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

SEPTEMBER 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 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: WHY DID COLD WAR TENSIONS OVER BERLIN BETWEEN 1958 AND 1961 RESULT IN THE CONSTRUCTION OF THE BERLIN WALL?

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

1.1 Refer to Source 1A.

1.1.1 What demand, according to the source, did Khrushchev make in his November 1958 speech regarding Berlin? (1 x 2) (2)

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

1.1.3 Identify, from the source, the international meeting held in 1959 to discuss the Berlin issue. (1 x 2) (2)

1.1.4 Explain why Eisenhower believed that protecting the freedom of West Berlin required an ongoing U.S. presence. (2 x 2) (4)

1.1.5 Explain how the shooting down of the U-2 spy plane affected relations between the USA and the USSR. (1 x 2) (2)

1.2 Study Source 1B.

1.2.1 According to the source, name THREE actions taken by West Germany that increased international tension. (3 x 1) (3)

1.2.2 Quote evidence from the source that shows that Khrushchev believed that the actions taken by the Federal Republic of Germany, threatened peace in Europe. (1 x 2) (2)

1.2.3 Comment on what Khrushchev implied by the words, 'to march against the East would mean marching to death for Western Germany'. (1 x 2) (2)

1.2.4 Explain the implication of the phrase, '… the geographical position of Western Germany which – with military techniques as they are today – would not survive a single day of modern warfare'. (1 x 2) (2)

1.2.5 Explain the limitations of the source to a historian researching tensions in Berlin before the construction of the Berlin Wall. (2 x 2) (4)

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1.3 Consult Source 1C.

1.3.1 What does "BERLIN" represent in the context of the Cold War? (1 x 2) (2)

1.3.2 Explain the message conveyed in the speech bubble. (2 x 2) (4)

1.4 Read Source 1D.

1.4.1 Explain the term *formidable barrier* in the context of the division of Berlin. (1 x 2) (2)

1.4.2 Quote evidence from the source that shows that the structure was more than just a wall. (3 x 1) (3)

1.4.3 Comment on why Mayor Willy Brandt referred to the Berlin wall as the "Wall of Shame". (1 x 2) (2)

1.5 Refer to Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the increased threat of war in Berlin. (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 80 words) explaining why Cold War tensions over Berlin between 1958 and 1961 resulted in the construction of the Berlin Wall. (8)

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QUESTION 2: HOW DID COLD WAR SUPERPOWER INVOLVEMENT INFLUENCE THE ANGOLAN CIVIL WAR?

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

2.1 Read Source 2A.

2.1.1 What, according to the source, was promised by one of the Angolan movements fighting Portuguese colonialism? (1 x 2) (2)

2.1.2 Quote evidence from the source, that shows that the three liberation movements could not decide who should run Angola after the end of Portuguese colonialism. (1 x 2) (2)

2.1.3 Define the term *détente* in your own words. (1 x 2) (2)

2.1.4 Comment on the statement, 'Angola was where thousands of Cuban troops disembarked after crossing the Atlantic Ocean and had a decisive impact on the military outcome of the conflict.' (1 x 2) (2)

2.1.5 Explain what the author implied by, 'A second, long and wasteful civil war began almost immediately.' (2 x 2) (4)

2.2 Study Source 2B.

2.2.1 Define the concept *proxy confrontation* in the context of the Angolan Civil War. (1 x 2) (2)

2.2.2 What, according to the source, did the confrontation between the United States (US) and the Soviets lead to? (1 x 2) (2)

2.2.3 What did Dobrynin imply by, "Angola became a cockpit of international ambition far beyond its importance to anyone, not least the unfortunate people of Angola itself." (1 x 2) (2)

2.2.4 Using the information in the source and your own knowledge, explain how Henry Kissinger's lack of regional understanding helped undermine (weaken) US relations with Africa. (1 x 2) (2)

2.3 Consult Source 2C.

2.3.1 What position, according to the source, did Kissinger hold? (1 x 1) (1)

2.3.2 Why, according to the source, did Kissinger, involve the US in Angola? (1 x 2) (2)

2.3.3 What, according to the source, was the result of the war on the people of Angola? (3 x 1) (3)

2.3.4 Why do you think Nancy Mitchell believes that Kissinger "misread the situation in Angola from the start"? (1 x 2) (2)

2.3.5 Comment on the usefulness of the source to a historian researching the impact of foreign involvement in Angola. (2 x 2) (4)

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2.4 Study Source 2D.

2.4.1 What does the headline “Kissinger in Absentia” suggest about Henry Kissinger’s role in Angola? (1 x 2) (2)

2.4.2 What message does the cartoonist convey about the role of foreign powers in the Angolan Civil War? (2 x 2) (4)

2.5 Refer to Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the impact of US involvement in 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 how cold war superpower involvement influenced the Angolan Civil War. (8)

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QUESTION 3: HOW DID FREEDOM SUMMER CHALLENGE RACIAL DISCRIMINATION AND VOTER SUPPRESSION IN THE SOUTHERN UNITED STATES IN 1964?

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

3.1 Read Source 3A.

3.1.1 Define the term *Freedom Summer* in your own words. (1 x 2) (2)

3.1.2 How, according to the source, did Mississippi authorities prepare for the arrival of civil rights activists? (1 x 2) (2)

3.1.3 According to the source, what forms of violence were used against African Americans and civil rights activists during Freedom Summer? (4 x 1) (4)

3.1.4 Comment on, "But Freedom Summer would be more than just violence". (1 x 2) (2)

3.1.5 Explain what the author implied by, "several hundred students and their host families showed Americans, black and white, how to treat each other with uncommon decency". (2 x 2) (4)

3.2 Refer to Source 3B.

3.2.1 Who, according to the source, were the majority of the Freedom Summer volunteers? (1 x 2) (2)

3.2.2 What, according to the source, was the main aim of the Freedom Summer campaign? (1 x 2) (2)

3.2.3 Using the information in the source and your own knowledge, explain why the establishment of 41 Freedom Schools, played an important role in the Freedom Summer Campaign. (2 x 2) (4)

3.2.4 Comment on what is implied by, "leadership skills that provided them with the intellectual and practical tools to carry on the struggle after the summer volunteers departed". (1 x 2) (2)

3.3 Consult Source 3C.

3.3.1 Quote TWO ways in which activists encouraged black citizens to register to vote. (2 x 1) (2)

3.3.2 What did Governor Paul B. Johnson Jr. imply when he declared: "We are not going to allow a group of outsiders to come in and drive a wedge into the unity of the state"? (1 x 2) (2)

3.3.3 Define the term *intimidation* in the context of the Freedom Summer Campaign. (1 x 2) (2)

3.3.4 Comment on the reliability of this source for a historian studying voter suppression in the 1960s. (2 x 2) (4)

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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 challenges faced by black voters in Mississippi. (2 x 2) (4)

3.5 Study Source 3D.

3.5.1 What message is the protester trying to convey with the sign? (1 x 2) (2)

3.5.2 What does this photograph suggest about the challenges faced by African Americans in the 1960s? (1 x 2) (2)

3.6 Using information in the relevant sources and your own knowledge. Write a paragraph of about EIGHT lines (about 80 words) explaining how Freedom Summer challenged racial discrimination and voter suppression in the Southern United States in 1964. (8)

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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

Guerrilla warfare and popular support for the Vietcong played a key role in shaping the outcome of the Vietnam War between 1962 and 1975.

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

QUESTION 5

INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Critically discuss whether the problems experienced by the Congo after independence were primarily the result of internal factors rather than external interference.

In your response, you must consider the economic, social, and political factors that contributed to the challenges faced by the Congo.

Use relevant historical information to support your line of argument. **[50]**

QUESTION 6

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

To what extent was the Black Power philosophy effective in addressing the inequality faced by African Americans in the United States during the 1960s and 1970s?

Substantiate your answer with relevant historical evidence. **[50]**

TOTAL: 150

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