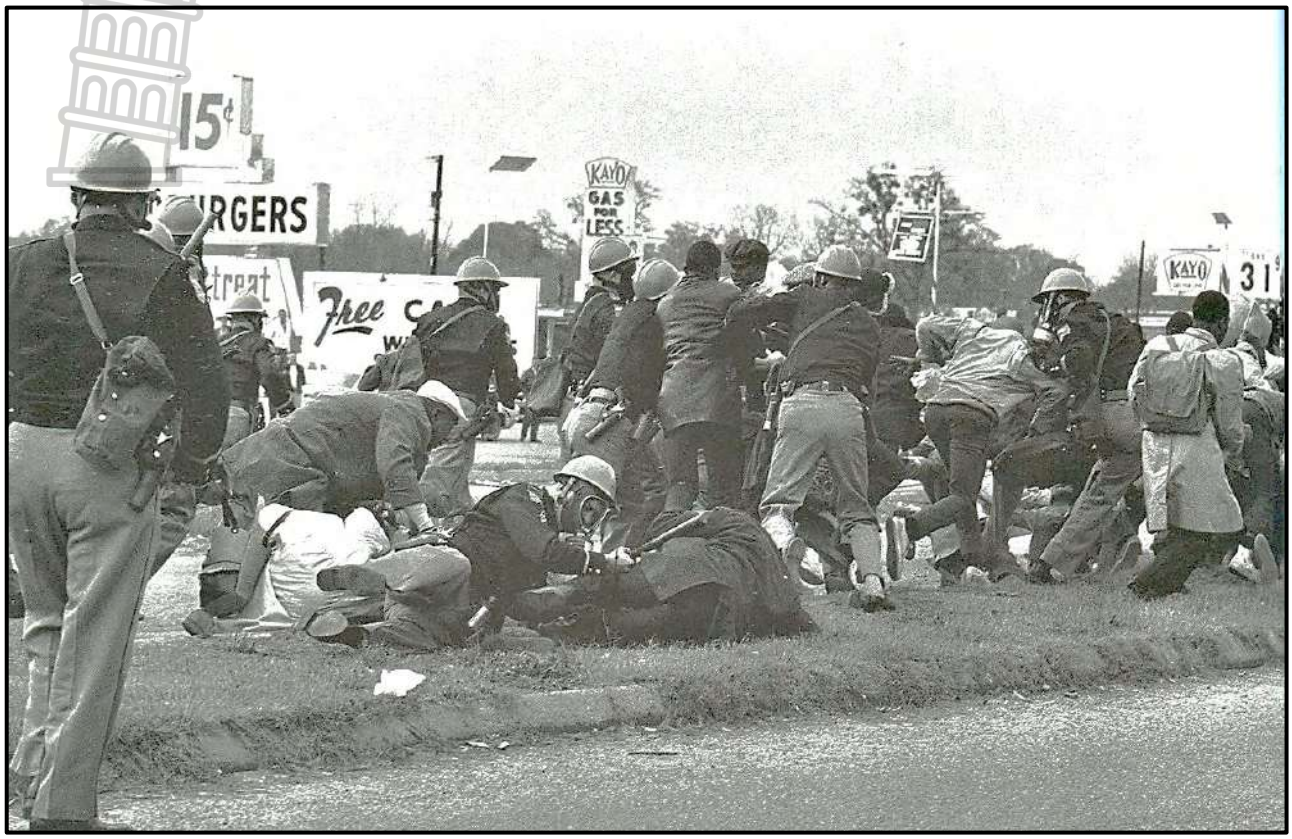
Though SNCC was not acting alone, their organising was at the heart of the movement that moved people to insist that our country eliminate the legal basis of white supremacy. SNCC's organising led directly to the Voting Rights Act, expanding the electorate and ending the undemocratic stranglehold of the southern Dixiecrats. Their work made the national Democratic Party more explicitly representative (in race and gender).

[Article by Emilye Crosby and Judy Richardson, 2015]

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SOURCE 3C

This photograph depicts the state troopers charging on the marchers with billy clubs during the Bloody Sunday in Selma, Alabama in 1965.



[From Stephen Kasher gallery. New York.]

SOURCE 3D

The extract below from an article in *National Geographic*, February 2000, by C Stone, illustrates how the marches eventually culminated in the passing of the Voting Rights Act of 1965.

On Sunday 7 March, hundreds of demonstrators led by John Lewis and Hosea Williams of the SCLC (Southern Christian Leadership Conference) set out on a 54-mile (86-kilometre) trek. At the Edmund Pettus Bridge they confronted Alabama State troopers sent by Governor George Wallace, along with Sheriff Jim Clark and his 'posse' (sheriff's assistants). Ordered to disperse (break up), the marchers stood fast … Clark's men, some on horseback, charged in. A chaos of tear-gassing, whipping and clubbing left several demonstrators unconscious … Televised images of flailing (swinging) clubs spilled into living rooms across the country. Americans were horrified. Ironically, a non-violent march ended violently in 'Bloody Sunday'.

Momentum began building for another march. On Tuesday 9 March, Martin Luther King Jr led 2 000 people across the Pettus Bridge. Once again state troopers blocked the way. King turned the marchers around, and no one was injured.

The following week President Lyndon Johnson went on television to call for legislation banning restrictions that denied blacks the right to vote.

For five days, from March 21 to 25, the road between Selma and Montgomery was lined with marchers. Led by King, more than 3 000 people set out from Selma. At the march's end the crowd that King addressed live on national television from the foot of the state capital's steps had swelled beyond 25 000. Another speaker was Rosa Parks, whose refusal to give up her seat on a Montgomery bus had helped set off the modern Civil Rights Movement.

'The march was a turning point in the movement,' said John Lewis. That August, Congress passed the Voting Rights Act.

[From *National Geographic*, Selma-to-Montgomery marches.]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

International Monetary Fund: Money matters

https://www.presidency.ucsb.edu /. Accessed on 7 January 2024

Controlling the peace: The re-establishment of world power 1945–1955 by Roger van Zwanenberg

https://www.wealthandpower.org/Blog. Accessed on 7 January 2024.

The origins of the Angolan Civil War by Fernando Andresen Guimaraes

Cuba and Angola – Fighting for Africa's Freedom and Our Own by MA Waters (ed.)

Pascal Guyot / AFP via Getty Images

South Africa in the 20th Century by BJ Liebenberg and SB Spies (editors)

https://www.history.com/topics/black-history/selma-montgomery-march. Accessed on 10 January 2024.

Article by Emilye Crosby and Judy Richardson, 2015

Stephen Kasher gallery. New York

National Geographic, Selma-to-Montgomery marches

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