



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

MAY/JUNE 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 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 to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE MARSHALL PLAN CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE SOVIET UNION AND THE UNITED STATES OF AMERICA (USA) IN 1947?

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

1.1 Consult Source 1A.

- 1.1.1 Quote opposing views held by the following countries regarding their ideas about what post-war Europe would become:
- (a) United States (1 x 1) (1)
- (b) Soviet Union (1 x 1) (1)
- 1.1.2 Explain the concept *communism* in the context of Europe after the Second World War. (1 x 2) (2)
- 1.1.3 Identify TWO political obstacles, according to the source, that were faced by George Marshall regarding the development of a European Recovery Program in 1947. (2 x 1) (2)
- 1.1.4 Comment on the implication of the statement, 'The US Congress was reaching its limits on the appropriation of foreign aid to Europe.' (1 x 2) (2)

1.2 Read Source 1B.

- 1.2.1 Identify TWO intentions that the USA government wanted to achieve through its efforts to assist Europe. (2 x 1) (2)
- 1.2.2 Quote THREE reasons why George Marshall believed the USA government should not unilaterally draw up a program to help Europe economically. (3 x 1) (3)
- 1.2.3 Explain the implication of the statement, 'Political passion and prejudice (bias) should have no part', regarding aid to Europe. (2 x 2) (4)

- 1.3 Refer to Source 1C.
- 1.3.1 Using the source and your own knowledge, explain why **EUROPE** is depicted as 'THE NEW DARK CONTINENT'. (1 x 2) (2)
- 1.3.2 Why do you think the Marshall Plan was introduced to European countries after the Second World War? (1 x 2) (2)
- 1.3.3 Comment on the significance of the US dollar sign that is depicted as a flame of the Marshall Plan. (2 x 2) (4)
- 1.4 Use Source 1D.
- 1.4.1 What, according to the source, was Molotov's final statement to the conference regarding the Marshall Plan? (1 x 1) (1)
- 1.4.2 Using the source and your own knowledge, explain why the Marshall Plan was a threat to the Soviet Union. (2 x 2) (4)
- 1.4.3 Identify TWO roads of international cooperation referred to by Molotov. (2 x 1) (2)
- 1.4.4 Define the term *independence* in your own words. (1 x 2) (2)
- 1.4.5 Comment on the limitations of this source for a historian researching how the Marshall Plan intended to achieve economic recovery in post-war Europe. (2 x 2) (4)
- 1.5 Study Sources 1C and 1D. Explain how Source 1C differs from Source 1D regarding the Marshall Plan as economic assistance to Europe by the United States of America. (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 contributed to Cold War tensions between the Soviet Union and the United States of America (USA) in 1947. (8)
- [50]**

QUESTION 2: WHY DID FOREIGN COUNTRIES BECOME INVOLVED IN THE ANGOLAN CIVIL WAR IN THE 1970s?

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

2.1 Use Source 2A.

- 2.1.1 Identify, in the source, the Portuguese dictator who succeeded Salazar in 1968. (1 x 1) (1)
- 2.1.2 Define the term *dictator* in your own words. (1 x 2) (2)
- 2.1.3 Name the THREE Angolan movements in the source that signed a power-sharing peace agreement for the independence of that country. (3 x 1) (3)
- 2.1.4 Comment on the implication of the statement, 'This was the Cold War and every inch of the globe had to be contested with the Soviet Union', in the context of the USA's involvement in the Angolan Civil War. (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 Quote ONE reason from the source why the Central Intelligence Agency (CIA) lobbied for greater American support to the FNLA. (1 x 2) (2)
- 2.2.2 Why do you think the USA provided financial support to the FNLA during the Angolan transitional government? (1 x 2) (2)
- 2.2.3 Explain the concept *transitional government* in the context of Angola's road to independence. (1 x 2) (2)
- 2.2.4 Comment on how the USA's 1975 defeat in Vietnam influenced its involvement in the Angolan Civil War. (1 x 2) (2)

2.3 Read Source 2C.

- 2.3.1 According to Denvir, what would have happened if Cuba had not dispatched 36 000 troops to Angola? (1 x 2) (2)
- 2.3.2 What, according to the source, prompted the Angolans to send a desperate appeal to Cubans for help? (1 x 2) (2)
- 2.3.3 Give TWO demands in the source that the South Africans made to the Ford administration. (2 x 1) (2)
- 2.3.4 Comment on why South Africa wanted open and full support from the USA for its invasion of Angola. (1 x 2) (2)
- 2.3.5 Explain the reliability of the source to a researcher studying the reasons for South Africa's participation in the Angolan civil war. (2 x 2) (4)

- 2.4 Study Source 2D.
- 2.4.1 Comment on the implication of the words in the cartoon, 'ALL MAJOR HEMISPHERES ACCEPTED', regarding Cuba's military support to other parts of the world. (1 x 2) (2)
- 2.4.2 Explain the implications of the words, 'EASY TERMS', regarding Cuba's conditions of supporting Angola militarily. (1 x 2) (2)
- 2.4.3 Using the information in the source, comment on how Fidel Castro is depicted in this cartoon in terms of his foreign policy. (2 x 2) (4)
- 2.5 Refer to Sources 2C and 2D. Explain how the evidence in Source 2C supports the information in Source 2D regarding the role Cuba played in the Angolan Civil War. (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 why foreign countries became involved in the Angolan Civil War in the 1970s. (8)
- [50]**

QUESTION 3: DID THE FREEDOM SUMMER CAMPAIGN SUCCEED IN ADDRESSING VOTER REGISTRATION CHALLENGES FACED BY BLACKS (AFRICAN AMERICANS) 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 Read Source 3A.

- 3.1.1 Quote TWO reasons from the source why African American voting became a crucial goal for the Civil Rights Movement. (2 x 1) (2)
- 3.1.2 Identify THREE ways in the source in which the Council of Federated Organisations (COFO) helped African Americans with voter registration. (3 x 1) (3)
- 3.1.3 Give ONE reason from the source, why the number of African American voters in the South rose steadily. (1 x 1) (1)
- 3.1.4 Comment on the significance of the participation of white college students in the Freedom Summer Campaign. (2 x 2) (4)

3.2 Study Source 3B.

- 3.2.1 Explain the significance of the flag behind the voter registration officer. (1 x 2) (2)
- 3.2.2 What do you think is the implication of the title, 'THE LATEST LITERACY TEST FOR BLACK VOTERS ...', regarding the test that African Americans were forced to write? (2 x 2) (4)
- 3.2.3 Using information in the source and your own knowledge, explain why you would consider the literacy test for African American voters to be unfair. (2 x 2) (4)

3.3 Use Source 3C.

- 3.3.1 Quote evidence from the source that suggests that Fannie Lou Hamer was scared to register to vote in 1962. (1 x 1) (1)
- 3.3.2 Why do you think Fannie Lou Hamer failed the literacy test in 1962 despite the fact that she could read and write? (1 x 2) (2)
- 3.3.3 Define the term *campaign* in your own words. (1 x 2) (2)
- 3.3.4 Comment on the usefulness of this source for a historian researching the voter registration in Mississippi in the 1960s. (2 x 2) (4)

- 3.4 Refer to Sources 3B and 3C. Explain how the evidence in Source 3B supports the information in Source 3C regarding the literacy tests African Americans were forced to write. (2 x 2) (4)
- 3.5 Consult Source 3D.
- 3.5.1 How, according to the source, did the Mississippi government respond to the growing power of the Civil Rights Movement? Give TWO responses. (2 x 1) (2)
- 3.5.2 Use the source and list the THREE civil rights activists that were killed by the Ku Klux Klan in Mississippi in 1964. (3 x 1) (3)
- 3.5.3 Explain the term *federal government* in the context of the USA's system of government. (1 x 2) (2)
- 3.5.4 Comment on the implication of the statement, 'In 1964, just 6,7% of eligible Black Mississippians were registered to vote', in the context of voter registration in Mississippi. (1 x 2) (2)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining whether the Freedom Summer Campaign succeeded in addressing the voter registration challenges that were faced by blacks (African Americans) in the United States of America in the 1960s. (8)
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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 applied by the United States of America succeeded in defeating the Viet Cong during the Vietnam War between 1963 and 1975.

Do you agree with this statement? Use relevant historical evidence to support your line of argument.

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

Mobutu Sese Seko brought positive changes to the Congo through his political, economic and social policies that were introduced immediately after attaining independence in 1960.

Critically discuss this statement and use relevant evidence to support your answer.

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

Explain to what extent the Black Power Movement was militant and violent in nature in advocating respect for the lives of African Americans in the United States of America in the 1960s.

Support your line of argument with relevant evidence.

[50]**TOTAL: 150**