

EXAMINATION	NATIONAL SENIOR CERTIFICATE
GRADE	12
DATE	NOVEMBER 2025
SUBJECT	HISTORY
PAPER	1
MARK TOTAL	150
DURATION (HOURS)	3
NUMBER OF PAGES	9



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT



INSTRUCTIONS AND INFORMATION

1. This question paper consists of **SECTION A** and **SECTION B** based on the prescribed content framework as contained in the **CAPS** document.
2. **SECTION A** consists of **THREE** source-based questions. Source material that is required to answer the questions can be found in the **ADDENDUM**.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: THE COLD WAR – ORIGINS, COLD WAR IN EUROPE

QUESTION 2: AFRICA IN THE COLD WAR: CASE STUDY – ANGOLA

QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s:
THE US CIVIL RIGHTS MOVEMENT

SECTION B consists of **THREE** essay questions.

SECTION B: ESSAY QUESTIONS

QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

3. Answer **THREE** questions as follows:
 - 3.1 At least **ONE** question must be a source-based question and at least **ONE** question must be an essay question.
 - 3.2 The **THIRD** question can be either a source-based question or an essay question.
4. The application of knowledge, skills and insight are also assessed when answering questions.
5. You will be disadvantaged for merely rewriting the sources as answers.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Write neatly and legibly, in **BLUE** ink only.

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 can be found in the ADDENDUM.

QUESTION 1: HOW DID THE END OF THE SECOND WORLD WAR CHANGE THE RELATIONSHIP BETWEEN THE USA AND THE USSR AFTER 1945?

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

1.1 Refer to Source 1A.

- 1.1.1 Identify the THREE statesmen who are said to have won the biggest conflict in human history. (3x1) (3)
 - 1.1.2 Quote a sentence from the source that suggests that the conflict covered more territory than the First World War. (1x1) (1)
 - 1.1.3 Why were the Axis powers referred to as 'Hitler's gang'? (1x2) (2)
 - 1.1.4 According to the source, name the THREE countries that suffered more destruction and casualties more than the others in this conflict. (3x1) (3)
 - 1.1.5 How long did the above-mentioned conflict take? (1x1) (1)
 - 1.1.6 Comment on why Japan experienced one of the worst mass killings of civilians during this conflict. (1x2) (2)
- (12)**

1.2 Read Source 1B.

- 1.2.1 Define the term *Cold War* in the context of the source. (1x2) (2)
- 1.2.2 According to the source, what types of government were demanded by the USA and the USSR respectively in Poland? (2x1) (2)
- 1.2.3 Use your own knowledge to explain why Poland became the first test of mistrust between the USA and the USSR. (2x2) (4)
- 1.2.4 Comment on why Truman insisted on self-determination for Poland after the Second World War. (1x2) (2)
- 1.2.5 Comment on the limitation of this source to a historian researching the origin of the Cold War, after 1945. (2x2) (4)

(14)

1.3 Consult Source 1C.

- 1.3.1 Explain the message of the cartoon regarding the role of the USA during the Cold War. (2x2) (4)
- 1.3.2 Which country is calling for an end of an arms race, according to the source? (1x1) (1)
- 1.3.3 Comment on the expression, “for defence of free world”. (1x2) (2)
- (7)**

1.4 Refer to Source 1D.

- 1.4.1 According to the source, when did the USSR become more determined to develop its own nuclear weapon? (1x1) (1)
- 1.4.2 Why was it ironic for the Superpowers to secure their own safety under the theory of MAD (Mutually Assured Destruction)? (2x2) (4)
- (5)**

1.5 Consult Sources 1A and 1B. Explain how the information in Source 1A differs from the evidence in Source 1B regarding the tension between the USA and the USSR after 1945. (2x2) (4)

1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of EIGHT lines (about 80 words) explaining how the end of the Second World War changed the relationship between the USA and the USSR after 1945. (8)

TOTAL QUESTION 1: [50]

QUESTION 2: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE ANGOLAN CIVIL WAR BETWEEN 1975 AND 1976?

Refer to Sources 2A, 2B, 2C and 2D and answer the following questions.

2.1 Consult Source 2A.

- 2.1.1 Name the THREE military movements that fought for the liberation of Angola between 1975 and 1976. (3x1) (3)
 - 2.1.2 Using the source and your own knowledge, why was Angola granted independence in 1975? (2x2) (4)
 - 2.1.3 Explain the term *Civil War*, in the context of the factors that led to the Angolan Civil War. (1x2) (2)
 - 2.1.4 What was the importance of the Alvor Agreement of January 1975? (2x1) (2)
 - 2.1.5 What was the main cause of the Angolan Civil War? (1x2) (2)
- (13)**

2.2 Refer to Source 2B.

- 2.2.1 Identify the THREE leaders of the liberation movements of Angola during the colonial war against Portugal. (3x1) (3)
 - 2.2.2 Quote ONE piece of evidence from the source to suggest that the intention of the Alvor Agreement was to introduce democracy in Angola. (1x1) (1)
 - 2.2.3 Angolan nationals felt it was necessary “to place a freeze on their military position”. Why was this move significant? (1x2) (2)
 - 2.2.4 Explain why the FNLA had military advantage over the other liberation movements in Angola. (1x2) (2)
 - 2.2.5 Define the term *coalition* in the context of the Alvor Agreement. (1x2) (2)
- (10)**

2.3 Consult Source 2C.

2.3.1 Why was the Portuguese colonial statue in Huambo pulled down on 12 November 1975? (1x1) (1)

2.3.2 Why is this source useful to a historian investigating the outbreak of the Angolan Civil War between 1975 and 1976? (2x2) (4)

(5)

2.4 Study Source 2D.

2.4.1 Comment on the cooperation between South Africa and Portugal in Angola during colonial rule. (2x1) (2)

2.4.2 Name the TWO African countries that were colonised by Portugal. (2x1) (2)

2.4.3 Explain why South Africa and Portugal were condemned by the UN in the 1960s. (2x2) (4)

2.4.4 Why did South Africa intervene in the Angolan Civil War? (1x2) (2)

2.4.5 Comment on the reliability of this source to a historian studying the factors that led to the Angolan Civil War between 1975 and 1976. (2x2) (4)

(14)

2.5 Using the information from the sources and your own knowledge, write a paragraph of EIGHT lines (about 80 words), explaining the factors that contributed to the Angolan Civil War between 1975 and 1976. (8)

TOTAL QUESTION 2: [50]

QUESTION 3: HOW DID THE NASHVILLE SIT-IN PROTESTS AFFECT THE LIVES OF ORDINARY AFRICAN AMERICAN STUDENTS IN THE UNITED STATES IN THE 1960s?

Refer to Sources 3A, 3B, 3C and 3D and answer the following questions.

3.1 Refer to Source 3A.

- 3.1.1 Identify TWO organisations in the source that coordinated the Nashville sit-ins. (2x1) (2)
 - 3.1.2 According to the source, who were the TWO students who emerged as the major leaders of the local movement? (2x1) (2)
 - 3.1.3 Define the term *sit-in* in the context of the Nashville sit-ins. (1x2) (2)
 - 3.1.4 Identify ONE store in the source that was targeted during the sit-ins. (1x1) (1)
 - 3.1.5 Comment on the implication of the phrase ‘moral right’ regarding the store owners who refused to serve African American students in Nashville in the 1960s. (2x2) (4)
- (11)**

3.2 Study Source 3B.

- 3.2.1 Identify FIVE stores that were swarmed by the students on the 26 March 1960. (5x1) (5)
 - 3.2.2 Why do you think the students swarmed these areas from 2 p.m. to 4:30 p.m.? (1x2) (2)
 - 3.2.3 Using the source and your own knowledge, why did the source reveal the ages of the students who were arrested? (1x2) (2)
 - 3.2.4 Comment on the usefulness of Source 3B to a historian researching the Nashville sit-in of the 26 March 1960. (2x2) (4)
- (13)**

3.3 Refer to Source 3C.

- 3.3.1 Comment on the statement “*We were not prepared to accept integrated facilities, while white only counters were maintained.*” (1x2) (2)
 - 3.3.2 What, according to the source, were the effects of the sit-ins in Nashville? (4x1) (4)
 - 3.3.3 Which university was the article’s author affiliated with? (1x2) (2)
 - 3.3.4 Why, according to the source, was Jim Lawson expelled from the Vanderbilt Divinity School? (1x2) (2)
- (10)**

3.4 Use Source 3D.

- 3.4.1 Explain why it was important to publish the photo. (1x2) (2)
 - 3.4.2 Using the source and your own knowledge, why were the counters closed? (1x2) (2)
- (4)**

3.5 Compare Sources 3C and 3D. Explain how the information in Source 3C differs from evidence in Source 3D regarding the Nashville sit-ins. (2x2) (4)

3.6 Using the information from the sources and your own knowledge, write a paragraph of EIGHT lines (about 80 words) on how the Nashville sit-ins protest affected the lives of ordinary African American students in the US during the 1960s. (8)

TOTAL QUESTION 3: [50]

SECTION B: ESSAYS

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

The conventional warfare strategy adopted by the USA was overpowered by the guerilla tactics used by the Vietcong during the Vietnamese War between 1963 and 1975.

Do you agree with the statement? Use appropriate evidence to support your answer. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Critically discuss how Mobutu Sese Seko's political, economic and social policies were unsuccessful to develop the Congo after independence in 1960.

Use relevant evidence to support your answer. **[50]**

QUESTION 6: CIVIL RIGHTS PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT (BPM)

Explain to what extent the Black Power Movement (BPM) succeeded to instill pride and unity among African Americans in the USA during the 1960s.

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

GRAND TOTAL: [150]