basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

2022

Stanmorephysics.com

MARKS: 150

TIME: 2 hours

This question paper consists of 9 pages and an addendum of 14 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: 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 US CIVIL RIGHTS MOVEMENT

   SECTION B: ESSAY QUESTIONS

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

   QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

   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 can be either a source-based question or an essay question.

5. You are advised to spend 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 MARSHALL PLAN ATTEMPT TO RESTORE THE EUROPEAN ECONOMY AFTER THE DEVASTATION OF THE SECOND WORLD WAR?

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

1.1 Refer to Source 1A.

1.1.1 Quote TWO pieces of evidence from the source which suggests that conditions in Europe in 1947 were dire (horrible). (2 x 1) (2)

1.1.2 Name any TWO hardships in the source that the European public faced as a result of the devastation caused by the Second World War. (2 x 1) (2)

1.1.3 Define the concept *communism* in your own words. (1 x 2) (2)

1.1.4 Using the information in the source and your own knowledge, explain how the growing threat of communism would impact on the USA. (2 x 2) (4)

1.2 Read Source 1B.

1.2.1 Identify TWO basic purposes of the Marshall Plan stated in the source. (2 x 1) (2)

1.2.2 Explain the term *individual liberty* in the context of the Marshall Plan. (1 x 2) (2)

1.2.3 According to the source, name any TWO aims that the Marshall Plan attempted to implement in order to rebuild Europe. (2 x 1) (2)

1.2.4 Name any TWO areas in the source that the advisory groups worked on to improve conditions in Europe. (2 x 1) (2)

1.2.5 In the context of aid provided by the USA, comment on the following statement: 'The United States constantly pressured them (European nations) to compromise and make "collective use" of the aid to rebuild Europe as a whole.' (2 x 2) (4)

1.3 Study Source 1C.

1.3.1 Explain the messages that are conveyed in the cartoon regarding the conditions that Europe found herself in after the Second World War. (2 x 2) (4)

1.3.2 What do you think is the implication of the caption, 'The Way Back', in the context of restoring the European economy after the Second World War? (1 x 2) (2)

1.4 Use Source 1D.

1.4.1 Quote TWO pieces of evidence from the source that suggest that the Marshall Plan undermined (defied) the United Nations. (2 x 1) (2)

1.4.2 Using the information in the source and your own knowledge, comment on why Vyshinsky regarded the implementation of the Marshall Plan in Europe as interference in the international affairs of European countries. (2 x 2) (4)

1.4.3 Explain the limitations of this source to a historian researching the aims of the Marshall Plan. (2 x 2) (4)

1.5 Study Sources 1B and 1D. Explain how Source 1D differs from Source 1B regarding the assistance given to Europe by the United States government through the Marshall 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 Marshall Plan attempted to restore the European economy after the devastation of the Second World War. (8)

[50]

QUESTION 2: HOW DID FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1974?

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

2.1 Use Source 2A.

2.1.1 What event, according to the source, led to the end of colonialism in Angola in 1974? (1 x 2) (2)

2.1.2 Explain the concept *colonialism* in the context of control of Angola in 1974. (1 x 2) (2)

2.1.3 State any TWO aims of the Alvor Agreement as stated in the source. (2 x 1) (2)

2.1.4 Using the information in the source and your own knowledge, comment on why the three liberation movements failed to adhere (obey) to the Alvor Agreement. (2 x 2) (4)

2.2 Consult Source 2B.

2.2.1 Explain why you think this historical photograph was taken. (2 x 2) (4)

2.2.2 Using the information in the source and your own knowledge, explain the situation that led to the signing of the Alvor Agreement in Portugal in 1975. (1 x 2) (2)

2.3 Refer to Sources 2A and 2B. Explain how the evidence in Source 2B supports the information in Source 2A regarding the signing of the Alvor Agreement by the three liberation movements. (2 x 2) (4)

2.4 Read Source 2C.

2.4.1 How, according to the source, did Cuba support the MPLA? (2 x 1) (2)

2.4.2 Quote TWO pieces of evidence from the source that indicates the Soviet Union's involvement in the Angolan Civil War. (2 x 1) (2)

2.4.3 Using the information in the source and your own knowledge, comment on the impact of the Cuban and Soviet Union's involvement in the Angolan Civil War. (2 x 2) (4)

2.4.4 Explain the usefulness of this source to a student researching the involvement of Cuba and the Soviet Union in the Angolan Civil War in 1975. (2 x 2) (4)

2.5 Study Source 2D.

2.5.1 Give any TWO reasons in the source why South Africans became involved in the Angolan Civil War. (2 x 1) (2)

2.5.2 Name TWO liberation movements in the source that South Africa decided to support during the Angolan Civil War of 1975. (2 x 1) (2)

2.5.3 Why do you think South Africans disguised (hid) their invasion of Angola as a mercenary operation? (2 x 2) (4)

2.5.4 Define the term *independence* in your own words. (1 x 2) (2)

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 foreign powers got involved in the Angolan Civil War from 1974. (8)

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QUESTION 3: WHAT CHALLENGES DID SIT-IN PROTESTERS ENCOUNTER IN THEIR ATTEMPTS TO DESEGREGATE PUBLIC FACILITIES IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

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

3.1 Use Source 3A.

3.1.1 What, according to the source, was the target of the Nashville sit-in campaign in the 1960s? (1 x 2) (2)

3.1.2 Define the term *segregation* in your own words. (1 x 2) (2)

3.1.3 Identify TWO student bodies in the source that coordinated the Nashville sit-in protests in the 1960s. (2 x 1) (2)

3.1.4 Explain whether you agree with the claim (view) by store owners that it was their 'moral right' to determine who they would or would not serve. (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 Why do you think this photograph made headline news for the *Tennessean Newspaper* on 20 February 1960? (2 x 2) (4)

3.2.2 Comment on the significance of the words: 'FOUNTAIN CLOSED IN INTEREST OF PUBLIC SAFETY', in the context of segregation in the USA in the 1960s. (1 x 2) (2)

3.3 Read Source 3C.

3.3.1 State TWO non-violent ways, stated in the source, in which Nashville owners reacted to the sit-ins in their stores. (2 x 1) (2)

3.3.2 Why do you think the police only arrested those who were staging lunch counter sit-ins and not the white perpetrators of violence? (2 x 2) (4)

3.3.3 Identify TWO punishments in the source that the judge imposed on those who staged sit-ins at lunch counters. (2 x 1) (2)

3.4 Refer to Sources 3B and 3C. Explain how these sources support each other regarding the reaction by whites to sit-ins staged by African Americans in Nashville, Tennessee, during the 1960s. (2 x 2) (4)



3.5 Consult Source 3D.

3.5.1 Identify the principle, according to President JF Kennedy, upon which the American nation was founded. (1 x 2) (2)

3.5.2 Name any TWO public facilities (places) in the source where Kennedy believed all Americans, of any colour, should receive equal treatment. (2 x 1) (2)

3.5.3 Explain the term *equal rights* in the context of President Kennedy's speech. (1 x 2) (2)

3.5.4 Why do you think President JF Kennedy insisted that all Americans, irrespective of colour, must be treated equally? (2 x 2) (4)

3.5.5 Comment on the reliability of this source to a historian studying the impact of the sit-in campaigns in the United States during the 1960s. (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 sit-in protesters encountered in their attempts to desegregate public facilities in the USA in the 1960s. (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: THE EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

The military tactics and strategies used by the United States America against the Vietcong during the Vietnam War (1960–1970s) failed to stop Vietnam from becoming a communist state.

Do you agree with the statement? Use relevant evidence to support your line of argument. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko demonstrated good leadership qualities after attainment of independence from colonial rule in the 1960s.

Critically discuss this statement with reference to the political, economic, social and cultural policies of the Congo from the 1960s to the 1970s. **[50]**

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

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

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

TOTAL: 150

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