



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI WEST DISTRICT

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY
TOPIC TEST 1
07 FEBRUARY 2026**

MARKS: 50

TIME: 1 hour

This question paper consists of 3 pages.

QUESTION 1: HOW DID THE BERLIN BLOCKADE INTENSIFY COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1948.

1.1 Consult Source 1A

- 1.1.1 When according to the source was a secret memorandum sent to Molotov? (1x1) (1)
- 1.1.2 Why do you think the Soviet Union walked out of the meeting? (2x2) (4)
- 1.1.3 Define the term "Allies" in the context of the Cold War. (1x2) (2)
- 1.1.4 Comment on the meaning of this statement "...that the four-power control machinery had become unworkable". (1x2) (2)

1.2 Read Source 1B

- 1.2.1 What decision according to the source the allied powers took in March 1948? (1x2) (2)
- 1.2.2 Explain why you think the Soviet regarded the introduction of the Deutsche mark in West Berlin as a violation of agreements with the allies? (1x2) (2)
- 1.2.3 Define the concept 'Blockade' in your own words. (1x2) (2)
- 1.2.4 Comment on the statement "Tension remained high but war did not break out". (2x2) (2)

1.3 Use Source 1C

- 1.3.1 What according to the source did the blockade lead to in East Berlin? (1x2) (2)
- 1.3.2 List three items that were in shortage in Berlin as a result of the blockade. (3x1) (3)
- 1.3.3 According to the source what was the blockade used to counteract? (2x1) (2)
- 1.3.4 What according to the source were the impacts of the isolation of the city of West Berlin. (1x2) (2)
- 1.3.5 Explain the meaning of this statement "...the blockade created a humanitarian crisis in the context of the Berlin crisis". (2x2) (4)

1.4 Study source 1B and source 1D, explain how the evidence in source 1B supports the evidence in source 1D regarding the airlift and delivery of supplies using planes from the Western allies. (2x2) (4)

1.5 Refer to Source 1D

1.5.1 Explain the message portrayed by this source regarding the Berlin blockade of 1948. (1x2) (2)

1.5.2 Comment on the usefulness of this source to a historian researching about the Berlin blockade and the impacts it had. (2x2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of approximately EIGHT lines (about 80 words) explaining how the BERLIN blockade intensify cold war tensions between the UNITED OF AMERICA (USA) and the SOVIET UNION (USSR) from 1948. (8)

QUESTION 2: HOW DID ETHNIC DIVISIONS IN ANGOLA SHAPE THE COMPOSITION OF ITS LIBERATION MOVEMENTS IN THE 1970s?

2.1 Read source 2A.

2.1.1. Quote TWO pieces of evidence from the source suggesting that Angolans were not a homogenous ethnic group. (2 x 1) (2)

2.1.2. Define the concept nationalism in your own words. (1 x 2) (2)

2.1.3. Comment on the importance of 'territorial' in the motto of UPA (FNLA), 'for the national, territorial and social liberation of Angola in context of Angolan nationalism. (2 x 2) (4)

2.1.4 Explain why a researcher would find this source reliable when studying about Angola's liberation movements. (2 x 2) (4)

2.2. Study source 2B.

2.2.1 What, according to the source, was a reason for the continuation of civil war in Angola after attaining independence (in 1975)? (1 x 2) (2)

2.2.2 State TWO main communities groups that constituted the MPLA. (2 x 1) (2)

2.2.3 Using information from the source and your own knowledge, comment on the impact UNITA's opposition to ethnic groups supporting FNLA and MPLA would have on Angolan nationalism. (1 x 2) (2)

2.2.4 Explain the term, power-sharing, in the context of post-independent Angola. (1 x 2) (2)

2.3 Use source 2C.

2.3.1 Comment on what the fragmentation of ethnic groups, as depicted in the map, might have meant for the Angolan nationalism. (1 x 2) (2)

2.3.2 Using evidence in the source and your own knowledge, provide the name of the liberation movement associated with the following ethnic tribe:

a) (Ba)Kongo (1 x 2) (2)

b) (Ki)Mbundu (1 x 2) (2)

c) Ovimbundu (1 x 2) (2)

2.4 Study sources 2B and 2C. Explain how the evidence in Source 2C support the information in Source 2B regarding the composition of the liberation movements in Angola. (2 x 2) (4)

2.5. Consult source 2D.

2.5.1 Quote THREE pieces of evidence to show that Angola was rich with considerable wealth in 1975. (3 x 1) (3)

2.5.2 Explain the meaning of the statement, 'Angola, despite peaceful coexistence and détente, was inevitably drawn into the vortex of superpower rivalry'. (2 x 2) (4)

2.5.3 Identify the Angolan liberation movement(s) supported by the following foreign powers:

a) The US and the People's Republic of China. (2 x 1) (2)

b) The Soviet Union and Cuba (1 x 1) (1)

2.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about 8 lines (80 words) explaining how ethnic divisions in Angola shaped the composition of its liberation movements in the 1970s.

(8)

[50]

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 5: THE EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

The United States of America successfully fought a strategic war of phases against the Vietcong in Vietnam between 1957 and 1975.

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

QUESTION 6: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko's political, economic, social and cultural policies that were introduced in the Congo after attaining independence from Belgian colonial rule in the 1960s, gave a new breath of life to the Congolese.

Critically discuss this statement. **[50]**