



Hillcrest High School

Grade 12

HISTORY P1

SEPTEMBER 2023

MARKS: 150

EXAMINER: Mr Moore

TIME: 3 Hours

MODERATOR: Ms Cope

This Paper Consists of 18 Pages

Instructions.

This question paper consists of five (5) questions

Question 1: What was the impact of the Cold War in forming the world as it was in the 1960s? USSR/USA – Creating spheres of interest: Focus on The Origins of the Cold War

Question 2: Uhuru/ Independent Africa: Case Study – Angola

Question 3: Civil Society Protest from the 1950s to the 1970s: The Civil Rights Movement

Question 4: Extension of the Cold War: Case Study – Vietnam

Question 5: Civil Society Protest from the 1950s to the 1970s: The Black Power Movement

- The sources are placed in a separate addendum.
- Candidates are required to answer THREE QUESTIONS in total. ONE SOURCE-BASED QUESTION, ONE ESSAY QUESTION and the LAST QUESTION is the candidate's choice.
- Questions 1, 2 and 3 are Source-Based.
- Questions 4 and 5 are Essays.
- Each question is worth 50 marks, therefore the examination script is out of 150.

QUESTION 1: WHY DID THE UNITED STATES OF AMERICA GIVE FINANCIAL AID TO EUROPEAN COUNTRIES AFTER 1945?

1.1 Read Source 1A.

- 1.1.1 State TWO ways in which Western European countries were affected by the Second World War. (2x1) (2)
- 1.1.2 Explain in your own words why George Marshall decided to launch the European Recovery Programme in the late 1940s. (2x2) (4)
- 1.1.3 Quote any TWO countries from the source that received Marshall Aid. (2x1) (2)
- 1.1.4 Using the information in the source and your own knowledge, explain why the Marshall Plan was seen as having 'created an economic miracle in Western Europe'. (2x2) (4)

1.2 Consult Source 1B.

- 1.2.1 Why, according to Varga, did the United States of America implement the Marshall Plan? (1x2) (2)
- 1.2.2 Select TWO pieces of evidence from the source that indicate that the United States of America used the Marshall Plan to prevent an economic crisis. (2x1) (2)
- 1.2.3 Define the term *monopoly capital* in your own words in the context of the Marshall Plan. (1x2) (2)
- 1.3 Consult Sources 1A and 1B. Discuss which ONE of the sources (1A or 1B) would be more useful to a historian studying the implementation of the Marshall Plan. (2x2) (4)

1.4 Refer to Source 1C.

- 1.4.1 What messages do you think are conveyed in the cartoon about Europe's relationship with the United States of America during the Cold War? Use the visual clues in the source to support your answer. (2x2) (4)
- 1.4.2 Explain why you think the face of the figure in the cartoon is depicted as a coin. (2x2) (4)

1.5 Study Sources 1B and 1C.

- a. Explain in which ways the evidence in these sources support each other on how communists viewed the Marshall Plan. (2x2) (4)

1.5 Consult Source 1D.

- c 1.5.1 Quote any TWO pieces of evidence from the source that suggest that Western European countries enjoyed economic success after receiving assistance from the Marshall Plan. (2x1) (2)
- x 1.5.2 What criticism, according to the source, was levelled at the donor nation (USA) by Marxist-Leninist critics? (1x2) (2)
- c 1.5.3 Using the evidence in the source and your own knowledge, explain why the American economy prospered during the 1950s and early 1960s. (2x2) (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 why the United States of America gave financial aid to European countries after 1945. (8)

[50]

Question 2: What were the consequences of the Battle of Cuito Cuanavale for Southern Africa?

Refer to Source 2A.

2.1.1 Quote any TWO possible reasons from the source why the Battle of Cuito Cuanavale was 'the turning point of the war'. (2x1) (2)

2.1.2 Why, according to General Geldenhuys, did the Soviet alliance lose the Battle of Cuito Cuanavale? Give TWO reasons for your answer. (2x1) (2)

2.1.3 Explain the term *propaganda* in the context of the outcome of the Battle of Cuito Cuanavale. (1x2) (2)

2.1.4 Comment on what you think was implied by the statement that the South Africans 'won on the battlefield', but 'lost the crucial political battle'. Support your answer with relevant evidence. (2x2) (4)

Read Source 2B.

2.2.1 Why, according to the source, did the Angolan government request Cuba to assist in Cuito Cuanavale? (1x2) (2)

2.2.2 Using the information in the source and your own knowledge, explain to what extent you agree with Castro's statement, "In Cuito Cuanavale the South African army really broke their teeth." (2x2) (4)

2.2.3 Comment on the role the United States of America played in Angola in the late 1980s. (2x2) (4)

2.2.4 Explain why Castro believed that Cuba's involvement in the Battle of Cuito Cuanavale had 'boosted the prospects for peace'. (2x2) (4)

Consult Source 2C.

2.3.1 Why, according to Saunders, were all three governments willing to sign the Angola/Namibia Accords? (1x2) (2)

2.3.2 What evidence in the source suggests that the United States of America and the Soviet Union were working together to resolve the crisis in southern Africa? (1x2) (2)

2.3.3 Explain how Gorbachev's coming into office in the Soviet Union influenced the situation in Angola. (2x2) (4)

Study Source 2D.

2.4.1 Name any TWO 'parties' (countries) which signed the tripartite agreement (New York Accords) on 22 December 1988. (2x1) (2)

2.4.2 Explain to what extent a historian researching the history of southern Africa in the late 1980s would find the information in this source useful. (2x2) (4)

2.5 Refer to Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding the role that the United States of America played in the resolution of the crisis in Southern Africa in the late 1980s. (2x2) (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 the consequences of the Battle of Cuito Cuanavale for southern Africa. (8)

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

3.1 Use Source 3A.

3.1.1 Give three reasons in the source why the black African American population in Alabama was left disenfranchised and politically marginalised? (3x1) (3)

3.1.2 Why do you think the Alabama activists believed that by inviting Rev. Martin Luther King, their campaign would be strengthened? (1x2) (2)

3.1.3 According to the source, why did the Civil Rights activists decide to march from Selma to Montgomery in 1965? (1x2) (2)

3.1.4 Discuss why some of the activists believed that the March would entail 'too much risk for too little gain'. (1x2) (2)

3.1.5 Define the concept, *segregationist*, in the context of the Civil Rights Movement. (1x2) (2)

3.2 Read Source 3B.

3.2.1 Quote evidence from the source, which suggests the march that took place on 7 March 1965 was a non-violent form of resistance. (1x2) (2)

3.2.2 Explain Major John Cloud's attitude towards the demonstrators. (2x2) (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 the 7th of March 1965. (1x2) (2)

3.2.4 Discuss why a historian would consider this source reliable when analysing the events of the First March from Selma to Montgomery (7th March 1965). (2x2) (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. (2x2) (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. (1x2) (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. (2x1) (2)

3.4.2 Explain the term *demonstrators* in the context of the Selma to Montgomery March in 1965. (1x2) (2)

3.4.3 Quote three pieces of evidence from the source which shows that the State Troopers used excessive force against the demonstrators. (3x1) (3)

3.4.4 Comment on the impact that Bloody Sunday had on the Civil Rights Movement. (1x2) (2)

3.5 **Compare** 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. (2x2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about TEN to FIFTEEN lines explaining challenges experienced by Civil Rights protestors who participated in the First March from Selma to Montgomery in 1965. (8)

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QUESTION 4: THE EXTENSION OF THE COLD WAR: CASE STUDY- VIETNAM.

The tactics used by the USA against the Viet Cong between 1963 and 1975 did not help to defeat them during the Vietnamese War.

Discuss to what extent you agree with the statement above and use relevant evidence to support your line of argument.

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QUESTION 5: CIVIL SOCIETY PROTESTS FROM THE 1960'S TO THE 1970'S: THE BLACK POWER MOVEMENT.

Explain to what extent the Black Power philosophy instilled confidence amongst African Americans to challenge discrimination in the USA from the 1960's to the 1970's.

Use relevant evidence to support your line of argument.

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ADDENDUM

QUESTION1: WHY DID THE UNITED STATES OF AMERICA GIVE FINANCIAL AID TO EUROPEAN COUNTRIES AFTER 1945?

SOURCE 1A: The extract below outlines why the European Recovery Programme was implemented in Europe after 1945.

In the aftermath (outcome) of World War II, Western Europe lay devastated. The war had ruined crop fields and destroyed infrastructure, leaving most of Europe in dire (desperate) need. On 5 June 1947 Secretary of State George Marshall announced the European Recovery Programme. To avoid antagonising (provoking) the Soviet Union, Marshall announced that the purpose of sending aid to Western Europe was completely humanitarian, and even offered aid to the communist states in the East. Congress approved Truman's request of 17 billion dollars over four years to be sent to Great Britain, France, West Germany, Italy, the Netherlands and Belgium.

The Marshall Plan created an economic miracle in Western Europe. By the target date of the programme four years later, Western European industries were producing twice as much as they had the year before war broke out. Some Americans grumbled (complained) about the costs, but the nation spent more on liquor during the years of the Marshall Plan than they sent overseas to Europe. The aid also produced record levels of trade with American firms, fuelling a post-war economic boom in the United States.

Lastly, and much to Truman's delight, none of these nations of Western Europe faced a serious threat of communist takeover for the duration of the Cold War.

[From <http://www.ushistory.org/us/52c.asp>

SOURCE 1B: This source was written by an academic, Scott D Parrish, from the University of Texas in the United States of America. He analysed Evgenii Varga's (Soviet academic and economist) rejection of the Marshall Plan.

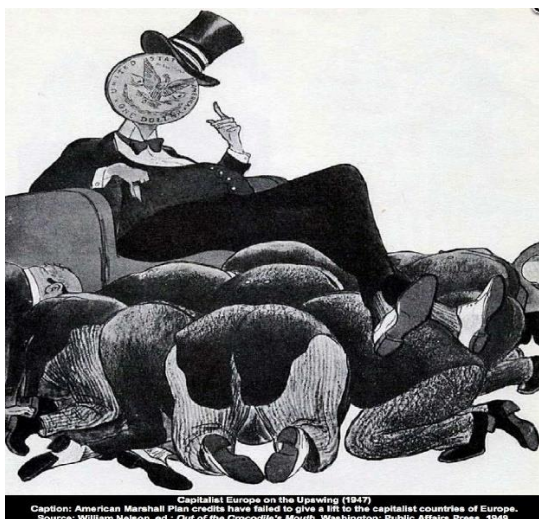
Varga put forward an economic explanation, arguing that 'the economic situation in the United States was the decisive (key) factor in putting forward the Marshall Plan proposal. The Marshall Plan is intended in the first instance to serve as a means of softening the expected economic crisis, the approach of which already no one in the United States denies'. Varga then went on to outline the dimensions (lengths) of the economic crisis, which he expected would soon overtake the United States. He anticipated a twenty per cent drop in production during this crisis, leading to the creation of a ten-million-man army of unemployed, and wreaking havoc (causing disaster) on the American banking system. As to the political effects of these economic difficulties, he concluded that 'the explosion of the economic and financial crisis will result in a significant drop in the foreign policy prestige (status) of the United States, which hopes to play the role of stabiliser of international capitalism'.

The Marshall Plan, wrote Varga, represented an attempt to forestall (prevent) this crisis. In his view, the United States found itself compelled (forced) to increase exports in order to avoid the onset of a serious economic depression. To accomplish such an increase in exports, the United States would grant credit to the European countries, even if they could not repay them. Varga observed that this expedient (action) would prove especially beneficial to 'monopoly capital'. He concluded:

'Seen against this background, the idea behind the Marshall Plan is the following: If it is in the interest of the United States itself to sell abroad American goods worth several billion dollars on credit to bankrupt borrowers, then it is necessary to attempt to gain from these credits the maximum political benefits.'

[From <https://www.wilsoncenter.org/sites/default/files/ACFB73.pdf>]

SOURCE 1C: This cartoon was published in the Krokodil, a Soviet magazine, in 1948. It depicts the effects of the Marshall Plan.



SOURCE 1D: This source was written by William R Keylor. He analyses the effects of the implementation of the Marshall Plan, both on Western European countries and the United States of America.

The economic consequences (results) of the Marshall Plan surpassed (were more than) the most optimistic expectations of its authors. By 1952, the termination date of the American aid programme, European industrial production had risen to 35 per cent and agricultural production to 10 per cent above the pre-war level. From the depths of economic despair the recipient nations of Western Europe embarked on a period of economic expansion that was to bring a degree of prosperity to their populations unimaginable (unbelievable) in the dark days of 1947.

In the meantime the donor nation derived (received) great commercial benefits from its financial largesse (assistance), as the Marxist-Leninist critics had forecast: more than two-thirds of the European imports under the plan came from the United States, which meant higher profits for American firms engaged in the export trade, as well as more jobs for the workers they employed. It is doubtful that the phenomenal (outstanding) growth of the American economy in the prosperous era of the fifties and early sixties would have occurred without the stimulus provided by orders for its goods and services from the other nations of the industrial world across the Atlantic that were rebuilding their war-torn economies.

[From *The Twentieth-Century World, An International History* by WR Keylor]

QUESTION 2: What were the consequences of the Battle of Cuito Cuanavale for Southern Africa?

SOURCE 2A: This source focuses on the opinions of historians Irina Filatova and Apollon Davidson, about the significance of the Battle of Cuito Cuanavale, which was fought in Angola between 1987 and 1988.

From the point of view of the Soviet military, the Angolans, Cubans, the post-apartheid South African government and many researchers, the Battle of Cuito Cuanavale was the turning point of the war, after which all the main goals of the war were achieved: South Africa had to withdraw its troops, Angola achieved relative peace and Namibia its independence. From the point of view of the South African military, there never was a 'Battle of Cuito Cuanavale', because, according to General J Geldenhuys, 'it had no strategic significance whatsoever. It played no role at all from whatever angle you look at it'. In fact, 'the Soviet alliance lost, because it did not manage to crush Savimbi and to demolish his capital, Jamba ...'.

We shall leave this argument to military historians ... But from a propaganda point of view, it was a disaster ...

Russian researchers think that Cuito Cuanavale and the Cuban offensive in the south-west (of Angola) changed the balance of power of forces in the region, creating a favourable climate for the Angolan-Namibian settlement (New York Accords) ... The truth is that, however many battles the South African Defence Force could claim to have won on the battlefield, they lost the crucial political battle, and the war with it. [From The Hidden Thread. Russia and South Africa in the Soviet Era by I Filatova and A Davidson]

SOURCE 2B: The extract below is taken from a speech by Fidel Castro (leader of Cuba) at a rally that was attended by thousands of people in Havana on 5 December 1988. Castro

The Angolan government had assigned us (Cuba) the responsibility of defending Cuito Cuanavale, and all necessary measures were taken not only to stop the South Africans, but to turn Cuito Cuanavale into a trap, a trap the South Africans ran into. In Cuito Cuanavale the South African army really broke their teeth (lost its power) ... The United States had been meeting with Angola for some time, presenting themselves as mediators (negotiators) between the Angolans and the South Africans to seek a peaceful solution, and so the years went by. But while these supposed negotiations were taking place with the United States as intermediaries (negotiators), the South Africans had intervened and tried to solve the Angolan situation militarily, and perhaps they would have achieved it if it was not for the effort our country (Cuba) made. In fact the relationship of forces changed radically. The South Africans suffered a crushing defeat in Cuito Cuanavale and the worst part for them was still to come ... There are moments when difficult and bitter decisions have to be taken, and when that moment came, our party and our armed forces did not hesitate for an instant. I believe that helped to prevent a political calamity (disaster), a military calamity for Angola, for Africa and for all progressive forces. I believe that our actions (at Cuito Cuanavale) decisively boosted the prospects for peace now present in the region. [From In Defence of Socialism: Four Speeches on the 30th Anniversary of the Cuban Revolution by F Castro]

SOURCE 2C: This source by Christopher Saunders explains the role that the superpowers played in ensuring that the Angola/Namibia Accords (New York Accords) were signed. The Accords were signed by Cuba, Angola and South Africa at the United Nations headquarters in New York on 22 December 1988.

As Crocker (Assistant Secretary of African Affairs in the United States of America) had successfully argued over months would be the case, the final agreement provided something for each party involved ... In the way the crisis was resolved, the two superpowers worked more closely together than ever, especially in the Joint Monitoring Commission that was established to ensure that the agreements were held to.

This chapter is concerned with ... why the crisis (at Cuito Cuanavale in 1988) was resolved as it was and did not escalate (increase) into something far more serious. Key to this was the coming into office of Gorbachev (1985) and the evolution (growth) of his 'new thinking', which made possible new cooperation with the USA. It began to be possible for all the parties to see that they could gain something by the settlement. Cuba and South Africa both had to withdraw from Angola ... They withdrew within the context of a new relationship forged (made) between leading personalities involved in the negotiations, and a new attitude towards the Soviet Union by the South Africans, who no longer saw communism as a bogey (monster) and the USSR as out to conquer the sub-continent ...

The superpowers played a critical role in the resolution of this crisis ...

[From Cold War in Southern Africa. White Power and Black Liberation, edited by S Onslow

SOURCE 2D: This photograph shows various leaders signing the New York Accords at the United Nations Headquarters in New York on 22 December 1988. Seated from left to right are: Magnus Malan, Minister of Defence (South Africa), Roelof Frederik ('Pik') Botha, Minister of Foreign Affairs (South Africa), Javier Pérez de Cuéllar, Secretary General of the UN, George Shultz, Secretary of State (United States of America), Alfonso Van-Dunem, Minister of Foreign Affairs (Angola), António dos Santos França (Angolan representative), Isidoro Malmierca Peoli, Minister of Foreign Affairs (Cuba) and General Abelardo Colomé Ibarra (Cuba).



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