



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2024

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 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 at least ONE hour per question.
6. When answering questions, candidates should apply their 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 to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW WERE THE LIVES OF BERLINERS AFFECTED BY THE CONSTRUCTION OF THE BERLIN WALL IN 1961?

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

1.1 Refer to Source 1A.

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|-------|--|------------------------|----------------|
| 1.1.1 | When, according to the source, did the construction of the Berlin Wall begin? | (1 x 1) | (1) |
| 1.1.2 | Give ONE reason in the source, why the German Democratic Republic (GDR) constructed the Berlin Wall. | (1 x 1) | (1) |
| 1.1.3 | Define the concept <i>communism</i> in your own words. | (1 x 2) | (2) |
| 1.1.4 | Explain why you think the fleeing of people to the West in 1961 ended up damaging the following:

(a) 'the credibility of the GDR'

(b) 'the workforce of the GDR' | (1 x 2)

(1 x 2) | (2)

(2) |
| 1.1.5 | Quote TWO pieces of evidence from the source which indicates that 'within a day the West of Berlin was completely sealed off from the East'. | (2 x 1) | (2) |

1.2 Read Source 1B.

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|-------|--|---------|-----|
| 1.2.1 | Identify THREE incidents in the source that Hans Peters witnessed at 2.20 a.m. (13 August 1961) while he was on border duty in the French Sector of West Berlin. | (3 x 1) | (3) |
| 1.2.2 | Comment on what is implied by the words, 'It's all over now with trips to Berlin', in the context of what happened on 13 August 1961. | (2 x 2) | (4) |
| 1.2.3 | Explain why a historian would regard this source as reliable when researching an account of what transpired on the morning of 13 August 1961. | (2 x 2) | (4) |

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|-----|--|---------|-----|
| 1.3 | Study Source 1A and Source 1B. Explain how information in Source 1A supports the evidence in Source 1B regarding events that took place in Berlin on 13 August 1961. | (2 x 2) | (4) |
|-----|--|---------|-----|

1.4 Use Source 1C.

- 1.4.1 Why, according to the source, was Noffke in West Berlin on the evening before the construction of the Berlin Wall? (1 x 2) (2)
- 1.4.2 Explain the concept *capitalist* in the context of West Berlin. (1 x 2) (2)
- 1.4.3 What conclusions can be drawn from the fact that Noffke and a group were prepared to dig a tunnel of 200 yards to smuggle their families to the West? (2 x 2) (4)
- 1.4.4 How, according to the source, was the East German (Stasi) secret police able to deal with the following after the tunnel diggers had completed their work:
- (a) Noffke (1 x 1) (1)
- (b) Noffke's colleagues (1 x 1) (1)
- (c) Noffke's wife (1 x 1) (1)

1.5 Consult Source 1D.

- 1.5.1 Explain whether you would consider the words, 'The men are becoming more jumpy as the Berlin Crisis deepens, Comrade ...', to be an appropriate caption for the cartoon. (1 x 2) (2)
- 1.5.2 Comment on the implication of the message on the signpost on the Western Sector side, '... DEFECTORS WELCOME'. (1 x 2) (2)
- 1.5.3 What conclusion can you draw from the body language of the two generals in the foreground, in the context of defections that were taking place? (1 x 2) (2)

- 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 lives of Berliners were affected by the construction of the Berlin Wall in 1961.

(8)
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QUESTION 2: HOW DID THE DEFEAT OF THE SOUTH AFRICAN DEFENCE FORCE (SADF) AT THE BATTLE OF CUITO CUANAVALLE IN ANGOLA LEAD TO PEACEFUL NEGOTIATIONS IN SOUTHERN AFRICA IN THE LATE 1980s?

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

2.1 Read Source 2A.

- 2.1.1 List FOUR military forces in the source that were involved in the final confrontation at the Battle of Cuito Cuanavale. (4 x 1) (4)
- 2.1.2 Define the term *sovereignty* in your own words. (1 x 2) (2)
- 2.1.3 Using the information in the source and your own knowledge, explain the significance of Angola's air superiority during the Battle of Cuito Cuanavale. (1 x 2) (2)
- 2.1.4 Comment on what is implied by the statement, 'it was important in southern Africa that white South Africans could be killed by bullets fired by black Africans and black Cubans', in the context of the Angolan war. (1 x 2) (2)
- 2.1.5 Explain the limitations of the source to a historian researching the outcome of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 Give TWO reasons in the source why the United States government implemented a covert plan in Angola. (2 x 1) (2)
- 2.2.2 Explain why the United States used Mobutu and South Africa to intervene during the Battle of Cuito Cuanavale. (1 x 2) (2)
- 2.2.3 Comment on why Castro believed, 'there would have been no possibility of a successful outcome in Angola without the political and logistical support from the Soviet Union ...'. (1 x 2) (2)
- 2.2.4 Quote TWO pieces of evidence from the source that suggests why South Africa had 'to sit down around the negotiating table'. (2 x 1) (2)

2.3 Use Source 2C.

- 2.3.1 Explain why you think this photograph was taken. (1 x 2) (2)
- 2.3.2 What do you think was the significance of the presence of the United Nations' Secretary General during the signing of the Tripartite Accord? (2 x 2) (4)

- 2.4 Refer to Sources 2A and 2C. Comment on how the information in Source 2A supports the evidence in Source 2C regarding the signing of the Tripartite Accord. (2 x 2) (4)
- 2.5 Consult Source 2D.
- 2.5.1 Identify, in the source, any TWO forces/parties that waged a combined attack on the Angolans (MPLA) during the Angolan Civil War. (2 x 1) (2)
- 2.5.2 Using the information in the source and your own knowledge, comment on what was implied by Mandela's statement, '... your forces in the Battle of Cuito Cuanavale was of truly historic significance.' (2 x 2) (4)
- 2.5.3 How, according to the source, did the following respond when Mandela approached them for assistance in taking up arms?
- (a) Western governments (1 x 1) (1)
- (b) Cuba (1 x 1) (1)
- 2.5.4 Explain the term *internationalism* in the context of Cuba's foreign policy. (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 the defeat of the South African Defence Force (SADF) at the Battle of Cuito Cuanavale in Angola led to peaceful negotiations in southern Africa in the late 1980s. (8)
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QUESTION 3: WHY DID CIVIL RIGHTS MARCHERS IN THE UNITED STATES OF AMERICA (USA) ORGANISE THE MARCH ON WASHINGTON ON 28 AUGUST 1963?

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

3.1 Refer to Source 3A.

- 3.1.1 Quote evidence from the source suggesting why organisers of the March on Washington regarded it as more than just a demonstration. (1 x 1) (1)
- 3.1.2 State any TWO ways in the source in which the organisers wanted the March to be a disciplined and purposeful demonstration. (2 x 1) (2)
- 3.1.3 Who do you think are referred to as 'evil persons are determined to smear this March and to discredit (doubt) the cause of equality by deliberate efforts', with regard to the preparations for the March on Washington in 1963? (1 x 2) (2)
- 3.1.4 Comment on the implication of the statement, 'We ask each and every one in attendance ... to place the cause (March on Washington) above all else.' (2 x 2) (4)

3.2 Use Source 3B.

- 3.2.1 Define the term *civil rights* in your own words. (1 x 2) (2)
- 3.2.2 What, according to the source, did the civil rights marchers demand when they converged on the Lincoln Memorial? (1 x 2) (2)
- 3.2.3 Explain the significance of the presence of many leaders from various fields, who were given the opportunity to address the marchers. (2 x 2) (4)
- 3.2.4 Comment on why the 'I Have a Dream' speech may be regarded as historically significant. (2 x 2) (4)

3.3 Read Source 3C.

- 3.3.1 State any TWO demands in the source that were made by the marchers who participated in the March on Washington on 28 August 1963. (2 x 1) (2)
- 3.3.2 Why do you think the photographer decided to take this photograph? (2 x 2) (4)

- 3.4 Refer to Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the activities on the day of the March on Washington on 28 August 1963. (2 x 2) (4)
- 3.5 Study Source 3D.
- 3.5.1 Give TWO reasons in the source which suggests that President Kennedy supported the March on Washington. (2 x 1) (2)
- 3.5.2 According to the source, give TWO reasons why the President believed the organisers of the March deserved the appreciation from the USA's government. (2 x 1) (2)
- 3.5.3 Explain the term *discrimination* in the context of the Civil Rights Movement in the USA. (1 x 2) (2)
- 3.5.4 Quote any law/programmes from the source that had to be passed by Congress to eliminate discrimination in employment. (1 x 1) (1)
- 3.5.5 Comment on why a historian would find this source useful when studying the reaction of the USA government to the March on Washington. (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 why civil rights marchers in the USA organised the March on Washington on 28 August 1963. (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

Explain to what extent the technological superiority of the United States army could not help to defeat a small army of Viet Cong guerrillas in the Vietnamese War between 1962 and 1973.

Substantiate your answer with relevant historical evidence.

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

Mobutu Sese Seko's political, economic, social and cultural policies, which he introduced in the Congo after gaining independence in the 1960s, were anti-colonial in nature.

Do you agree with this statement? Support your line of argument with relevant historical evidence.

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

The Black Power Movement adopted a militant approach to challenge discrimination against African Americans in the USA in the 1960s.

Critically discuss this statement in the context of the Black Power philosophy. Use relevant historical evidence to support your line of argument.

[50]**TOTAL: 150**