GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

2020

10791

HISTORY

PAPER 1

TIME: 3 hours

MARKS: 150

9 pages + an addendum of 13 pages

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: EXTENSION OF THE COLD WAR: CASE STUDY – THE CUBAN MISSILE CRISIS

   QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

   QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

   SECTION B: ESSAY QUESTIONS

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

   QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA

   QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE CIVIL RIGHTS 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 at least ONE hour per question.

6. When answering 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 clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, from this section. The source material that is required to answer these questions can be found in the ADDENDUM.

QUESTION 1: HOW DID THE USSR RESPOND TO THE AMERICAN BLOCKADE OF THE SOVIET MISSILES IN CUBA IN 1960s?

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

1.1 Study Source 1A.

1.1.1 What, according to the source, had aroused suspicion in the American intelligence community? (2 x 1) (2)

1.1.2 Name the spy plane which was used by the US to take photographs of missile sites in Cuba. (1 x 1) (1)

1.1.3 Comment on what you think the words "… then this country will do whatever must be done to protect its own security and that of its allies" mean. (2 x 2) (4)

1.1.4 Using evidence in the source and your own knowledge, explain why President Kennedy decided to make a televised address on 22 October 1962. (2 x 2) (4)

1.2 Refer to Source 1B.

1.2.1 Define the concept *quarantine* in the context of the Cuban Missile Crisis. (1 x 2) (2)

1.2.2 How, according to Chairman Khrushchev, could a quarantine be established? (2 x 1) (2)

1.2.3 Why, according to the source, did Chairman Khrushchev, not recognise the Organisation of American States? (3 x 1) (3)

1.2.4 Comment on why a historian would find the information in this source reliable when researching the American blockade of the Soviet missiles in Cuba. (2 x 2) (4)

1.3 Consult Source 1C.

1.3.1 Explain the messages that are conveyed in the cartoon regarding the Soviet response to the American blockade of Cuba. Use the visual clues in the source to support your answer. (2 x 2) (4)

1.3.2 Comment on the words "You're threatening the peace of the world," in the context of the Cuban Missile Crisis. (2 x 2) (4)

1.3.3 Consult Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the American blockade of the Soviet missiles in Cuba. (2 x 2) (4)

1.4 Use Source 1D.

1.4.1 Who, according to the source, created the Cuban Missile Crisis? (1 x 1) (1)

1.4.2 Name the rank occupied by Nikita Khrushchev in the Red Army During the World War 2. (1 x 1) (1)

1.4.3 How, according to the source, did the following people respond to the Soviet withdrawal of missiles in Cuba?

(a) Kennedy (1 x 1) (1)

(b) Castro (1 x 1) (1)

1.4.4 Using evidence from the source and your own knowledge, state the conditions under which the Soviet Union was prepared to withdraw its missiles from Cuba. (2 x 2) (4)

1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Union of Soviet Socialist Republics (USSR) responded to the American blockade of Cuba in 1960s. (8)

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QUESTION 2: WHY DID SOUTH AFRICA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

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

2.1 Refer to Source 2A.

2.1.1 Name any TWO countries that intervened in the prolonged conflict in the south-west African nation. (2 x 1) (2)

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

2.1.3 Explain why a power vacuum existed within the newly formed nation. (1 x 2) (2)

2.1.4 Which TWO movements did the Apartheid government assist in order to prevent a rout (failure)? (2 x 1) (2)

2.1.5 Comment on what you think was meant by the statement, 'The war was now being fought directly between capitalist and communist-leaning countries'. (2 x 2) (4)

2.2 Study Source 2B.

2.2.1 What, according to the source, was central to the overall South African strategy? (1 x 1) (1)

2.2.2 Using the information in the source and your own knowledge, explain how the 32-Battalion destroyed SWAPO's will to fight. (2 x 2) (4)

2.2.3 Provide evidence from the source to show how enemy insurgents seemed to have vanished without a trace. (2 x 1) (2)

2.2.4 Comment on whether you think the 32-Battalion was able to complete its mission in Angola. (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 List TWO reasons given by Phillip Du Preez for South Africa's involvement in the Angolan civil war. (2 x 1) (2)

2.3.2 Quote evidence from the source to show that Savimbi accepted help from the SADF. (2 x 1) (2)

2.3.3 What, according to the source, was the "Arrows"? (1 x 1) (1)

2.3.4 Explain why the 32-Battalion had come to be seen as a threat to the multiracial democratic regime established in 1994. (1 x 2) (2)

2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the involvement of the SADF in Angola. (2 x 2) (4)

2.5 Study Source 2D.

2.5.1 Explain the messages that are conveyed in the cartoon regarding the role of the SADF in the civil war in Angola. (1 x 2) (2)

2.5.2 Comment on why the characters are lying on the ground in the context of the war in Angola. (1 x 2) (2)

2.5.3 Comment on why you would regard the information in this source as useful when researching the involvement of the SADF 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 (80 words) explaining the SADF's military aims and objectives in Angola. (8)

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QUESTION 3: HOW DID THE BLACK POWER MOVEMENT SUCCESSFULLY MOBILISE SUPPORT FROM THE AFRICAN-AMERICAN COMMUNITIES IN THE 1960s?

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

3.1 Study Source 3A.

3.1.1 What, according to the source, did the Nation of Islam advocate in the late 1950s? (2 x 1) (2)

3.1.2 Mention from the source, THREE aspects emphasised by Malcom X in the second liberation movement. (3 x 1) (3)

3.1.3 Why do you think the Black community was encouraged to support Black businesses? (1 x 2) (2)

3.1.4 Use the source and your own knowledge to explain why the African-Americans supporting the Black Power Movement were critical of the non-violent Civil Rights Movement. (2 x 2) (4)

3.2 Consult Source 3B.

3.2.1 Name the TWO people from the source, who organised the Black Panther Party for Self-Defence in 1966. (2 x 1) (2)

3.2.2 Quote TWO pieces of evidence from the source, which show that the Black Panther Party effectively mobilised African-Americans to support the Black Power Movement in the1960s. (2 x 1) (2)

3.2.3 Comment on the significance of the statement, ‘a lot of people had on their walls … a picture of clench-fisted Black youth’. (2 x 2) (4)

3.2.4 Explain why the United States government was seen as imperialist by the Black Power Movement. (1 x 2) (2)

3.2.5 List from the source any TWO social problems from which African-Americans needed to be freed. (2 x 1) (2)

3.3 Refer to Source 3C.

3.3.1 Why, according to the source, did the Black Panther Party roll out the 'survival programs'? (1 x 1) (1)

3.3.2 Define the concept *socialism* in your own words. (1 x 2) (2)

3.3.3 Explain why the carrying of guns by the Black Panther Party drew support from black communities. (1 x 2) (2)

3.3.4 How reliable is this source to a historian researching the role of Elbert Howard in the Black Power Movement? (2 x 2) (4)

3.4 Use Source 3D.

3.4.1 Why do you think this photograph was published on the 50th Anniversary of the Black Panther Party? (1 x 2) (2)

3.4.2 Use the source and your own knowledge to explain how the government reacted to the growth of the Black Power Movement's community 'survival programs'. (2 x 2) (4)

3.5 Compare Source 3C and Source 3D. Explain how the information in Source 3C is similar to the evidence in Source 3D regarding the success of the Black Panther Party's 'survival programs'. (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Black Power Movement successfully mobilised support from the African-American communities in the 1960s. (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: EXTENSION OF THE COLD WAR: CASE STUDY – CHINA

Explain to what extent Mao Zedong's policies of The Great Leap Forward and The Cultural Revolution transformed China from an agricultural state to a modern industrial state between 1957 and 1969.

Support your line of argument with relevant evidence. **[50]**

QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA

Critically discuss whether the leaders of the Congo (Mobutu Sese Seko) and Tanzania (Julius Nyerere) were able to overcome the political, social and economic challenges that both countries faced after attaining independence.

Support your line of argument with relevant evidence. **[50]**

QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1960s: THE CIVIL RIGHTS MOVEMENT

The letters of Martin Luther King Jr from jail and the Washington March intensified non-violent activities for achieving civil rights in the United States in the 1960s.

Explain to what extent Martin Luther King Jr was responsible for the successful end of the segregation in the United States of America during the 1960s.

Support your line of argument with relevant evidence. **[50]**

TOTAL: 150

END