Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

JUNE 2026

HISTORY P1

MARKS: **150**

TIME: **3 hours**

This question paper consists of 9 pages and an addendum of 14 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: 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: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

   QUESTION 5: INDEPENDENT AFRICA: CHALLENGES FACED BY CONGO AFTER INDEPENDENCE

   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.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question in this section, but not more than TWO questions.
The source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE BERLIN BLOCKADE ESCALATE COLD WAR TENSIONS IN EUROPE BETWEEN 1948 AND 1949?

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

1.1 Refer to Source 1A.

1.1.1 Define the term *Cold War* in your own words. (1 x 2) (2)

1.1.2 What, according to the source, did each of the following countries want for Germany?

(a) USSR

(b) USA (2 x 1) (2)

1.1.3 List THREE events, from the source, that led to Stalin blocking off the borders. (3 x 1) (3)

1.1.4 Explain why the USSR was against the rebuilding of Germany. (1 x 2) (2)

1.1.5 Why do you think Stalin saw the introduction of Marshall Aid as an attempt to undermine Russian influence in eastern Europe? (2 x 2) (4)

1.2 Study Source 1B.

1.2.1 Why, according to the source, was the USSR obliged to implement new measures? (1 x 2) (2)

1.2.2 How, according to the source, did USSR control the movement of train commuters between the Soviet zone and the Western zones? (1 x 2) (2)

1.2.3 Explain what the Soviet Union hoped to achieve by imposing the Berlin Blockade in 1948. (1 x 2) (2)

1.2.4 Comment on the impact of the Berlin Blockade on the people of West Berlin. (1 x 2) (2)

1.2.5 Explain the usefulness of this source to a historian studying the role played by the USSR in the Berlin Blockade of 1948–1949. (2 x 2) (4)

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1.3 Read Source 1C.

1.3.1 Explain the term *airlift* in the context of the Berlin crisis. (1 x 2) (2)

1.3.2 List THREE ways in which the Berlin Airlift improved over time. (3 x 1) (3)

1.3.3 Why, according to the source, were things not going well for the Soviets? (1 x 2) (2)

1.3.4 Explain how the airlift highlighted the value of co-operation. (1 x 2) (2)

1.4 Consult Source 1D.

1.4.1 Why do you think the West publicised this picture? (1 x 2) (2)

1.4.2 Comment on the impact these pictures would have on the people of West Berlin. (1 x 2) (2)

1.5 Refer to Source 1C and Source 1D. Explain how the evidence in Source 1D supports the information in Source 1C regarding the West's response to 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 the Berlin blockade escalated Cold war tensions in Europe between 1948 and 1949. (8)

[50]

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QUESTION 2: HOW DID VARIOUS HISTORIANS VIEW THE BATTLE OF CUITO CUANAVALE?

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

2.1 Read Source 2A.

2.1.1 When, according to the source, was the Battle of Cuito Cuanavale fought? (1 x 1) (1)

2.1.2 Quote evidence from the source that proves that the SADF won a tactical battle at Lomba river. (1 x 1) (1)

2.1.3 Mention TWO reasons, from the source, that show why the South African ground forces had to withdraw. (2 x 1) (2)

2.1.4 What is the implication of the statement 'the SADF … might have won many engagements though not the war'. (2 x 2) (4)

2.2 Study Source 2B.

2.2.1 Define the term *self-determination* in your own words. (1 x 2) (2)

2.2.2 What, according to the source, shifted the balance in favour of Namibian independence? (2 x 1) (2)

2.2.3 List from the source TWO agreements made during the negotiations in Angola. (2 x 1) (2)

2.2.4 Comment on how the Battle of Cuito Cuanavale helped to bring about a new dispensation in South Africa. (2 x 2) (4)

2.2.5 Explain Ronnie Kasrils's view on the results of the Battle of Cuito Cuanavale. (1 x 2) (2)

2.3 Consult Source 2C.

2.3.1 What, according to the Angolan defence minister, led to the failure of the South African attack on Cuito Cuanavale? (1 x 2) (2)

2.3.2 Quote TWO pieces of evidence that show that the author did not believe that the Cubans won the Battle of Cuito Cuanavale. (2 x 1) (2)

2.3.3 Explain the term *propaganda* in the context of Cuban view of the Battle of Cuito Cuanavale. (1 x 2) (2)

2.3.4 Why do you think the author believed that South Africa was victorious in the Battle of Cuito Cuanavale? (1 x 2) (2)

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2.4 Study to Source 2D.

2.4.1 How does the image reflect the perceived outcome of the Battle of Cuito Cuanavale? (1 x 2) (2)

2.4.2 Explain how the photograph could be used as evidence of South Africa's claim to victory. (2 x 2) (4)

2.4.3 Comment on the limitations of this source to a historian researching the Battle of Cuito Cuanavale. (2 x 2) (4)

2.5 Refer to Source 2C and Source 2D. Explain how the evidence in Source 2C supports the information in Source 2D regarding the South African involvement in the Battle of Cuito Cuanavale. (2 x 2) (4)

2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the various historians viewed the Battle of Cuito Cuanavale. (8)

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QUESTION 3: WHAT WAS THE IMPACT OF THE MONTGOMERY BUS BOYCOTT ON THE CIVIL RIGHTS STRUGGLE IN USA IN THE 1950s?

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

3.1 Refer to Source 3A.

3.1.1 What, according to the source, did the bus driver do when a white man did not get a seat? (1 x 2) (2)

3.1.2 Quote evidence from the sources that shows that Rosa Parks defied the order to give up her seat. (1 x 2) (2)

3.1.3 Define the term *segregation* in your own words. (1 x 2) (2)

3.1.4 Explain why the police arrested Rosa Parks. (2 x 2) (4)

3.1.5 Why do you think Rosa Parks was ready to risk going to jail? (2 x 2) (4)

3.2 Refer to Source 3B.

3.2.1 What purpose, according to the source, did the Montgomery bus boycott serve? (2 x 1) (2)

3.2.2 List TWO demands from the formal list of demands made by the MIA. (2 x 1) (2)

3.2.3 Explain the term *mass protest* in the context of the Montgomery bus boycott. (1 x 2) (2)

3.2.4 Comment on the statement, 'Despite this resistance, the boycott continued'. (2 x 2) (4)

3.3 Consult Source 3C.

3.3.1 What message is portrayed in this photograph? (1 x 2) (2)

3.3.2 Why do you think the walk was named '*The walk for freedom'.* (1 x 2) (2)

3.4 Refer to Source 2B and Source 2C. Explain how the evidence in Source 2C supports the information in Source 2B regarding the Montgomery bus boycott. (2 x 2) (4)

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3.5 Study Source 3D.

3.5.1 Quote evidence from the source that shows that Rosa Parks was not the first one to be arrested for defying segregation laws. (1 x 2) (2)

3.5.2 What, according to the source, did the black protestors want? (2 x 1) (2)

3.5.3 What is the implication of the statement, 'When you do something to my people you do it to me too'? (1 x 2) (2)

3.5.4 Comment on the reliability of this source to a historian researching the Montgomery bus boycott. (2 x 2) (4)

3.6 Using information from the relevant sources and your own knowledge write a paragraph of about EIGHT lines (80 words) explaining what the impact of the Montgomery bus boycott was on the Civil Rights struggle in America in the 1950s. (8)

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question in this section, but not more than TWO questions.

Your essay should be about THREE pages long.

QUESTION 4: THE EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

The military tactics adopted 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 advocating for respect and dignity for African Americans in the United States during the 1960s.

Support your line of argument with relevant evidence. **[50]**

TOTAL: 150

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