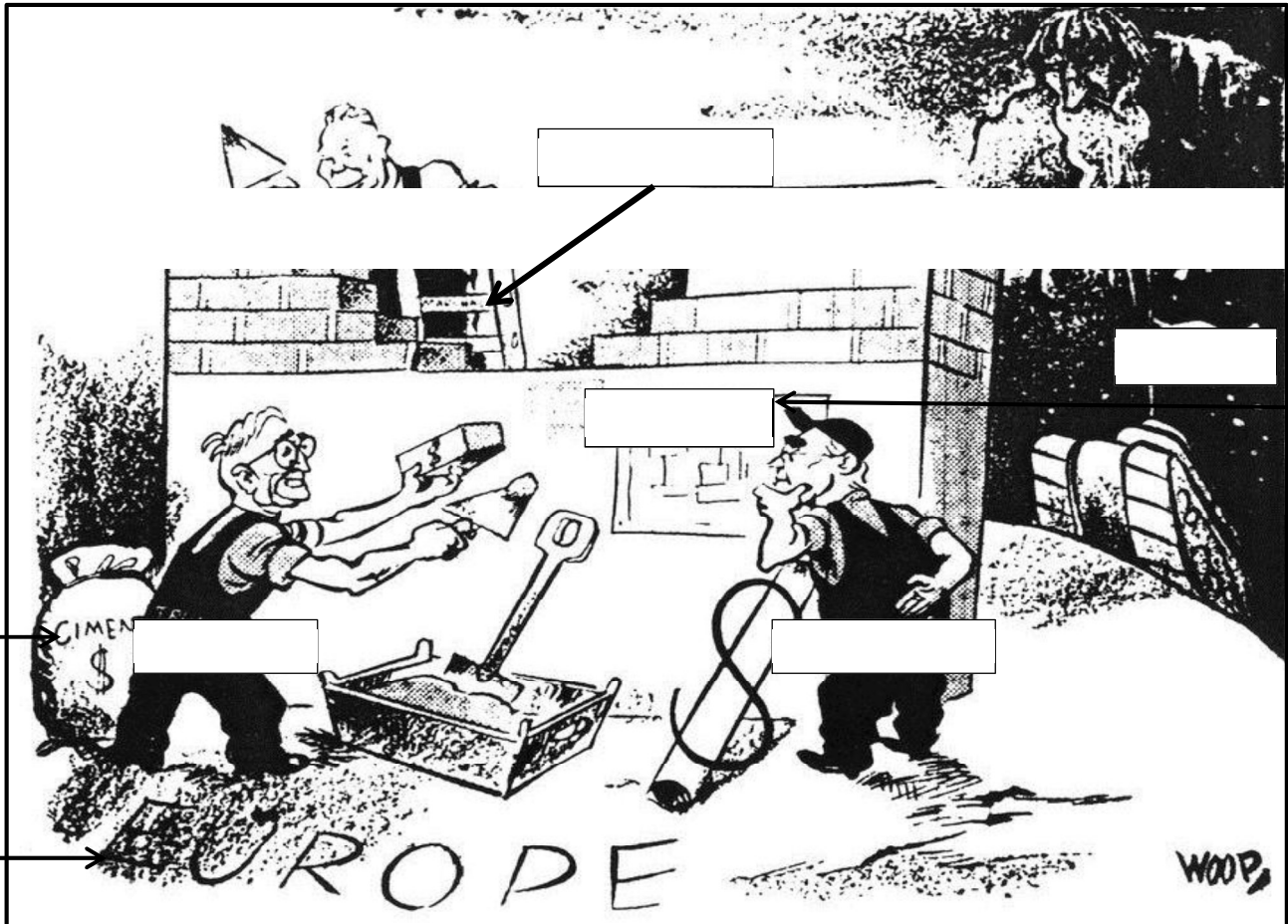


The cartoon below was drawn by a German, William Wolfe, also known as Woop, on 4 October 1947. It depicts the efforts taken by President Truman of the United States of America and the Congress to implement the Marshall Plan in Europe from 1947.



[From https://www.cvce.eu/en/obj/cartoon_by_woop_on_implementation_of_the_marshall_plan_4_october_1947-en-cd3b0171-d6f3-4600-9f8b-f455a1575e14.html. Accessed on 2 June 2021.]

The source below outlines the impact of the developments in Portugal that led to the independence of Angola in 1975 and the subsequent contestation (challenge) for power by the three Angolan liberation movements (MPLA, FNLA and UNITA).

In April 1974, junior officers belonging to the Movement of the Armed Forces (MFA) toppled the Salazar-Caetano regime in Portugal and began the process of decolonisation.

In 1974, however, a frenzy (rage) of diplomatic and political activity at home (Angola) and abroad mitigated (helped) against a negotiated independence. In 1975, as the will to retain imperial control over Angola dwindled (declined), fighting broke out in many provinces of Angola and also in the capital, Luanda, where the armies of the Popular Movement for the Liberation of Angola (MPLA), the National Front for the Liberation of Angola (FNLA) and National Union for the Total Independence of Angola (UNITA) were intended to maintain the peace with joint patrols. In January 1975, under heavy international pressure, the colonial power and the three movements had signed an agreement in Alvor, Portugal, providing for a transitional (temporary) government, a constitution, elections and independence.

This Alvor Accord soon collapsed, however, and the transitional government scarcely (hardly) functioned. In the subsequent confrontations the FNLA received military support from Zaire with the backing of China and the US, while under Agostinho Neto the MPLA gained ground, in particular in Luanda, with support from the Soviet Union and from Cuban troops. On 11 November 1975 Angola became independent. The FNLA and UNITA were excluded from the city and from government and a socialist one-party regime was established which eventually gained international recognition, though not from the United States.

[From https://rc-services-assets.s3.eu-west-1.amazonaws.com/s3fs-public/From_military_peace_to_social_justice_The_Angolan_peace_process_Accord_Issue_15.pdf. Accessed on 6 June 2021.]

The extract below focuses on why the United States of America (USA) became involved in the Angolan Civil War in 1975.

The Soviet Union and Cuba doubled down (increased) on their defence of the MPLA government. The Soviets amped (increased) up their economic aid, while the Cubans initially committed about 15 000 ground troops to the region, a number that rose to nearly 36 000 within the year.

The United States' intervention in Angola was heavily shaped by several factors. First, much like in Vietnam, American leaders, such as Secretary of State Henry Kissinger, believed that a communist takeover in Angola would lead to a domino effect in the rest of southern Africa. If Angola fell, it was feared that the Soviets, Cuba, and to a lesser extent China, would feel bold enough to inspire revolution that was Pan-African and communist in nature, rather than nation-based and capitalist-oriented, throughout the African continent.

Second, offshore of the northern half of the country lay enormous oil fields. Neither the United States nor the Soviet Union wanted such reserves to fall into the other's hands. Angolan oil could potentially benefit both nations economically and could also help cut costs of military operations in the continent should they arise in the future.

Third, the CIA feared that the Soviet Union was attempting to establish a military base in Angola. Such a concern was based on historical evidence. The Soviets had backed a 1977 coup led by former Interior Minister of Angola, Nito Alves. Although Alves was eventually executed by Neto following the Nitista (a name given to the followers of Alves) coup, American officials knew that the Angolan Civil War served as a real threat to its interests throughout all of Africa.

[From <https://www.atomicheritage.org/history/proxy-wars-during-cold-war-africa>.
Accessed on 6 June 2021.]

The source below explains South Africa's foreign policy proposal to FNLA and UNITA to ensure regional stability.

From the outset, the question of coming to an arrangement with the MPLA was a non-starter. The public remained acutely sensitive to any suggestion of the spread of communist influence – broadly defined – in any part of Africa or the Indian Ocean.

Pretoria therefore launched a series of exploratory overtures (proposals) to the FNLA and UNITA to see whether an Angola ruled by either would provide the regional stability and security that South Africa desired. From February 1975, SADF military intelligence and the Bureau of State Security (BOSS) officials began meeting regularly with the upper echelons (ranks) of both organisations in Angola and Europe.

Both the FNLA and UNITA were desperate for help and said what South Africa wanted to hear: namely that an Angola under their control would form part of an anti-communist bloc in southern Africa, built on the three pillars of economic interdependence, good neighbourliness, and non-interference in each other's affairs.

Crucially, both committed to denying SWAPO bases from which to operate in southern Angola. 'Dr Savimbi promised,' FJ du Toit Spies (historian) wrote, 'that SWAPO attacks on South West Africa would not be permitted.' The FNLA, not to be outdone, said it would allow the SADF to conduct 'hot pursuit' operations against SWAPO operatives up to 80 kilometres inside Angola. Consequently, over the coming months Pretoria supplied limited military aid and funding to both organisations.

[From 5 HDVVHVVLQJ 6RXWK \$IULFD V LQWHUYHQWLQJ QWIKH \$QJOLQJ \$QJOLQJ \$QJOLQJ
:DU 6WXGLHV 6XPP 15] Issue 3 by J Miller]

The source below is a poster titled 'ANGOLA: ANOTHER VIETNAM'. It calls for the withdrawal of South Africa and the US from the Angolan conflict.



[From <https://postermuseum.com/products/angola-support-the-mpla>. Accessed on 10 September 2021.]

The source below focuses on the reasons why young African American students decided to embark on a sit-in at a Woolworths store in Greensboro, North Carolina, in 1960.

It was college students who had relit (revived) the torch, with a seemingly new form of non-violent confrontation (challenge) – the sit-in. ... On 1 February 1960, four male students (Ezell Blair Jr, Franklin McCain, Joseph McNeil and David Richmond) from the North Carolina Agricultural and Technical College (A&T) walked into the downtown Woolworths in Greensboro and sat down on stools at the store's lunch counter. When the waitresses wouldn't serve them, the students refused to move. Two of them were members of the Greensboro National Association for the Advancement of Colored People (NAACP) youth group, which, impatient with the glacial (slow) pace of school desegregation and the lack of momentum after the Montgomery boycott, had been agitating (pushing) to get things moving again. The Youth Council had been founded seventeen years before, after a visit to Greensboro by NAACP official Ella Baker.

After being refused service at Woolworths, the four returned the next day, and this time they brought with them more than twenty fellow students. The day after that, sixty-six students from Agricultural and Technical (A&T) and other colleges and universities throughout the area showed up. By the end of the week, more than a thousand young people were involved in the sit-in, shocking not only the residents of Greensboro but the rest of the South and the nation.

Soon, students in nearby Winston-Salem and Durham launched their own demonstrations. Hundreds of students staged sit-ins in downtown Nashville. Protest erupted in South Carolina, Florida and Virginia, igniting (awakening) each other like a string of firecrackers. By April, more than fifty thousand people throughout the South had taken part in sit-ins in seventy-eight cities and towns, and more than two thousand demonstrators were arrested.

[From) U H H G R P V ' D y L J O S H U V

The source below is part of an interview that was held between Joseph Jackson Jr (leader of the Tougaloo Nine) and writer Gabriel San Román of the *Los Angeles Times* in California, in 2015. It focuses on the interaction between nine students from Tougaloo College and the librarians at the 'whites only' Jackson Public Library in Mississippi on 27 March 1961, regarding their 'sit-in' ('read-in') in the library.

Joseph Jackson Jr, their leader, approached the circulation desk. With heart thumping, he stammered a message he had memorised: 'Ma'am, I want to know if you have this philosophy book. I need it for a research project.'

'You know you don't belong here!' the library assistant yelled, proceeding to call the library director.

'May I help you?' the latter (library director) asked, coming out of her office. 'We're doing research,' the students responded.

'There's a Coloured library on Mill Street,' she said. 'You are welcome there.'

Almost immediately, Jackson later reported, police entered the building and told the students to get out of the library. No one moved. The chief of police then told them that they were under arrest.

Six officers placed the students into squad cars and at the station charged them with breach (breaking) of the peace because they failed to leave the library when ordered. They were booked into the local jail.

Several days later, the students were taken to the courthouse to be tried. Several blocks away, hundreds of whites were marching through city streets under a huge Confederate flag. At the courthouse, however, some 100 black supporters had gathered to cheer what were now referred to as the 'Tougaloo Nine'.

[From *Los Angeles Times* & *Los Angeles Times* by GS Román]

The photograph below depicts young African Americans and whites in a 'swim-in' (to protest against segregation in swimming pools) at Pullen Park's swimming pool in Raleigh, North Carolina on 7 August 1962. In the background of the photograph are two groups, African Americans sitting and whites standing separately.



[From <https://davidcecelski.com/2018/07/20/the-color-of-war-part-9-wade-ins-and-swim-ins/>.
Accessed on 4 August 2021.]

The source below elaborates on how non-violent sit-in protests contributed to the desegregating of facilities in the United States of America in the 1960s.

Six months after the sit-ins began, Harris, the manager of the Greensboro Woolworth's, finally relented (gave in): The sit-ins had already cost him \$150 000 in lost business. On 25 July 1960, the lunch counter served its first black customers – four Woolworth's employees who worked in the store's kitchen. In some cities, police used tear gas or fire hoses on demonstrators. In Jacksonville, Florida, whites beat sit-in participants with axe handles and baseball bats. But, by the end of the year, integration of lunch counters had occurred in many cities across the South. The civil rights protests didn't end with a cup of coffee at Woolworths ...

On 11 June 1963, President John F Kennedy, in a live television address from the Oval Office, called for legislation that would give 'all Americans the right to be served in facilities which are open to the public – hotels, restaurants, theatres, retail stores and similar establishments'. Sit-ins and marches, along with Kennedy's assassination in 1963, helped galvanise (start) support for the Civil Rights Act of 1964, which outlawed racial segregation in public facilities and employment. It was signed into law by Kennedy's successor, President Lyndon B Johnson, in July 1964.

Today, there is no longer a Woolworths store in downtown Greensboro – the company closed the last of its United States stores in 1997. But on 1 February 2010, the 50th anniversary of the sit-ins, the building that once housed the Greensboro store will reopen as the International Civil Rights Center & Museum. McCain (one of the four male students), who plans to attend the opening, says he'll never forget how he felt on 1 February 1960, at age 17. 'I've never had a feeling like that in my life, just sitting on a stool,' he says. 'It was the most relieving and the most cleansing feeling that I ever felt – the kind of feeling that I'll never have in my life again.'

[From 7 K H * U H H Q V E R y S B i e u W , Q V

Visual sources and other historical evidence were taken from the following:

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Burnet, A. 2006. *The Color of War* (Chelmsford: Harlow Publishers Ltd)

<https://davidcecelski.com/2018/07/20/the-color-of-war-part-9-wade-ins-and-swim-ins/>
<https://postermuseum.com/products/angola-support-the-mpla>

<https://rc-services-assets.s3.eu-west-1.amazonaws.com/s3fs-public/From military peace to social justice The Angolan peace process Accord Issue15.pdf>

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<https://www.history.com/this-day-in-history/soviet-union-rejects-marshall-plan-assistance>

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HIST.1

HISTORY P1

NOVEMBER 2021

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.

AFTERNOON SESSION



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 may 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 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 INTENSIFY COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1947?

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

1.1 Study Source 1A.

- | | | | |
|-------|---|---------|-----|
| 1.1.1 | Quote TWO pieces of evidence from the source to show that post-war Europe was in dire straits. | (2 x 1) | (2) |
| 1.1.2 | Explain why the United States was the only world power not structurally affected by the Second World War. | (1 x 2) | (2) |
| 1.1.3 | Define the term <i>satellite states</i> in your own words. | (1 x 2) | (2) |
| 1.1.4 | Using the information in the source and your own knowledge, explain why the Soviet Union and its satellites states refused to join the Marshall Plan. | (2 x 2) | (4) |

1.2 Use Source 1B.

- | | | | |
|-------|---|---------|-----|
| 1.2.1 | Name FOUR aspects in the source at which the Marshall Plan was directed to assist with the return of normal economic conditions in the world. | (4 x 1) | (4) |
| 1.2.2 | Explain how the Marshall Plan intended to prevent the spread of communism in Western Europe. | (1 x 2) | (2) |
| 1.2.3 | State TWO conditions, as suggested in the source, that had to be satisfied in order to achieve European recovery. | (2 x 1) | (2) |
| 1.2.4 | Comment on the usefulness of this source when researching the intention of the Marshall Plan. | (2 x 2) | (4) |

- 1.3 Consult Source 1C.
- 1.3.1 Name the TWO governments in the source who met with Molotov in Paris on 2 July 1947. (2 x 1) (2)
- 1.3.2 According to the source, why did Molotov object to Germany receiving economic assistance through the Marshall Plan? (2 x 1) (2)
- 1.3.3 Explain the concept *economic imperialism* in the context of the Cold War. (1 x 2) (2)
- 1.3.4 Using the information in the source and your own knowledge, explain why the Soviet Union forced the Eastern European allies to reject the Marshall Plan. (2 x 2) (4)
- 1.4 Study Sources 1B and 1C. Explain how the information in Source 1B differs from the evidence in Source 1C regarding the assistance given to Europe by the US government. (2 x 2) (4)
- 1.5 Refer to Source 1D.
- 1.5.1 Explain the messages that are conveyed in the source regarding the implementation of the Marshall Plan from 1947. (2 x 2) (4)
- 1.5.2 Comment on the significance of the word 'EUROPE' in the context of the implementation of the Marshall Plan. (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 Marshall Plan intensified Cold War tensions between the USA and the USSR from 1947. (8)
[50]

QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

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

2.1 Study Source 2A.

- 2.1.1 What incident, according to the source, led to the process of decolonisation in Portugal? (1 x 1) (1)
- 2.1.2 Define the concept *decolonisation* in your own words. (1 x 2) (2)
- 2.1.3 Name the THREE liberation movements in the source that signed the Alvor Agreement in 1975. (3 x 1) (3)
- 2.1.4 Using the information in the source and your own knowledge, explain what led to the collapse of the Alvor Accord in 1975. (2 x 2) (4)

2.2 Use Source 2B.

- 2.2.1 Name the TWO countries in the source that decided to defend the MPLA government. (2 x 1) (2)
- 2.2.2 In the context of the Cold War in Angola, explain the term *domino effect*. (1 x 2) (2)
- 2.2.3 Quote evidence from the source that suggests that the Soviet Union was attempting to establish a military base in Angola. (1 x 2) (2)
- 2.2.4 In the context of the Cold War, what is implied by the words, 'American officials knew that the Angolan Civil War served as a real threat to its interests throughout all of Africa'? (2 x 2) (4)

2.3 Read Source 2C.

- 2.3.1 Why, according to the source, was the question of South Africa coming to an arrangement with the MPLA a non-starter? (1 x 2) (2)
- 2.3.2 Name TWO South African state agencies, referred to in the source, that met with both the FNLA and UNITA in Angola as well as Europe in 1975. (2 x 1) (2)
- 2.3.3 Comment on the meaning of the statement, 'an Angola under their (FNLA and UNITA) control would form part of an anti-Communist bloc in southern Africa'. (1 x 2) (2)
- 2.3.4 Using the information in the source and your own knowledge, explain why South Africa provided limited military aid and funding to both the FNLA and UNITA. (2 x 2) (4)

- 2.4 Refer to Sources 2B and 2C. Explain how these sources are similar regarding the involvement of the USA and South Africa in the Angolan Civil War between 1974 and 1976. (2 x 2) (4)
- 2.5 Consult Source 2D.
- 2.5.1 What messages are conveyed in this poster regarding the involvement of the USA and South Africa in the Angolan Civil War between 1974 and 1976? (2 x 2) (4)
- 2.5.2 Explain the limitations of this source to a historian researching the Angolan Civil War between 1974 and 1976. (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 the Angolan Civil War between 1974 and 1976. (8) **[50]**

QUESTION 3: HOW DID DIFFERENT FORMS OF SIT-INS CONTRIBUTE TO DESEGREGATION OF PUBLIC FACILITIES IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

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

3.1 Read Source 3A.

- 3.1.1 Quote the non-violent protest action from the source that the four college students from North Carolina were involved in. (1 x 1) (1)
- 3.1.2 Define the term *boycott* in your own words. (1 x 2) (2)
- 3.1.3 Explain what is implied by the statement, 'By the end of the week, more than a thousand young people were involved in the sit-in', in the context of ending segregation in the USA. (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 Who, according to the source, was the leader of the Tougaloo Nine? (1 x 1) (1)
- 3.2.2 In the context of segregation in the USA, comment on what is conveyed by the words, 'There's a Coloured library on Mill Street'. (2 x 2) (4)
- 3.2.3 How, according to the source, did the following react to the trial of the Tougaloo Nine at the courthouse?
- (a) Whites (1 x 1) (1)
- (b) Blacks (1 x 1) (1)
- 3.2.4 Explain why this source is reliable for a historian researching the non-violent action by African Americans to integrate facilities in United States during the 1960s. (2 x 2) (4)

3.3 Study Source 3C.

- 3.3.1 Explain the messages that are conveyed in the photograph regarding the 'swim-in' that took place in Raleigh, North Carolina on 7 August 1962. (2 x 2) (4)
- 3.3.2 What conclusion can be drawn from the photograph regarding the two separate groups that are outside the swimming pool, in the context of integration? (1 x 2) (2)

3.4 Use Source 3D.

- 3.4.1 Quote THREE pieces of evidence from the source that suggests that the Civil Rights Movement's non-violent strategy to desegregate facilities in the South was a success. (3 x 1) (3)
- 3.4.2 Explain the term *integration* in the context of the Civil Rights Movement. (1 x 2) (2)
- 3.4.3 List FOUR facilities in the source that President Kennedy requested should be open to all Americans. (4 x 1) (4)
- 3.4.4 Name the legislation in the source that outlawed racial segregation in public facilities and employment in 1964. (1 x 1) (1)
- 3.4.5 Using the information in the source and your own knowledge, explain why McCain on 1 February 1960 felt sitting on a stool was:
- (a) 'most relieving' (1 x 2) (2)
- (b) 'most cleansing feeling that I ever felt' (1 x 2) (2)

- 3.5 Compare Sources 3A and 3D. Explain how the information in Source 3A supports the evidence in Source 3D regarding the non-violent protest to desegregate facilities in the United States of America 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 how the different forms of sit-ins contributed to desegregation of public facilities in the United States of America during 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 tactics and strategies that the United States of America used between 1963 and 1975 against the Vietcong during the war in Vietnam were a dismal failure.

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

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

The Congo's attainment (achievement) of independence from Belgium in June 1960 created expectations for a new and better life for all the Congolese.

Critically discuss this statement with reference to the political, economic, social and cultural policies that Mobutu Sese Seko implemented in 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 philosophy of Black Power empowered (inspired) African Americans to be assertive and do things for themselves (be self-reliant) during the 1960s.

Use relevant evidence to support your line of argument.

[50]**TOTAL: 150**