basic education

Department:
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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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.

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)

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)

[50]

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)

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 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)

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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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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