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PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL SENIOR CERTIFICATE



GRADE 12

HISTORY

STANDARDISED TEST NO 1

MARCH 2024

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QUESTION PAPER

Marks: 100

Time: 2 HOURS

This question paper consists of 7 pages and an addendum of 9 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: INDEPENDENT AFRICA: CASE STUDY - ANGOLA

QUESTION 2: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE CIVIL RIGHTS MOVEMENT

SECTION B: ESSAY QUESTIONS

QUESTION 3: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

QUESTION 4: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: BLACK POWER MOVEMENT

2. SECTION A consists of TWO source-based questions. Source material that is required to answer questions will be found in the ADDENDUM.

3. SECTION B consists of TWO essay questions.

4. Answer **TWO** questions as follows:

4.1 ONE source-based question and ONE essay

5. You are advised to spend at least ONE hour per question

6. When answering questions, candidates should apply their knowledge, skills and insight.

7. A mere rewriting of sources will disadvantage candidates.

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 ONE question only from this section. Use the information contained in the ADDENDUM to answer these questions.

QUESTION 1: WHY DID THE FOREIGN POWERS INTERVENE IN THE ANGOLAN CIVIL IN THE FIRST PHASE OF THE WAR FROM 1975 TO 1976?

Read Sources 1A, 1B, 1C and 1D to respond to Questions that follow

1.1. Refer to Source 1A

1.1.1 Identify the three military movements in the source which fought for the liberation of Angola. (3 x 1) (3)

1.1.2 Define the concept *Cold War* in your own words. (1 x 2) (2)

1.1.3 Explain why three-way power sharing granted by the Alvor Agreement was short-lived. (1 x 2) (2)

1.1.4 According to the source, how did the following countries assist the Angolan liberation movements:

(a) USA (1 x 1) (1)

(b) Soviet Union (1 x 1) (1)

1.1.5 Using information in the source and your own knowledge comment on the statement "Before November 11, the MPLA had negotiated with Castro for Cuban assistance" with regard to the crisis around Angolan independence. (1 x 2) (2)

1.2. Refer to Source 1B

1.2.1 Quote Four (4) reasons stated in the source that led to the Cuban intervention in the Angolan Civil War. (4 x 1) (4)

1.2.2 Explain the concept *imperialism* in the context of the Angolan civil war (1 x 2) (2)

1.2.3 Using the information source and your own knowledge explain the relationship between Cuba and the Soviet Union regarding their involvement in the Angolan civil war. (1 x 2) (2)

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1.2.4 Comment on the statement 'we will fulfil our internationalist duty toward the peoples of Africa ...' (1 x 2) (2)

1.3. Consult Source 1C.

1.3.1 Explain why you think this photograph was taken. (2 x 2) (4)

1.3.2 Explain the symbolic representation of the photograph. (1 x 2) (2)

1.4. Read Source 1D.

1.4.1 What, according to the source led to South Africa's involvement in the Angolan Civil War? (3 x 1) (3)

1.4.2 Comment on the statement 'South African troops had penetrated "a very long way" into Angola…but they had not been a party to the civil war there' (2 x 2) (4)

1.4.3 Explain the reliability of this source to a historian researching the intervention of foreign powers in the Angolan Civil War. (2 x 2) (4)

1.5. Refer to Sources 1B and 1D. Explain how the information in Surce 1B differ with evidence in Source 1D regarding the foreign powers intervention in Angola during the Angolan Civil war. (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 Eighty(80) Words) explaining why foreign powers intervened in the Angolan Civil war in the first phase of the war from 1975 to 1976. (8)

[50]

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QUESTION 2: HOW DID VARIOUS FORMS OF CIVIL RIGHTS PROTESTS CHALLENGE SEGREGATION IN THE USA IN THE 1960s?

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

2.1 Refer to Source 3A.

2.1.1 Define the concept *racial discrimination* in your own words. (1 x 2) (2)

2.1.2 Quote TWO aspects from the source that describe the nature of the Civil Rights Movement. (2 x 1) (2)

2.1.3 Give TWO provisions of the Jim Crow laws, regarding discrimination in the USA (2 x 1) (2)

2.1.4 Explain why African Americans experienced discrimination in the Northern States despite the Jim Crow laws not being adopted there. (2 x 2) (4)

2.2 Use Source 3B.

2.2.1 How, according to the source, was non-violent direct action critical in challenging segregation in public accommodation? (2 x 1) (2)

2.2.2 Explain the term *segregation* in the context of the Civil Rights Movement. (1 x 2) (2)

2.2.3 State any THREE strategies and tactics used by SNCC organisers and their allies while canvassing for their civil rights (3 x 1) (3)

2.2.4 Using information in the source and your own knowledge, comment on the significance of the Voting Rights Act for African Americans. (2 x 2) (4)

2.3 Consult Source 3C.

2.3.1 Give the actual date of the lunch-counter sit-in that took place in Greensboro, North Carolina in the USA in 1960. (1 x 1) (1)

2.3.2 Explain the implication of David Richmond's words, 'on impulse' regarding how their action in Greensboro started. (1 x 2) (2)

2.3.3 Comment on the statement, 'the Woolworth in Greensboro was desegregated in July 1960', regarding the impact of the sit-ins.(2 x 2) (4)

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2.4 Consult Source 3D.

2.4.1 What messages are conveyed by this photograph? (2 x 2) (4)

2.4.2 State TWO demands stated in the source made by the protesters in Harlem. (2 x 1) (2)

2.4.3 Explain the usefulness of this source to a historian researching how the sit-ins contributed to the Civil Rights Movement in the United States of America (USA). (2 x 2) (4)

2.5 Study Sources 3C and 3D. Comment on how the evidence in Source 3D supports the information in Source 3C regarding the role played by the sit-ins in the context of the Civil Rights Movement in the USA in the 1960s. (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 how various forms of civil rights protests challenged segregation in the USA in the 1960s. (8)

[50]

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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 3: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mabuto Sese Seko's policies failed to improve the lives of the Congolese people after gaining independence in the 1960s to 1970s.

Do you agree with the above statement? With reference to Mabuto's political and economic policies, substantiate your stand point **[50]**

QUESTION 4: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

Explain to what extent the ideas and actions of Malcolm X, Stokely Carmichael and the Black Panther Party empowered African Americans to challenge discrimination in the United States of America during the 1960s. **[50]**

GRAND TOTAL = 100

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GRADE 12

HISTORY

STANDARDISED TEST 1 (MARCH 2024)

ADDENDUM

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QUESTION 1: WHY DID THE FOREIGN POWERS INTERVENE IN THE ANGOLAN CIVIL IN THE FIRST PHASE OF THE WAR FROM 1975 TO 1976?

SOURCE 1A.

The source below explains the collapse of the three-way power sharing Angolan government, the emergence of civil war in 1975 and the involvement of foreign powers.

Three main military movements had been fighting for Angolan independence since the 1960s. The Popular Movement for the Liberation of Angola (MPLA) was a Marxist organization cantered in the capital, Luanda, and led by Agostinho Neto. The National Front for the Liberation of Angola (FNLA), led by Holden Roberto, was based in the north of the country and had strong ties to the U.S. ally, Mobutu Sese Seko, in neighbouring Zaire. The National Union for the Total Independence of Angola (UNITA), an offshoot of the FNLA, was led by Jonas Savimbi and supported by the country's largest ethnic group, the Ovimbundu. Following the Portuguese coup, these three revolutionaries met with representatives of the new Portuguese Government in January 1975 and signed the Alvor Agreement that granted Angolan independence and provided for a three-way power sharing government. However, trust quickly broke down among the three groups, and the country descended into civil war as each vied for sole power.

The crisis in Angola developed into a Cold War battleground as the superpowers and their allies delivered military assistance to their preferred clients. The United States supplied aid and training for both the FNLA and UNITA while troops from Zaire assisted Holden Roberto and his fighters. China, also, sent military instructors to train the FNLA. The Soviet Union provided military training and equipment for the MPLA. During the summer of 1975, the Soviet-supported MPLA was able to consolidate power in Luanda and oust the U.S.-supported FNLA from the capital, but the FNLA continued to attack. The remaining Portuguese troops failed to stem the violence.

When MPLA leader Neto announced November 11, 1975 as the day of Angolan independence, Lisbon decided to withdraw its troops on that day. The MPLA also had long-established relations with Fidel Castro's Cuba. Before November 11, the MPLA had negotiated with Castro for Cuban assistance.

[From Milestones: 1969–1976 - Office of the Historian (state.gov). Accessed on 14 February 2024]

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SOURCE 1B.

This is an extract from an interview with Fidel Castro that was undertaken by a Swedish film crew. It outlines the reasons why Cuba intervened in Angola. The interview was conducted in Havana, Cuba on 23 July 1977.

When South African regular troops invaded Angola on 23 October (1975), we could not sit with our arms folded. And when the MPLA requested our assistance, we offered the necessary assistance to prevent people who had struggled for their independence for almost 14 years from being crushed, to prevent the assassination of tens of thousands of revolutionaries, to prevent apartheid from being installed in Angola, the CIA from installing itself in Angola, and neo-colonialism and imperialism from being installed in Angola. It was our elemental (basic) duty, our revolutionary duty and our internationalist duty to offer our support to the MPLA at any cost. There is no reason for our country to regret that sacrifice and that effort. Look, I can assure you of one thing. Given the type of relations that exist between the Soviet Union and Cuba and given the policy practised by the Soviet Union, the Soviet government and the Soviet Party would never have asked Cuba to send a single man to Angola.

A decision of that nature could only have been made by our party and our government. Those who can claim such a thing do not know Cuba, do not know the Soviet Union and do not know the relations that exist between the Soviet Union and Cuba. … the duty of the revolutionary peoples of the world is to help countries that are struggling for their liberation. In this sense, we will fulfil our internationalist duty toward the peoples of Africa ...

[From http://lanic.utexas.edu/project/castro/db/1977/19770723.html. Accessed on 17 February 2024.]

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SOURCE 1C.

The photograph below shows part of the 36 000 Cuban soldiers which were sent to Angola, responding to the request made by the MPLA's government during the Angolan Civil War that started in 1975.



[From https://www.telesurenglish.net/analysis/Cuban-Support-Crucial-in-Winning-Angolan-Independence-20150114-0020.html. Accessed 20 February 2024]

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SOURCE 1D

The extract below is from an interview conducted by New York Times newspaper with South African Prime Minister BJ Voster, in Cape Town,on the 30 January 1976 outlining why South African intervened in the Angolan Civil War

CAPE TOWN, Jan. 30 (AP)—Prime Minister John Vorster said today that South African troops had penetrated "a very long way" into Angola in recent months but said they had not been a party to the civil war there. He spoke in Parliament at the end of a week-long debate on a no-confidence motion introduced by the opposition and defeated by a vote of 127 to 45.

"South Africa did not become involved in Angola because she wanted to take part in the civil war," he said, adding:"Our involvement was the effect of Russian and Cuban intervention. If they had not entered Angola, if they had not tried to subvert (undermine power and authority of) the whole of Angola and suppress its people, South Africa would never have tried to enter Angola at all.

"South Africa had become involved far into Angola against its will because it had to protect the republic and its border." Mr. Vorster made no mention of reports that at least 1,200 South African troops were deployed until recently on the central Angolan front in opposition to the Soviet-supported Popular Movement for the Liberation of Angola.

He said that South Africa had not departed from its policy of non-intervention in the affairs of other countries but that it was rather difficult when chasing a man to decide 'where to stop, knowing that if he was chased a short way he would come back'."I make no bones about it," the Prime Minister declared. We chased him a very long way." Mr. Vorster declared that the mission of South African troops in Angola had been to keep hostile forces a good distance north of Angola's southern border with South-West Africa. He said South African troops were also protecting the darn site at Calueque about 20 miles inside Angola. The hydroelectric project there had been built with South African help.

[From https://www.nytimes.com/1976/01/31/archives/vorster-says-troops-went-long-way-in-angola.html. Accessed on 14 February 2024]

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QUESTION 2: HOW DID VARIOUS FORMS OF CIVIL RIGHTS PROTESTS CHALLENGE SEGREGATION IN THE USA IN THE 1960s?

SOURCE 2A.

The source below highlights the origins of the Civil rights movement in the United States of America (USA).

The Civil Rights Movement was a struggle for social justice that took place mainly during the 1950s and 1960s for black Americans to gain equal rights under the law in the United States. The Civil War had officially abolished slavery, but it didn't end discrimination against black people - they continued to endure the devastating effects of racism, especially in the South. By the mid-20th century, black Americans had had more than enough of prejudice (bias) and violence against them. They, along with many white Americans, mobilised and began an unprecedented fight for equality that spanned two decades.

To marginalize (sideline) black people, keep them separate from white people and erase the progress they'd made during Reconstruction, Jim Crow laws were established in the South beginning in the late 19th century. Black people couldn't use the same public facilities as white people, live in many of the same towns or go to the same schools. Interracial marriage was illegal, and most black people couldn't vote because they were unable to pass voter literacy tests.

Jim Crow laws weren't adopted in Northern States; however, black people still experienced discrimination at their jobs or when they tried to buy a house or get an education. To make matters worse, laws were passed in some states to limit voting rights for black Americans.

[From https://www.history.com/topics/black-history/civil-rights- Accessed on 28 January 2021.]

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SOURCE 2B.

The source below provides information about the teachings and the tactics employed by the Civil Rights Movement in the United States of America.

The Civil Rights Movement utilized a range of tactics to address different problems. For example, nonviolent direct action was critical in challenging segregation in public accommodations. Direct action disrupted the status quo and made it difficult for those in power to ignore the issue of segregation. The best examples are the sit-ins and freedom rides. In some cases, the sit-ins led to immediate changes in local policy and widespread direct-action protests eventually led to the passage of the Civil Rights Act of 1964 (which banned segregation in public accommodations).

The freedom rides forced the Kennedy administration and … to actually enforce two Supreme Court decisions (regarding interstate travel) that were being ignored by white Southerners.

However, direct action was not particularly effective for addressing the denial of voting rights. To tackle this, SNCC organizers and their local allies used the much less visible approach of canvassing - going door-to-door meeting and talking to people. They built relationships, gave people a chance to practice voting applications and provided transportation and support for those ready to try.

They supplemented their canvassing with mass meetings and with citizenship education classes that helped people learn to pass the literacy tests (intended to prevent blacks from voting) and political education workshops that introduced people to relevant laws and the duties of elected officials. These various educational efforts organized by the movement helped people increase their general understanding of citizenship and government and gave them an opportunity to develop their leadership skills. All of this work was slow, painstaking and initially had few tangible successes. Until the passage of the Voting Rights Act, even when people tried to register, they were most often rejected and had little recourse.

[From https://www.civilrightsteaching.org/voting-rights/documents-based-lesson/civil-rights-movement-tactics. Accessed on 6 February 2021.]

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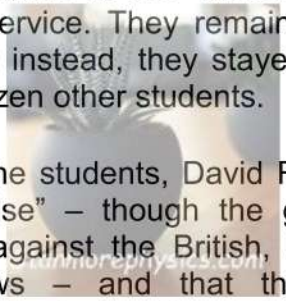
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SOURCE 2C.

The article below focuses on the sit-in movement that was initiated by students in the 1960s. It highlights the discrimination endured by black Americans.

The lunch-counter sit-in that began the movement, however, took place in Greensboro, North Carolina, on the afternoon of February 1, 1960. Four freshmen from the Agricultural and Technical College of North Carolina (North Carolina A&T; now North Carolina A&T State University), a historically black college, made some purchases at the local F.W. Woolworth department store. They then sat down at the "whites only" lunch counter and placed an order but were refused service. They remained seated and were eventually asked to leave the premises; instead, they stayed until closing and returned the next day with more than a dozen other students.



One of the students, David Richmond, acknowledged later that the action began "on impulse" – though the group, who were familiar with Gandhi's nonviolent protests against the British, had previously discussed taking action against Jim Crow laws – and that the students were surprised at the impact their local initiative had on the entire civil rights movement.

Interest in participating in the sit-ins spread quickly among the students of North Carolina A&T. The large supply of local students increased the effectiveness of the tactic; as demonstrators were arrested by local law enforcement and removed from the counter, others would take their place. Soon, as word about the Greensboro movement spread across the upper South, African American students from other historically black campuses began their own protests. In places such as Salisbury, North Carolina; San Antonio, Texas; and Chattanooga, Tennessee, local officials and business owners agreed to desegregate facilities after local sit-in movements took hold. The Woolworth in Greensboro was desegregated in July 1960.

[From https://www.britannica.com/event/sit-in-movement
Accessed on 6 February 2021.]

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SOURCE 2D.

The photograph below shows protesters in Harlem and many other northern communities picketing outside F.W. Woolworth Co. and other chain stores to support the Southern sit-ins. The placards visible in the picture read as follows: 'Support North Carolina students', 'End lunch-counter discrimination' & 'Local 420 supports the battle for Equal Rights'.



[From https://www.crmvet.org/images/imgcoll.htm. Accessed on 6 February 2021.]

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https://www.telesurenglish.net/analysis/Cuban-Support-Crucial-in-Winning-Angolan-Independence-20150114-0020.html

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