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Basic Education
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SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

2023

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

QUESTION 1: HOW DID GREECE BECOME A FOCAL POINT IN COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION AT THE END OF THE SECOND WORLD WAR IN 1945?

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

1.1 Refer to Source 1A.

- 1.1.1 List THREE components of the Greek economy that were unable to function effectively during the occupation period. (3 x 1) (3)
- 1.1.2 What do you think led to a poor internal transportation system in Greece after the Second World War? (1 x 2) (2)
- 1.1.3 According to the source, why was the Bank of Greece compelled to issue more and more bank notes? (1 x 2) (2)
- 1.1.4 In the context of the Cold War, explain why the USA offered some form of economic assistance to Greece. (2 x 2) (4)

1.2 Study Source 1B.

- 1.2.1 According to the source, what was the second war that started in Greece after the Second World War had ended in 1945? (1 x 2) (2)
- 1.2.2 Explain the concept *communists* in the context of the Greek Civil War. (1 x 2) (2)
- 1.2.3 According to the source, what support did President Truman offer to the Greek national army during the civil war? Give TWO responses. (1 x 2) (2)

- 1.3 Read Source 1C.
- 1.3.1 Give THREE reasons stated in the source why President Truman had to convince Congress and American citizens that Greece deserved aid. (3 x 1) (3)
- 1.3.2 Explain the implication of the statement, 'Eighty-five per cent of the children were tubercular', in the context of socio-economic conditions in Greece at the end of the war. (1 x 2) (2)
- 1.3.3 Define the concept *civil war* in your own words. (1 x 2) (2)
- 1.3.4 Why do you think it was important for President Truman to indicate that Americans were observers during the Greek elections? (1 x 2) (2)
- 1.4 Consult Source 1B and Source 1C. Comment on how the two sources support each other regarding the conditions in Greece after the Second World War. (2 x 2) (4)
- 1.5 Use Source 1D.
- 1.5.1 Explain the messages conveyed by the cartoonist regarding Greece in 1947. (2 x 2) (4)
- 1.5.2 Which countries are represented by the following symbolic flags?
- (a) The dollar flag (1 x 2) (2)
- (b) The hammer and sickle flag (1 x 2) (2)
- 1.5.3 Comment on the limitations of the source for a historian researching the Cold War in Greece. (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 Greece became a focal point in Cold War tensions between the United States of America (USA) and the Soviet Union at the end of the Second World War in 1945. (8)
[50]

QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN ANGOLA DURING THE BATTLE OF CUITO CUANAVALÉ IN THE 1980s?

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

2.1 Use Source 2A.

- 2.1.1 According to the source, when did the Battle of Cuito Cuanavale start? (1 x 2) (2)
- 2.1.2 Identify any TWO armies in the source who fought in the Battle of Cuito Cuanavale. (2 x 1) (2)
- 2.1.3 Using the information in the source and your own knowledge, explain why Mavinga was targeted by FAPLA during the Battle of Cuito Cuanavale. (2 x 2) (4)
- 2.1.4 Comment on why the Cubans became involved in the Battle of Cuito Cuanavale. (1 x 2) (2)

2.2 Consult Source 2B.

- 2.2.1 Give TWO Cuban government organs that took part in a joint meeting that decided to launch Operation Maniobra XXXI Aniversario. (2 x 1) (2)
- 2.2.2 Operation Maniobra XXXI Aniversario comprised a number of artillery/armed units for its effectiveness. Identify any TWO that are named in the source. (2 x 1) (2)
- 2.2.3 Explain what is meant when it is said that Cuba's decision to be involved in Cuito Cuanavale was 'symbolic'. (1 x 2) (2)
- 2.2.4 Explain the term *Siege* of Cuito Cuanavale in its historical context. (1 x 2) (2)
- 2.2.5 According to the source, why did the dispatch of the FAR's elite 50th Division to Angola become a major provocation to the SADF? (1 x 2) (2)

2.3 Read Source 2C.

- 2.3.1 Quote TWO objectives from the source that the SADF wanted to achieve through Operation Modular. (2 x 1) (2)
- 2.3.2 What is the implication of the statement, 'Operation Modular promised "the long-awaited breakthrough in the prevailing political, diplomatic, and military deadlock in the Angolan-SWA/Namibian conflict" '? (2 x 2) (4)
- 2.3.3 Define the concept *negotiations* in your own words. (1 x 2) (2)
- 2.3.4 Explain the usefulness of this source to a historian researching the Battle of Cuito Cuanavale. (2 x 2) (4)

2.4 Study Source 2D.

- 2.4.1 Explain the messages conveyed by the cartoon regarding the involvement of foreign powers in the Battle of Cuito Cuanavale. (2 x 2) (4)
- 2.4.2 Comment on the caption 'THE THREE AMIGOS' in the context of the Battle of Cuito Cuanavale. (1 x 2) (2)

2.5 Refer to Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding the involvement of foreign powers in the Battle of Cuito Cuanavale. (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 powers became involved in Angola during the Battle of Cuito Cuanavale in the 1980s. (8)
[50]

QUESTION 3: WHAT CHALLENGES WERE EXPERIENCED BY CIVIL RIGHTS ACTIVISTS WHO PARTICIPATED IN THE FIRST MARCH FROM SELMA TO MONTGOMERY IN 1965?

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

3.1 Use Source 3A.

- 3.1.1 Give THREE reasons in the source why the black population in Alabama was left disenfranchised and politically marginalised. (3 x 1) (3)
- 3.1.2 Why do you think the Alabama activists believed that by inviting Reverend Martin Luther King Jr, their campaign would be strengthened? (1 x 2) (2)
- 3.1.3 According to the source, why did the civil rights activists decide to march from Selma to Montgomery in 1965? (1 x 2) (2)
- 3.1.4 Explain why some of the activists believed the march would entail too much risk for too little gain. (1 x 2) (2)
- 3.1.5 Define the concept *segregationist* in your own words. (1 x 2) (2)

3.2 Read Source 3B.

- 3.2.1 Quote evidence from the source, which suggests that the march that took place on 7 March 1965 was non-violent. (1 x 2) (2)
- 3.2.2 Explain Major John Cloud's attitude towards the demonstrators. (2 x 2) (4)
- 3.2.3 Comment on what is meant by Bevel's statement, 'I felt like it was the last demonstration ... last breath from the teargas,' regarding how the activists were treated by the State Troopers on 7 March 1965. (1 x 2) (2)
- 3.2.4 Explain why a historian would consider this source reliable when studying the events of the First March from Selma to Montgomery in 1965. (2 x 2) (4)

3.3 Study Source 3C.

- 3.3.1 Explain why you think this photograph was taken during the First March from Selma to Montgomery in 1965. (2 x 2) (4)
- 3.3.2 Using the information in the source and your own knowledge, comment on why State Troopers used force against protestors during the First March from Selma to Montgomery in 1965. (1 x 2) (2)

- 3.4 Consult Source 3D.
- 3.4.1 Give TWO reasons, stated in the source, why the march of 7 March 1965 was organised. (2 x 1) (2)
- 3.4.2 Explain the term *demonstrators* in the context of the Selma to Montgomery March in 1965. (1 x 2) (2)
- 3.4.3 Quote THREE pieces of evidence from the source which shows that the State Troopers used excessive force against the demonstrators. (3 x 1) (3)
- 3.4.4 Explain the impact Bloody Sunday had on the Civil Rights Movement. (1 x 2) (2)
- 3.5 Refer to Sources 3C and 3D. Explain how these sources support each other regarding the reaction of the State Troopers to the First March from Selma to Montgomery on 7 March 1965. (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 challenges experienced by civil rights protestors who participated in the First March from Selma to Montgomery in 1965. (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 tactics used by the United States of America (USA) against the Viet Cong between 1960 and 1975 did not help to defeat them during the Vietnamese war.

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's political and economic policies, introduced by the newly independent Congo in the early 1960s, were welcomed by all the Congolese.

Using relevant evidence to support your response, critically discuss this statement.

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

Explain to what extent the Black Power philosophy instilled confidence amongst African Americans to challenge discrimination in the United States of America (USA) from the 1960s to 1970s.

Use relevant evidence to support your line of argument.

[50]**TOTAL: 150**