



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**JUNE 2021**

**HISTORY P1  
(EXEMPLAR)**

**MARKS:** 100

**TIME:** 2½ hours

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This question paper consists of 9 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: EXTENSION OF THE COLD WAR: THE ORIGINS OF 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: THE COLD WAR: CASE STUDY – VIETNAM

QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDIES – 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 can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Candidates are required to answer TWO questions as follows:

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 candidates answer questions, they are required to demonstrate application of 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. Start each question on a NEW page and rule off at the end of each question.
10. Write neatly and legibly.

**SECTION A: SOURCE-BASED QUESTIONS**

Answer at least ONE question in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

**QUESTION 1: HOW DID BERLIN BECOME A FOCAL POINT OF THE COLD WAR AFTER 1945?**

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

**1.1 Study Source 1A.**

- |       |  |         |     |
|-------|--|---------|-----|
| 1.1.1 | What, according to the source, was the Yalta Conference's decision regarding Germany?  | (1 x 2) | (2) |
| 1.1.2 | Define the concept <i>Cold War</i> in your own words.  | (1 x 2) | (2) |
| 1.1.3 | Use the information in the source and your own knowledge to explain why Germany and Berlin was to be divided into four zones.                  | (2 x 2) | (4) |
| 1.1.4 | Explain what is implied with the statement, '... in which the former members of the Grand Coalition confronted each other eyeball to eyeball.' | (2 x 2) | (4) |
| 1.1.5 | Mention THREE capital cities of the Western allies as indicated in the source.   | (3 x 1) | (3) |

**1.2 Read Source 1B.**

- |       |   |         |     |
|-------|---|---------|-----|
| 1.2.1 | When, according to the source, was the first heightening of Cold War tensions?                        | (1 x 1) | (1) |
| 1.2.2 | What, according to the source, did the Soviets impose?  | (2 x 1) | (2) |
| 1.2.3 | List TWO key events that led to the Soviet Blockade of Berlin in 1948.                                | (2 x 1) | (2) |
| 1.2.4 | Explain how the Western Allies responded to the Soviet Blockade of Berlin.                            | (1 x 2) | (2) |
| 1.2.5 | Comment on why Stalin decided to lift the Blockade.   | (2 x 2) | (4) |
| 1.2.6 | How useful is this source to a history student researching about the reasons for the Berlin Blockade. | (2 x 2) | (4) |

1.3 Refer to Source 1C.

1.3.1 What term is used in the source that may be used to describe a system of government based on the principle of majority decision-making? (1 x 2) (2)

1.3.2 Using the information in the source and your own knowledge, explain the impact that the Berlin Blockade had on East-West relations. (1 x 2) (2)

1.4 Consider Source 1D.

Explain the messages that are conveyed in the cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)

1.5 Compare Sources 1B and 1D. Explain how the information in Source 1A supports the evidence in Source 1D regarding the Berlin Blockade. (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 Berlin became the focal point of the Cold War after 1945. (8)

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**QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN THE ANGOLAN WAR OF INDEPENDENCE?**

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

2.1 Use Source 2A.

- 2.1.1 Define the concept '*communism*' in your own words. (1 x 2) (2)
- 2.1.2 Why, according to the source, was South Africa against an arrangement with the MPLA? (1 x 2) (2)
- 2.1.3 List TWO organisations that the South African government supported during the conflict in Angola. (2 x 1) (2)
- 2.1.4 Use the information in the source and your own knowledge to explain why the South African government was against the MPLA ruling Angola. (2 x 2) (4)
- 2.1.5 Comment on the significance of the statement: 'Both committed to denying SWAPO bases from which to operate in southern Angola.' (2 x 2) (4)

2.2 Refer to Source 2B.

- 2.2.1 Name the countries that supported the following liberation movements during the Angolan War of Independence:
- (a) The MPLA  
(b) The FNLA (2 x 1) (2)
- 2.2.2 Why, according to the source, did the Soviet Union and Cuba intervene in Angola? (1 x 2) (2)
- 2.2.3 What conclusions can be drawn from the statement: 'The United States saw the USSR's bid to play a role in Angola as a threat to its economic interests in the region.'? (2 x 2) (4)
- 2.2.4 Explain the usefulness of this source for historians researching the involvement of foreign powers in the Angolan War of Independence. (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 How, according to the source, did the South African Defence Force support UNITA during the Angolan War of Independence? (2 x 1) (2)
- 2.3.2 What did Castro imply by the statement: 'No Cuban military unit was sent to Angola to participate directly in the fight, nor was that projected.'? (1 x 2) (2)
- 2.3.3 Why, according to the source, did Cuba decide to send their troops to Angola? (2 x 1) (2)
- 2.3.4 Explain the reliability of the source for historians researching the reasons for Cuba's involvement in the Angolan War of Independence. (2 x 2) (4)

2.4 Use Source 2D.

- 2.4.1 What do you think was the intention of the photographer in publishing this photo? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 2.4.2 Use the source and your own knowledge to explain how the South African Defence Force might have reacted towards this picture. (1 x 2) (2)
- 2.5 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 became involved in the Angolan War of Independence. (8)  
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**QUESTION 3: HOW DID THE PROCESS OF SCHOOL INTEGRATION UNFOLD AT CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS?**

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

3.1 Study Source 3A.

- 3.1.1 Why, according to the source, did Governor Faubus call on the National Guard troops at Central High School? (1 x 2) (2)
- 3.1.2 Quote evidence from the source that suggest that Governor Faubus did not want African Americans at Central High School. (1 x 2) (2)
- 3.1.3 Why, according to the source, did the citizens of Little Rock decide to gather? (1 x 2) (2)
- 3.1.4 What is implied by the statement, "Blood will run in the streets"? (1 x 2) (2)
- 3.1.5 Explain the usefulness of this source for historians researching the role played by Daisy Bates with regards to the integration at Central High School. (2 x 2) (4)

3.2 Consider Source 3B.

- 3.2.1 What, according to the source, was Elizabeth Eckford's thinking of Governor Faubus to call the troops? (1 x 2) (2)
- 3.2.2 Mention TWO reasons why Elizabeth Eckford arrived alone at Central High School. (2 x 1) (2)
- 3.2.3 What conclusions can be drawn from the source about the attitude of the white American mob towards Elizabeth Eckford? (2 x 2) (4)
- 3.2.4 Explain how Elizabeth Eckford's human rights were violated by the time she tried to enter at Central High School. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 What do you think was the intention of the photographer in publishing this photograph? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 3.3.2 Explain how Elizabeth Eckford has been portrayed in this photograph. (1 x 2) (2)
- 3.3.3 Refer to Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the treatment of Elizabeth Eckford at Central High School. (2 x 2) (4)

3.4 Refer to Source 3D.

3.4.1 Mention TWO reasons why the three white girls behaved as they did on this occasion. (2 x 1) (2)

3.4.2 Quote evidence from the source that suggest that these three white girls did not support integration. (1 x 2) (2)

3.4.3 Why do you think Hazel Bryan responded to Elizabeth Eckford in this manner? (2 x 2) (4)

3.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the process of school integration unfolded at Central High School in Little Rock, Arkansas.

(8)

**[50]**

**SECTION B: ESSAY QUESTIONS**

Answer at least ONE question in this section.

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's army could not defeat a small nation of Vietnamese peasants.

Critically discuss this statement in the context of the military strategies that both the United States of America and the Vietcong used in Vietnam between 1963 and 1973.

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**QUESTION 5: INDEPENDENT AFRICA – COMPARATIVE CASE STUDY**

After attaining an independence Congo and Tanzania were faced with economic, social and political challenges although there were successes that Mobuto and Nyerere gained in trying to improve the living standards for blacks.

Do you agree with this statement? Use appropriate evidence to support your argument.

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

Explain to what extent did Black Power Movement influence the actions of African Americans in the 1960s.

Use relevant examples to support your line of argument.

[50]

**TOTAL: 100**