KWAZULU-NATAL PROVINCE

EDUCATION

REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY

COMMON TEST

MARCH 2024

Stanmorephysics.com

MARKS: 100

TIME: 2 hours

This question paper consists of 7 pages and an addendum of 10 pages.

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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: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

   QUESTION 2: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE US CIVIL RIGHTS MOVEMENT

   SECTION B: ESSAY QUESTIONS

   QUESTION 3: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

   QUESTION 4: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

2. SECTION A consists of TWO source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.

3. SECTION B consists of TWO essay questions.

4. Answer TWO questions as follows:

   4.1 At least ONE must be a source-based question and at least ONE must be 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, 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: WHAT ROLE DID THE FOREIGN POWERS PLAY IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

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

1.1 Use Source 1A.

1.1.1 Who, according to the source, were the leaders of the following nationalist movements in Angola in 1975?

a) FNLA
b) MPLA
c) UNITA (3 x 1) (3)

1.1.2 Quote THREE pieces of evidence from the source that suggest that the intention of the Alvor Agreement was to introduce democracy in Angola. (3 x 1) (3)

1.1.3 Explain the concept *coalition government* in the context of the 1975 Alvor Agreement. (1 x 2) (2)

1.1.4 Using the information in the source and your own knowledge, explain why the nationalists decided to halt military operations. (1 x 2) (2)

1.2 Read Source 1B.

1.2.1 Define the concept *colonialism* in your own words. (1 x 2) (2)

1.2.2 What do you think Victoria Britain implied by the statement, 'It was a victory for Africa's liberation movement, but a victory with a political and emotional resonance well beyond the continent' in the context of the liberation of Africa? (2 x 2) (4)

1.2.3 State THREE reasons in the source that made foreign powers to become interested in Angola after it gained independence. (3 x 1) (3)

1.2.4 Why, according to the source, did the USA falsify the history of Angola in 1975? (1 x 1) (1)

1.2.5 Using the information in the source and your own knowledge, explain the role that the United States government played in Angola before the 1975 election. (2 x 2) (4)

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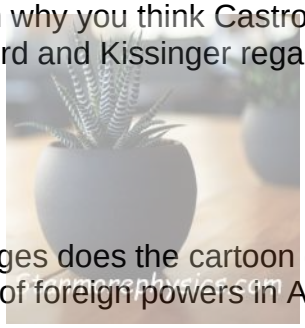
1.3 Consult Source 1C.

1.3.1 Quote TWO items from the source that the leadership of Cuba decided to send to the MPLA on 5 November 1975. (2 x 1) (2)

1.3.2 Why, do you think, Castro made the following statement, 'The USSR is extraordinarily respectful and careful in its relations with Cuba'? (1 x 2) (2)

1.3.3 Comment on why you think Castro had a negative opinion of President Ford and Kissinger regarding Cuba's role in Angola. (1 x 2) (2)

1.4 Study Source 1D.



1.4.1 What messages does the cartoon convey regarding the involvement of foreign powers in Angola? (2 x 2) (4)

1.4.2 Comment on the limitations of this source to a historian studying the role of foreign powers in the Civil War in Angola between 1974 and 1976. (2 x 2) (4)

1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1C differs from the visual evidence in Source 1D regarding the role that the Soviet Union and Cuba played in Angola. (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 the role that foreign powers played in the Angolan Civil War between 1974 and 1976. (8)

[50]

QUESTION 2: HOW WAS THE INTEGRATION OF CENTRAL HIGH SCHOOL IN ARKANSAS A VICTORY FOR THE CIVIL RIGHTS MOVEMENT IN 1957?

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

2.1 Read Source 2A.

2.1.1 Identify any TWO strategies in the source that Martin Luther King Jr urged the civil rights activists to adopt in Little Rock, Arkansas. (2 x 1) (2)

2.1.2 Define the concept *integration* in your own words. (1 x 2) (2)

2.1.3 How, according to the source, were African Americans treated by the ruthless mob in Little Rock, Arkansas? (3 x 1) (3)

2.1.4 Why, do you think, Martin Luther King Jr uttered these words, 'meeting physical force with soul force,' in the context of the Civil Rights philosophy? (1 x 2) (2)

2.1.5 Explain why Martin Luther King Jr was 'optimistic' about the integration of schools in the United States of America. (1 x 2) (2)

2.2 Use Source 2B.

2.2.1 Who, according to the source, wrote the decision of the court on racial segregation of children in public schools? (1 x 1) (1)

2.2.2 Comment on the implications of the following statement, ‘Where a state, therefore, has undertaken to provide universal education, such education becomes a right that must be afforded equally to both blacks and whites’. (2 x 2) (4)

2.2.3 Why, in your view, did the court declare: ‘even if the tangible facilities were equal between the black and white schools, racial segregation in schools was inherently unequal and thus always unconstitutional’? (2 x 2) (4)

2.3 Study Source 2C.

2.3.1 Quote evidence from the source that indicates that the state provided transport to the Little Rock Nine students. (1 x 1) (1)

2.3.2 Explain the term *segregationist* in the context of the crisis at Central High School in the 1950s. (1 x 2) (2)

2.3.3 Identify THREE pieces of evidence in the source that point to the intimidation of the African American students by the segregationists at Central High School. (3 x 1) (3)

2.3.4 What, according to the source, enabled the Little Rock Nine to survive at Central High School? (2 x 1) (2)

2.3.5 Why would an historian consider Ernest Green's account of the events in Little Rock useful when researching the integration of the nine African American students at Central High School? (2 x 2) (4)

2.4 Consult Source 2D.

2.4.1 Explain the messages conveyed by the photograph regarding the Little Rock Nine. (2 x 2) (4)

2.4.2 Comment on the title of the cartoon, 'BRAVE HEARTS: THE LITTLE ROCK NINE', in the context of the integration at Central High School'. (1 x 2) (2)

2.5 Examine Sources 2C and 2D. Explain how the evidence in Source 2D supports the information in Source 2C regarding the experience of the Little Rock Nine at Central High School. (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 the integration of Central High School in Arkansas was a victory for the Civil Rights Movement in 1957. (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 3: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Explain to what extent Mobuto Sese Seko was successful in implementing political, economic, social and cultural policies in Congo after attaining independence from Belgium in 1960.

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

QUESTION 4: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

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The ideas of Malcolm X solely inspired the African Americans to fight segregation and discrimination in the United States of America (USA).

Do you agree? Substantiate your response with relevant historical evidence. **[50]**

TOTAL MARKS: 100

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HISTORY

ADDENDUM

COMMON TEST

MARCH 2024

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TOTAL: 100

N.B. This addendum consists of 10 pages including this page.

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QUESTION 1: WHAT ROLE DID THE FOREIGN POWERS PLAY IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

SOURCE 1A

The following extract explains the provisions of the Alvor Agreement that were signed by the three Angolan liberation organisations on 15 January 1975.

Under pressure from the Organisation of African Unity (OAU), the three nationalist leaders, Holden Roberto's National Front for the Liberation of Angola (FNLA), Agostinho Neto's People's Movement for the Liberation of Angola (MPLA) and Jonas Savimbi's National Union for the Independence Angola (UNITA), were brought together in Kenya in January 1975, where they agreed to mutual recognition and to open negotiations on the transition (change) from Portuguese rule to independence. On 10 January, the negotiations moved to the Algarve in Portugal and they were concluded there on 15 January with a settlement known as the Alvor Agreement.

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According to the Alvor Agreement, Angola was to be administered by a coalition government composed of the three nationalist groups and the Portuguese until Independence Day set for 11 November 1975. Elections for a constituent assembly were to be held in October. During the transitional (change-over) period Portugal would retain a 24 000-man army in Angola. Meanwhile the three nationalist movements would contribute 8 000 men each towards establishing a national army.

The nationalists also agreed to place a freeze (put on hold) on their military positions as at January 1975. At the time of the Alvor Agreement the FNLA had a distinct military advantage. It possessed an armed force, estimated at 15 000 troops, which was relatively well equipped, and it was further supported by Daniel Chipenda's guerrilla army, several thousand strong, which had defected from the MPLA. The MPLA, by comparison, had about 3 000 trained guerrillas under its command, although it was rapidly expanding its forces through recruitment, mainly in the Luanda area. UNITA was also heavily recruiting among the Ovimbundu.

On 31 January 1975, the new transitional (interim) government took office in a climate rife (widespread) with suspicion and mistrust.

[From *The First Dance of Freedom* by Martin Meredith]

SOURCE 1B

The extract below explains how foreign powers became involved in Angola during the mid-1970s. It was written by a British journalist, Victoria Brittain, who spent ten years working in Angola.

When the red and black flag with the yellow star representing independent Angola was raised over Luanda on 11 November 1975, ending the repressive (authoritarian) blood-soaked years of Portuguese colonialism, it was a victory for Africa's liberation movement, but a victory with a political and emotional resonance (meaning) well beyond the continent … Angola's hard-won independence was a pledge to millions further south on the continent that liberation of the rest of the continent was possible …

… Angola's natural resources, including oil and diamonds, its size and its strategic location made it a prize so tempting that the big powers did not for a moment dream of leaving the future direction to the Angolans …

The Americans falsified (distorted) the history of Angola in 1975 to create a Soviet and Cuban threat in the region which, at the height of the Cold War, had to be countered. The MPLA, they claimed, never intended to share power with the other two parties and was planning with the Soviets and Cubans to crush the FNLA and UNITA militarily, giving the Soviet Union a strategic foothold in a key region of Africa.

The realities were very different. In Washington in January 1975, Henry Kissinger and the committee of 40 authorised 300 000 dollars for the MPLA's main rival group, the FNLA. The FNLA leader, Holden Roberto, had been on the Central Intelligence Agency (CIA) payroll since 1961 … the Americans also stepped-up military support for UNITA, and throughout the year ambushes and assassinations of the MPLA by its two rivals destabilised the country and made a mockery (ridicule) of power-sharing within the transitional government. And, most importantly, the Americans gave the nod (approval) to Pretoria to mount an ambitious military adventure …

[From *Death of Dignity* by V Brittain]

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SOURCE 1C

This source is an extract from a speech delivered by the Cuban leader, Fidel Castro, in Havana on 19 April 1976. He outlines the reasons for Cuba's assistance to the MPLA.

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

Cuba alone bears the responsibility of taking that decision. The USSR had always helped the people of the Portuguese colonies in their struggle for independence, provided besieged [surrounded] Angola with basic military equipment and collaborated [co-operated] with us when imperialism had cut off practically all our air routes to Africa. But it never requested that a single Cuban be sent to that country. The USSR is extraordinarily respectful and careful in its relations with Cuba. A decision of that nature could only be made by our own party.

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Ford and Kissinger lie to the people of the United States and to world public opinion when they try to place the responsibility for Cuba's action in solidarity with Angola on the Soviet Union.

[From *Fidel Castro Speeches: Cuba's International Foreign Policy 1975 –1980* by F Castro]

SOURCE 1D

The cartoon below is drawn by Werner, an American cartoonist, which depicts the involvement of the Soviet Union and Cuba in Angola after 1975.



[From http://cartoonmuseum.eu/en/cartoons/ussr-cuba-angola/. Accessed on 12 January 2024]

Leonid Brezhnev, leader of the Soviet Union

Fidel Castro, Cuban leader

ANGOLA

QUESTION 2: HOW WAS THE INTEGRATION OF CENTRAL HIGH SCHOOL IN ARKANSAS A VICTORY FOR THE CIVIL RIGHTS MOVEMENT IN 1957?

SOURCE 2A

This source is an article that was published in the *Atlanta Daily World* on 26 September 1957. It refers to a part of a telegram***** that Martin Luther King Jr sent to Daisy Bates, leader of the National Association for the Advancement of Coloured People (NAACP) in Little Rock.

Dr Martin Luther King Jr, president of the Montgomery, Alabama Improvement Association, has urged the people of Little Rock, Arkansas to be Christian and dignified in their struggle for integration and to fight violence with non-violence.

Dr King, well-known pastor of Dexter Avenue Baptist Church in Montgomery, said: ' I urge the people of Little Rock to follow a way of non-violence at this time. I know this is difficult advice at a time when you are being terrorised, stoned and threatened by ruthless mobs. But non-violence is the only way to a lasting solution of the problem.'

'You must meet physical force with soul force. You have no alternative but to continue the struggle for integrated schools, but to do it with a thorough commitment to Christian principles' ...

'History is on your side. World opinion is with you. The moral conscience of millions of white Americans is with you. Keep struggling with this faith and the tragic night of anarchy and mob rule which encompass (cover) your city at this time will be transformed into the glowing daybreak of freedom and justice.'

The young minister has said he is 'optimistic' (confident) about the integration process and has predicted that 'before the turn of the century segregation and discrimination will not exist in America.'

[From http://mlkpp01.stanford.edu./inde.php/encyclopedia/docimentry/dr king as for non-violence in little rock crisis/ Accessed on 15 January 2024]

SOURCE 2B

This source focuses on the judgement of the United States Supreme Court regarding the school desegregation in 1954. It highlights how Central High School in Little Rock, Arkansas, was affected by this judgement.

… the Court … spoke in a unanimous (united) decision written by [Chief Justice] Earl Warren himself. The decision held that racial segregation of children in public schools violated the Equal Protection Clause of the Fourteenth Amendment, which states that 'no state shall make or enforce any law which shall ... deny to any person within its jurisdiction the equal protection of the laws.'

On the other hand, that Amendment did not prohibit (forbid) integration. In any case, the Court asserted (declared) that the Fourteenth Amendment guarantees equal education today. Public education in the 20th century, said the Court, had become an essential component of a citizen's public life, forming the basis of democratic citizenship, normal socialisation and professional training. In this context, any child denied a good education would be unlikely to succeed in life. Where a state, therefore, has undertaken to provide universal education, such education becomes a right that must be afforded equally to both blacks and whites.

Were the black and white schools 'substantially' (largely) equal, as the lower courts had found? After reviewing psychological studies showing black girls in segregated schools had low racial self-esteem, the Court concluded that separating children based on race creates dangerous inferiority complexes that may adversely affect black children's ability to learn. The Court concluded that, even if the tangible (physical) facilities were equal between the black and white schools, racial segregation in was inherently unequal and thus unconstitutional.

[From http://www.pbs.org/wnet/supremecourt/rights/landmark_brown.html. Accessed on 19 January 2024.]

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SOURCE 2C

This source is an extract from an interview with Ernest Green, given many years later. In 1958 Ernest Green became the first African American student to graduate from Central High School, Little Rock. He looks back on the experience of being one of only nine African American students in a school of over 2 000 pupils.

We were picked up by the army at our individual houses and taken to Mrs Bates' house, which was our gathering spot. From there we got into a station wagon. It was a convoy (fleet of cars). They had a jeep in front, a jeep behind and armed soldiers in each of them. I think there were machine-gun mounts on the back of the jeeps.

Every day the troops would bring us to the school. Initially we each had a paratrooper (troops trained and equipped to parachute) who would wait outside the classroom to escort us to the next class, so that we were never alone … When the segregationists realised we were not leaving, they started coming back (to school). And when they came back, all hell started breaking loose … As they withdrew the troops from inside the corridors, you were subjected to all kinds of taunts (provocations), someone attempting to trip you, pour ink on you, in some other way ruin your clothing and at worst, someone physically attacking you …

I decided after the segregationists started coming back that I was going to make it through that year. Short of being shot, I could outlast (survive) anything that they could give. I think it was a combination of the family support at home and the relationship that grew between the nine of us … One thing I think is very important is this: while the nine of us may have been preselected, there are really nine, ten, thirty, forty, fifty kids in every community that could have done that. It was not that nine people fell out of the sky in Little Rock. We were all ordinary kids. You really do have the ability to do a lot more than either you have been told or you have been led to believe by your surroundings. If given the opportunity, you would be surprised at how much you can do, how much you can achieve.

[From: http://mlk- kpp01.stanford.edu/resources/lc/Lara_Burenin_KDHP Unit.pdf. Accessed on 22 January 2024.]

SOURCE 2D

The source below is a photograph, entitled 'BRAVE HEARTS: THE LITTLE ROCK NINE'. It shows the Little Rock Nine being escorted into Central High School, Little Rock, in September 1957.



[From https://images.app.goo.gl/a9pfPopMF96Vpifz5 Accessed on 15 November 2022.]

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ACKNOWLEDGEMENTS

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

Brittain, *V. Death of Dignity*

Castro, F. *Fidel Castro Speeches: Cuba's International Foreign Policy 1975–1980*
http://cartoonmuseum.eu/en/cartoons/ussr-cuba-angola/.

http:// europe.unc.edu/teaching/ces-produced/cold-war-2/.

http://fliphtml5.com/lpnd/mdrn/basic

https://images.app.goo.gl/a9pfPopMF96Vpifz5

http://mlkpp01.stanford.edu/index.php/encyclopedia/documentsentry/dr_king_asks_for non_violence_in_little_rock_school_crisis/.

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http://www.americanforeignrelations.com/A-D/Cold-Warriors-Dean-acheson.html

http://www.pbs.org/wnet/supremecourt/rights/landmark_brown.html

Meredith, M. *The First Dance of Freedom*
www.johndclaire.net/cold_war8.htm.

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