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Hierdie vraestel bestaan uit 9 bladsye en 'n addendum van 14 bladsye.

Kopiereg voorbehou

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INSTRUKSIES EN INLIGTING

1. Hierdie vraestel bestaan uit AFDELING A en AFDELING B wat op die voorgeskrewe inhoudsraamwerk in die KABV-dokument gebaseer is.

   AFDELING A: BRONGEBASEERDE VRAE

   VRAAG 1: DIE KOUE OORLOG: DIE OORSPRONG VAN DIE KOUE OORLOG

   VRAAG 2: ONAFHANKLIKE AFRIKA: GEVALLESTUDIE – ANGOLA

   VRAAG 3: BURGERLIKE VERSET VANAF DIE 1950's TOT DIE 1970's: DIE AMERIKAANSE BURGERREGTEBEWEGING

   AFDELING B: OPSTELVRAE

   VRAAG 4: DIE UITBREIDING VAN DIE KOUE OORLOG: GEVALLESTUDIE – VIËTNAM

   VRAAG 5: ONAFHANKLIKE AFRIKA: GEVALLESTUDIE – DIE KONGO

   VRAAG 6: BURGERLIKE VERSET VANAF DIE 1950's TOT DIE 1970's: DIE SWARTMAGBEWEGING

2. AFDELING A bestaan uit DRIE brongebaseerde vrae. Bronmateriaal wat benodig word om hierdie vrae te beantwoord, kan in die ADDENDUM gevind word.

3. AFDELING B bestaan uit DRIE opstelvrae.

4. Beantwoord DRIE vrae soos volg:

   4.1 Ten minste EEN moet 'n brongebaseerde vraag wees en ten minste EEN moet 'n opstelvraag wees.

   4.2 Die DERDE vraag kan óf 'n brongebaseerde vraag óf 'n opstelvraag wees.

5. Jy word aangeraai om EEN uur per vraag te bestee.

6. In die beantwoording van die vrae moet jy jou kennis, vaardighede en insig gebruik.

7. Jy sal benadeel word deur die blote oorskryf van die bronne as antwoorde.

8. Nommer die antwoorde korrek volgens die nommeringstelsel wat in hierdie vraestel gebruik is.

9. Skryf netjies en leesbaar.

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AFDELING A: BRONGEBASEERDE VRAE

Beantwoord ten minste EEN vraag, maar nie meer as TWEE vrae nie, in hierdie afdeling. Bronmateriaal wat gebruik moet word om hierdie vrae te beantwoord, is in die ADDENDUM vervat.

VRAAG 1: HOE HET DIE NOORD-ATLANTIESE VERDRAG EN DIE WARSKOU-VERDRAG IN DIE 1940's EN 1950's DIE KOUE OORLOG TUSSEN DIE VSA EN DIE SOWJETUNIE VERERGER?

Bestudeer Bron 1A, 1B, 1C en 1D en beantwoord die vrae wat volg.

1.1 Raadpleeg Bron 1A.

1.1.1 Hoe, volgens die bron, het die gebruik van die veto in die Veiligheidsraad deur Rusland, die Verenigde Nasies geaffekteer? (1 x 2) (2)

1.1.2 Definieer die term *veto* in jou eie woorde. (1 x 2) (2)

1.1.3 Hoekom, volgens die bron, het die Sowjetunie die Kominform bekendgestel? (1 x 1) (1)

1.1.4 Gebruik die inligting in die bron en jou eie kennis en verduidelik hoekom die idee van 'n defensiewe alliansie onder Westerse nasies aanvanklik in 1946 deur Churchill voorgestel is. (1 x 2) (2)

1.2 Gebruik Bron 1B.

1.2.1 Verduidelik die simboliese verteenwoordiging van die volgende in die spotprent:

(a) Dean Acheson (1 x 2) (2)

(b) Lande wie se bakstene gebruik is om die muur te bou (1 x 2) (2)

(c) Lande wie se bakstene NIE gebruik is om die muur te bou NIE (1 x 2) (2)

1.2.2 Gebruik die bron en jou eie kennis en verduidelik die belangrikheid van beide Ernest Bevin en Robert Schuman in die spotprent. (2 x 2) (4)

1.3 Bestudeer Bron 1A en Bron 1B. Verduidelik hoe die inligting in Bron 1A die bewyse in Bron 1B ondersteun met betrekking tot die stigting van 'n defensiewe alliansie onder Wes-Europese lande. (2 x 2) (4)

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1.4 Lees Bron 1C.

1.4.1 Noem enige TWEE vreedsame beginsels van die Verenigde Nasies, wat in die bron genoem word, wat bindend was vir lande wat die Noord-Atlantiese Verdrag onderteken het. (2 x 1) (2)

1.4.2 Haal uit die bron aan hoe die ondertekenaars van die Noord-Atlantiese Verdrag onderneem het om die voorwaardes van die Handves van die VN na te kom. Gee TWEE antwoorde. (2 x 1) (2)

1.4.3 Verduidelik die implikasie van die frase: '… wil ons vryheid van aggressie … skep', in die konteks van die ondertekening van die Noord-Atlantiese Verdrag in 1949. (1 x 2) (2)

1.4.4 Wat, volgens die bron, het die lande wat in die Noord-Atlantiese Verdrag verteenwoordig was, saamgebind? (1 x 1) (1)

1.4.5 Lewer kommentaar op die bruikbaarheid van die bron vir 'n geskiedkundige wat die stigting van die Noord-Atlantiese Verdrag navors. (2 x 2) (4)

1.5 Verwys na Bron 1D.

1.5.1 Noem, volgens die bron, enige TWEE stigterslede van die Warskou-verdrag. (2 x 1) (2)

1.5.2 Verduidelik die konsep *Marxisme-Leninisme* as 'n ideologie van die Warskou-verdrag. (1 x 2) (2)

1.5.3 Lewer kommentaar op waarom Oos-Duitsland by die Warskou-verdrag ingesluit is. (2 x 2) (4)

1.5.4 Wat, volgens die bron, was 'n direkte gevolg van die herbewapening van Wes-Duitsland toe hulle in 1955 by NAVO aangesluit het? (1 x 2) (2)

1.6 Gebruik die inligting in die relevante bronne en jou eie kennis en skryf 'n paragraaf van ongeveer AGT reëls (ongeveer 80 woorde) om te verduidelik hoe die Noord-Atlantiese Verdrag en die Warskou-verdrag in die 1940's en 1950's die Koue Oorlog tussen die VSA en die Sowjetunie vererger het. (8)

[50]

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VRAAG 2: WAAROM HET DIE SOWJETUNIE VANAF 1975 DIE ANGOLESE VOLKSBEVRYDINGSBEWEGING (MPLA) IN DIE ANGOLESE BURGEROORLOG ONDERSTEUN?

Bestudeer Bron 2A, 2B, 2C en 2D en beantwoord die vrae wat volg.

2.1 Gebruik Bron 2A.

2.1.1 Volgens die bron, waarom was kommunisme gedurende die 20ste eeu besonder kommerwekkend in Europa? (1 x 2) (2)

2.1.2 Lewer kommentaar op die implikasie van die woorde: '… Angola 'n perfekte storm vir 'n volmagoorlog was', in die konteks van die burgeroorlog in Angola. (1 x 2) (2)

2.1.3 Noem die volgende rolspelers in die bron wat vir beheer oor Angola geveg het:

(a) Enige TWEE lande in die buiteland (2 x 1) (2)

(b) Enige TWEE bevrydingsbewegings (2 x 1) (2)

2.1.4 Verduidelik hoekom jy dink die Sowjet-kommunistiese agenda in Angola nie as wettig beskou kon word nie. (1 x 2) (2)

2.2 Raadpleeg Bron 2B.

2.2.1 Wie, volgens die bron, was 'n lid van die Sowjet-Kommunisteparty-Politburo en voorsitter van die Partybeheerkommissie? (1 x 1) (1)

2.2.2 Definieer die term *onafhanklikheid* in jou eie woorde. (1 x 2) (2)

2.2.3 Noem enige TWEE vorme van Sowjet- militêre ondersteuning in die bron wat aan die MPLA gegee is. (2 x 1) (2)

2.2.4 Verduidelik hoekom die Portugese Hoë Kommissaris oortuig was dat indien hy nie mag aan 'twee of drie' van die Angolese bewegings kon oordra nie, hy 'eenvoudig op die vliegtuig sou klim en gaan'. (1 x 2) (2)

2.2.5 Lewer kommentaar op die implikasie van die frase: 'Vir die Kremlin het die MPLA die "voorhoede" en leier van die Angolese mense gebly', in die konteks van Sowjet-betrokkenheid by Angola. (1 x 2) (2)

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2.3 Lees Bron 2C.

2.3.1 Lewer kommentaar op die simboliese voorstelling van die militêre tenk in die spotprent. (2 x 2) (4)

2.3.2 Verduidelik die historiese belangrikheid daarvan dat Castro en Brezhnev staande langs mekaar uitgebeeld word. (2 x 2) (4)

2.4 Verwys na Bron 2B en 2C. Verduidelik hoe die inligting in Bron 2B die bewyse in Bron 2C ondersteun met betrekking tot die rol wat vanaf 1975 deur die Sowjetunie in die Angolese Burgeroorlog gespeel is. (2 x 2) (4)

2.5 Bestudeer Bron 2D.

2.5.1 Gee DRIE redes, genoem in die bron, waarom die Kubaanse besetting van Angola vernietigend was. (3 x 1) (3)

2.5.2 Verduidelik die konsep *propagandaveldtog* in die konteks van die Sowjetunie se ekspansionistiese beleid in Angola. (1 x 2) (2)

2.5.3 Waarom, dink jy, sou die Sowjet-Kubaanse besetting van Angola, Angola se taak van nasionale rekonstruksie (heropbou) moeilik maak? (1 x 2) (2)

2.5.4 Lewer kommentaar op die beperkings van die bron vir 'n geskiedkundige wat UNITA se reaksies op die Sowjet-Kubaanse besetting van Angola navors. (2 x 2) (4)

2.6 Gebruik die inligting in die relevante bronne en jou eie kennis en skryf 'n paragraaf van ongeveer AGT reëls (ongeveer 80 woorde) om te verduidelik waarom die Sowjetunie vanaf 1975 die Angolese Volksbevrydingsbeweging (MPLA) in die Angolese Burgeroorlog ondersteun het. (8)
[50]

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VRAAG 3: VOOR WATTER ERVARINGS HET ELIZABETH ECKFORD IN 1957 TE STAAN GEKOM TYDENS 'N POGING OM CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, TE DESEGREGEER?

Bestudeer Bron 3A, 3B, 3C en 3D en beantwoord die vrae wat volg.

3.1 Lees Bron 3A.

3.1.1 Volgens die bron, hoe is onderwys as 'n belangrike instrument in die lewe van 'n kind verklaar? Noem enige TWEE maniere. (2 x 1) (2)

3.1.2 Hoekom, volgens die bron, sou dit twyfelagtig wees dat 'n kind sukses in die lewe sou behaal? (1 x 2) (2)

3.1.3 Definieer die term *segregasie* in jou eie woorde. (1 x 2) (2)

3.1.4 Lewer kommentaar op waarom die skei van swart kinders van ander van dieselfde ouderdom in 'n skool, tot 'n gevoel van minderwaardigheid kan lei, in die konteks van skoolsegregasie. (1 x 2) (2)

3.1.5 Verduidelik die betroubaarheid van hierdie bron vir 'n geskiedkundige wat desegregasie van skole in die 1950's in die Verenigde State van Amerika bestudeer. (2 x 2) (4)

3.2 Verwys na Bron3B.

3.2.1 Noem die groep studente in die bron wat gepoog het om Central High School as gevolg van desegregasie by te woon. (1 x 1) (1)

3.2.2 Gee enige TWEE redes in die bron waarom Elizabeth Eckford Central High School wou bywoon. (2 x 1) (2)

3.2.3 Waarom, dink jy, was dit belangrik vir Daisy Bates om te reël dat 'n paar predikante die Little Rock Nege-studente as 'n groep na Central High School vergesel? (2 x 2) (4)

3.2.4 Lewer kommentaar op waarom jy dink Elizabeth Eckford gevoel het dat die geskreeu van mense 'soos 'n bende geklink' het. (1 x 2) (2)

3.3 Studeer Bron 3C.

3.3.1 Verduidelik die belangrikheid van die volgende in die foto in die konteks van Elizabeth Eckford se ervarings op haar eerste dag by Central High School:

(a) Elizabeth Eckford sit by die bushalte (1 x 2) (2)

(b) Die teenwoordigheid van die Arkansas Nasionale Garde (1 x 2) (2)

(c) Die teenwoordigheid van die media (1 x 2) (2)

3.3.2 Lewer kommentaar op waarom mense agter Elizabeth Eckford as bystanders afgeneem is. (1 x 2) (2)

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3.4 Verwys na Bron 3B en 3C. Verduidelik hoe die inligting in Bron 3B die bewyse in Bron 3C ondersteun oor die ervarings waarvoor Elizabeth Eckford te staan gekom het toe sy op 4 September 1957 Central High School wou binnegaan. (2 x 2) (4)

3.5 Raadpleeg Bron 3D.

3.5.1 Wat, volgens die bron, het mense gemotiveer om Elizabeth Eckford op haar eerste dag by die skool weg te wys? Gee DRIE antwoorde. (3 x 1) (3)

3.5.2 Verduidelik die term *konstitusionele regte* in die konteks van die nasionale regering se verantwoordelikheid. (1 x 2) (2)

3.5.3 Wat het Clinton geïmpliseer met die stelling: 'Veertig jaar later weet ons dat daar nog deure is wat oopgemaak moet word', in die konteks van die beëindiging van segregasie in die Verenigde State van Amerika? (1 x 2) (2)

3.5.4 Noem enige TWEE groepe in die bron wat na Amerika gekom het 'om die belofte van Amerika te vervul'. (2 x 1) (2)

3.6 Gebruik die inligting in die relevante bronne en jou eie kennis en skryf 'n paragraaf van ongeveer AGT reëls (ongeveer 80 woorde) en verduidelik voor watter ervarings Elizabeth Eckford in 1957 te staan gekom het tydens 'n poging om Central High School in Little Rock, Arkansas, te desegregeer. (8)
[50]

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AFDELING B: OPSTELVRAE

Beantwoord ten minste EEN vraag, maar NIE meer as TWEE vrae in hierdie afdeling NIE.

Jou opstel moet ongeveer DRIE bladsye lank wees.

VRAAG 4: DIE UITBREIDING VAN DIE KOUE OORLOG: GEVALLESTUDIE – VIËTNAM

Verduidelik tot watter mate Amerika se militêre dominansie gedurende die Viëtnam-oorlog tussen 1957 en 1975 deur die Viëtkong se taktieke ondoeltreffend gemaak is.

Ondersteun jou antwoord met relevante historiese bewyse. **[50]**

VRAAG 5: ONAFHANKLIKE AFRIKA: GEVALLESTUDIE – DIE KONGO

Mobutu Sese Seko het in die 1960's slegs politieke veranderinge in die nuwe onafhanklike Kongo ingestel.

Stem jy met hierdie stelling saam? Motiveer jou argument met relevante historiese bewyse. **[50]**

VRAAG 6: BURGERLIKE VERSET VANAF DIE 1950's TOT DIE 1970's: DIE SWARTMAGBEWEGING

Die Swartmagbeweging (BPM) het 'n radikale benadering aangeneem in alle aspekte van hulle pogings om in die 1960's diskriminasie en segregasie in die Verenigde State van Amerika (VSA) te beëindig.

Bespreek hierdie stelling krities. Ondersteun jou argument met relevante historiese inligting. **[50]**

TOTAAL: 150

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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

Explain to what extent the United States' (US) military dominance was rendered ineffective by the Viet Cong's tactics during the Vietnam War between 1957 and 1975.

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko introduced only political changes to the newly independent Congo in the 1960s.

Do you agree with this statement? Substantiate your line of argument with relevant historical evidence. **[50]**

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

The Black Power Movement (BPM) adopted a radical approach in all aspects in its attempts to end discrimination and segregation in the United States of America (USA) in the 1960s.

Critically discuss this statement. Support your line of argument with relevant historical information. **[50]**

TOTAL: 150

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3.4 Refer to Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the experiences that Elizabeth Eckford faced when she wanted to enter Central High School on 4 September 1957. (2 x 2) (4)

3.5 Consult Source 3D.

3.5.1 What, according to the source, motivated people to turn Elizabeth Eckford away from the school on her first day? Give THREE responses. (3 x 1) (3)

3.5.2 Explain the concept *constitutional rights* in the context of the national government's responsibility. (1 x 2) (2)

3.5.3 What did Clinton imply by the statement, 'Forty years later we know there are still more doors to be opened', in the context of ending segregation in the United States of America? (1 x 2) (2)

3.5.4 Name any TWO groups in the source who came to America 'to redeem the promise of America'. (2 x 1) (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 what experiences Elizabeth Eckford faced during an attempt to desegregate Central High School in Little Rock, Arkansas, in 1957. (8)

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QUESTION 3: WHAT EXPERIENCES DID ELIZABETH ECKFORD FACE DURING AN ATTEMPT TO DESEGREGATE CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

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

3.1 Read Source 3A.

3.1.1 According to the source, how was education declared a principal instrument in the life of a child? Name any TWO ways. (2 x 1) (2)

3.1.2 Why, according to the source, would it be doubtful for a child to succeed in life? (1 x 2) (2)

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

3.1.4 Comment on why separating black children from others of similar age in a school might have generated a feeling of inferiority, in the context of school segregation. (1 x 2) (2)

3.1.5 Explain the reliability of this source for a historian studying desegregation of schools in the United States of America in the 1950s. (2 x 2) (4)

3.2 Refer Source 3B.

3.2.1 Name the group of students in the source that attempted to attend Central High School because of desegregation. (1 x 1) (1)

3.2.2 Give any TWO reasons in the source why Elizabeth Eckford was attracted to Central High School. (2 x 1) (2)

3.2.3 Why do you think it was important for Daisy Bates to arrange for some ministers to accompany the Little Rock Nine students as a group to Central High School? (2 x 2) (4)

3.2.4 Comment on why you think Elizabeth Eckford felt that the screaming of people 'sounded like a mob' to her. (1 x 2) (2)

3.3 Study Source 3C.

3.3.1 Explain the significance of the following in the photograph in the context of Elizabeth Eckford's experiences on her first day at Central High School:

(a) Elizabeth Eckford seated at the bus stop (1 x 2) (2)

(b) The presence of the Arkansas National Guard (1 x 2) (2)

(c) The presence of the media (1 x 2) (2)

3.3.2 Comment on why people were captured behind Elizabeth Eckford as bystanders. (1 x 2) (2)

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2.3 Read Source 2C.

2.3.1 Comment on the symbolic representation of the military tank in the cartoon. (2 x 2) (4)

2.3.2 Explain the historical significance of depicting Castro and Brezhnev standing next to each other. (2 x 2) (4)

2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the role played by the Soviet Union in the Angolan Civil War from 1975. (2 x 2) (4)

2.5 Study Source 2D.

2.5.1 Give THREE reasons, stated in the source, why the Cuban occupation of Angola was destructive. (3 x 1) (3)

2.5.2 Explain the concept *propaganda campaign* in the context of the Soviet Union's expansionist policy in Angola. (1 x 2) (2)

2.5.3 Why do you think the Soviet-Cuban occupation of Angola would make Angola's task of national reconstruction difficult? (1 x 2) (2)

2.5.4 Comment on the limitations of the source for a historian researching UNITA's responses to the Soviet-Cuban occupation of Angola. (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 the Soviet Union supported the Popular Movement for the Liberation of Angola (MPLA) in the Angolan Civil War from 1975. (8)

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QUESTION 2: WHY DID THE SOVIET UNION SUPPORT THE POPULAR MOVEMENT FOR THE LIBERATION OF ANGOLA (MPLA) IN THE ANGOLAN CIVIL WAR FROM 1975?

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, why was communism of particular concern in Europe during the 20th century? (1 x 2) (2)

2.1.2 Comment on the implications of the words, '… Angola was a perfect storm for a proxy war', in the context of the civil war in Angola. (1 x 2) (2)

2.1.3 Name the following role-players in the source who were fighting for control over Angola:

(a) Any TWO foreign countries (2 x 1) (2)

(b) Any TWO liberation movements (2 x 1) (2)

2.1.4 Explain why you think the Soviet communist agenda in Angola could not be considered legitimate. (1 x 2) (2)

2.2 Consult Source 2B.

2.2.1 Who, according to the source, was a member of the Soviet Communist Party Politburo and chairman of the Party Control Commission? (1 x 1) (1)

2.2.2 Define the term *independence* in your own words. (1 x 2) (2)

2.2.3 Name any TWO forms of Soviet military aid in the source that were given to the MPLA. (2 x 1) (2)

2.2.4 Explain why the Portuguese High Commissioner was convinced that if he could not hand over power to 'two or three' of the Angolan movements, he would 'just get on the plane and leave'. (1 x 2) (2)

2.2.5 Comment on the implication of the phrase, 'To the Kremlin, the MPLA remained the "vanguard" and leader of the Angolan people', in the context of the Soviet Union's involvement in Angola. (1 x 2) (2)

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1.4 Read Source 1C.

1.4.1 Name any TWO peaceful principles of the United Nations, stated in the source, that were binding to countries that signed the North Atlantic Treaty. (2 x 1) (2)

1.4.2 Quote from the source how the signatories of the North Atlantic Treaty undertook to abide by the provisions of the UN Charter. Give TWO responses. (2 x 1) (2)

1.4.3 Explain the implication of the phrase, '… we seek to establish freedom from aggression …', in the context of signing the North Atlantic Treaty in 1949. (1 x 2) (2)

1.4.4 What, according to the source, bound the countries represented in the North Atlantic Treaty together? (1 x 1) (1)

1.4.5 Comment on the usefulness of the source for a historian researching the formation of the North Atlantic Treaty. (2 x 2) (4)

1.5 Refer to Source 1D.

1.5.1 Name, according to the source, any TWO founding members of the Warsaw Pact. (2 x 1) (2)

1.5.2 Explain the concept *Marxism-Leninism* as an ideology of the Warsaw Pact. (1 x 2) (2)

1.5.3 Comment on why East Germany was included in the Warsaw Pact. (2 x 2) (4)

1.5.4 What, according to the source, was a direct consequence of the rearmament of West Germany when they joined NATO in 1955? (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 North Atlantic Treaty and the Warsaw Pact intensified the Cold War between the USA and the Soviet Union in the 1940s and 1950s. (8)

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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 NORTH ATLANTIC TREATY AND THE WARSAW PACT INTENSIFY THE COLD WAR BETWEEN THE USA AND THE SOVIET UNION IN THE 1940s AND 1950s?

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

1.1 Consult Source 1A.

1.1.1 How, according to the source, did the use of the veto in the Security Council by Russia affect the United Nations? (1 x 2) (2)

1.1.2 Define the term *veto* in your own words. (1 x 2) (2)

1.1.3 According to the source, why did the Soviet Union introduce the Cominform? (1 x 1) (1)

1.1.4 Using the information in the source and your own knowledge, explain why the idea of a defensive alliance among Western nations was initially suggested by Churchill in 1946. (1 x 2) (2)

1.2 Use Source 1B.

1.2.1 Explain the symbolic representation of the following in the cartoon:

(a) Dean Acheson (1 x 2) (2)

(b) Countries whose bricks have been used to construct the wall (1 x 2) (2)

(c) Countries whose bricks have NOT been used in the construction of the wall (1 x 2) (2)

1.2.2 Using the source and your own knowledge, explain the significance of both Ernest Bevin and Robert Schuman in the cartoon. (2 x 2) (4)

1.3 Study Sources 1A and 1B. Explain how the information in Source 1A supports the evidence in Source 1B regarding the formation of a defensive alliance among Western European countries. (2 x 2) (4)

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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: 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.

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Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

MAY/JUNE 2026

MARKS: 150

TIME: 3 hours

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

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