education

Department of
Education
FREE STATE PROVINCE

PREPARATORY EXAMINATION

GRADE 12

HISTORY P1

SEPTEMBER 2025

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: EXTENTION OF THE COLD WAR: CASE STUDY – VIETNAM
   QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – 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 either be a source-based question or an essay question.

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

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

7. You will be disadvantaged by merely rewriting the sources as answers.

8. Number the questions 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 but not more than TWO questions in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION ATTEMPT TO CREATE SPHERES OF INTEREST IN EUROPE BETWEEN 1946 AND 1950?

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

1.1 Read Source 1A.

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

1.1.2 Why, according to the source, was the Marshall Plan introduced in Europe? Give TWO reasons. (2 x 1) (2)

1.1.3 How, according to the source, did Stalin respond to America's aid plan to Europe? (2 x 1) (2)

1.1.4 Explain how the Marshall Plan was implemented in Europe. (1 x 2) (2)

1.1.5 Why, according to the information in the source, was the COMECON formed? (1 x 2) (2)

1.2 Refer to Source 1B.

1.2.1 Quote TWO pieces of evidence from the source that suggest that Bellows believed that the Marshall Plan was a 'great and original initiative'. (2 x 1) (2)

1.2.2 Comment on why you think the United States of America did not want to fall within the Soviet Union's sphere of influence. (1 x 2) (2)

1.2.3 What is implied by the statement 'so there was a great deal of political purpose behind it'? (2 x 2) (4)

1.2.4 State TWO damaged infrastructures in Europe that were rebuilt using the counterpart fund. (2 x 1) (2)

1.3 Use Source 1C.

1.3.1 According to the source, how did the United States of America violate the principles of the United Nations Charter? (1 x 2) (2)

1.3.2 Explain why Vyshinsky claimed that the Marshall Plan was used as an 'instrument of political pressure' on European countries. (2 x 2) (4)

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1.3.3 Define the term *Marshall Plan* within the context of the USA's help towards the economic recovery in Europe. (1 x 2) (2)

1.3.4 Explain to what extent a historian researching the Marshall Plan would find the information in this source useful. (2 x 2) (4)

1.4 Compare Source 1B and 1C. Explain how the information in Source 1B differs from the evidence in Source 1C regarding the effect that the Marshall Plan had on relations between European countries and the USA. (2 x 2) (4)

1.5 Consult Source 1D.

1.5.1 Explain the messages portrayed in the cartoon. Use the visual clues in the source to support your answers. (2 x 2) (4)

1.5.2 Comment on the title of the cartoon, 'IT'S THE SAME THING WITHOUT MECHANICAL PROBLEMS', in the context of the Marshall Plan. (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 United States of America and the Soviet Union attempted to create spheres of interest in Europe between 1946 and 1950. (8)

[50]

QUESTION 2: WHY DID CUBA AND SOUTH AFRICA BECOME INVOLVED IN THE COLD WAR IN ANGOLA AFTER 1975?

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

2.1 Read Source 2A.

2.1.1 Who, according to the source, signed the Alvor Agreement in November 1975? (2 x 1) (2)

2.1.2 Define the concept *transitional government* in your own words. (1 x 2) (2)

2.1.3 Explain why Luanda, Angola's capital, became the breeding ground of the Angolan Civil War. (1 x 2) (2)

2.1.4 Quote FOUR pieces of evidence from the source that suggest that the United States was unwilling to allow the communist government to exist in Angola. (4 x 1) (4)

2.2 Refer to Source 2B.

2.2.1 Which country had a small covert operation in Africa, according to the source? (1 x 1) (1)

2.2.2 According to the source, which TWO liberation movements offered Pretoria their friendship? (2 x 1) (2)

2.2.3 Using the source and your own knowledge, explain why South Africa became involved in the Cold War in Angola. (1 x 2) (2)

2.2.4 Define the concept *civil war* within the context of the liberation movements in Angola. (1 x 2) (2)

2.2.5 Why do you think Fidel Castro felt it was necessary to support the MPLA? (2 x 2) (4)

2.2.6 Explain why the Soviet Union showed less interest in the Angolan Cold War. (1 x 2) (2)

2.3 Consult Source 2C.

2.3.1 Identify information from the source that suggests that the MPLA was on the verge of winning the civil war. (3 x 1) (3)

2.3.2 What impact did *The World* newspaper report on the defeat of the South African Defense Force have on the apartheid government? (1 x 2) (2)

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2.3.3 Explain why Mandela supported the victory of the Cuban troops in Angola in 1975. (2 x 2) (4)

2.4 Use Source 2D.

2.4.1 What message does the cartoonist convey regarding the nature of foreign intervention in Angola? Use the visual clues in the source to support your answer. (1 x 2) (2)

2.4.2 Explain the limitations of the source to a historian studying the role of foreign intervention in Angola between 1975 and 1976. (2 x 2) (4)

2.5 Compare Sources 2C and 2D. Explain how the information in Source 2C differs from the evidence in Source 2D regarding the involvement of Cuba in the Angolan Cold War. (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 Cuba and South Africa became involved in the Cold War in Angola after 1945. (8)

[50]

QUESTION 3: WHAT IMPACT DID THE MARCH ON WASHINGTON HAVE ON THE LIVES OF AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE EARLY 1960s?

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

3.1 Refer to Source 3A.

3.1.1 Quote evidence from the source that indicates that the Washington March was a big event. (1 x 2) (2)

3.1.2 Define the term *civil rights* in your own words. (1 x 2) (2)

3.1.3 Why, according to the source, did participants in the Washington March meet in the capital on 28 August 1963? (2 x 1) (2)

3.1.4 Comment on what is implied by the statement, 'without violence, the March on Washington was the greatest assembly for redress of grievances ...' (1 x 2) (2)

3.2 Consult Source 3B.

3.2.1 Explain why you think this speech was titled 'I Have a Dream'. (2 x 2) (4)

3.2.2 Which important rights, according to the source, did Martin Luther King Jr. want to achieve when delivering this speech? (2 x 1) (2)

3.2.3 Why was Mississippi regarded as a 'state swelling with heat of oppression'? (1 x 2) (2)

3.2.4 Why would a historian consider this source reliable when researching the impact of the August 1963 Washington March in the United States of America? (2 x 2) (4)

3.3 Use Source 3C.

3.3.1 What messages are portrayed by the photograph? (2 x 2) (4)

3.3.2 What does the presence of both black and white participants in the March on Washington symbolise? (1 x 2) (2)

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3.4 Refer to Sources 3A and 3C.

Explain how the evidence in Source 3C differs from the information in Source 3D regarding the impact of the Washington March on the Civil Rights Movement. (2 x (4) 2)

3.5 Consult Source 3D.

3.5.1 What, according to the source, were the main objectives of the Washington March in 1963? (2 x 1) (2)

3.5.2 Explain why you think the March on Washington can be regarded as successful. (2 x 2) (4)

3.5.3 Explain the term *Federal Government* in the context of the United States of America. (1 x 2) (2)

3.5.4 Quote evidence from the source to explain why the civil rights leaders met with both President Kennedy and Vice President Lyndon B Johnson. (1 x 2) (2)

3.5.5 Which TWO pieces of legislation in the source serve as evidence of the success of the civil rights movement through the March on Washington? (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 the impact the March on Washington had on the lives of African Americans in the United States in the early 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 4: THE EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

To what extent did the United States of America's advanced military strategies against the Vietcong fail to prevent Vietnam from becoming a communist state between 1963 and 1975?

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko's political and economic policies failed to change the lives of ordinary Congolese after the attainment of independence in the 1960s.

Critically discuss this statement. Use relevant historical evidence to support your line of argument. **[50]**

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

The violent and radical role played by Malcolm X, Stockely Carmichael and the Black Panther managed to influence African Americans to improve their lives in the United States of America in the mid-1960s.

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

TOTAL: 150

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