GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

2019

10791

HISTORY

PAPER 1

TIME: 3 hours

MARKS: 150

10 pages + an addendum of 14 pages

HISTORY P1

10791E

X05

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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: CONTAINMENT AND BRINKMANSHIP – 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 will be found in the ADDENDUM.

QUESTION 1: WHY DID CUBA BECOME THE FOCAL POINT OF THE COLD WAR BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION IN THE 1960s?

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

1.1 **Read Source 1A.**

1.1.1 List TWO ways from the source, which show how Fidel Castro cut ties with the United States of America. (2 x 1) (2)

1.1.2 Using the information in the source and your own knowledge, explain why President Dwight D Eisenhower was concerned about Cuba's close links with the Soviet Union. (2 x 2) (4)

1.1.3 Name the CIA Operation from the source that was used to train and fund Cuban exiles. (1 x 1) (1)

1.1.4 Why do you think President Kennedy decided to consult with his advisors regarding Castro? (1 x 2) (2)

1.1.5 Identify TWO leaders from the source that President Kennedy appointed to examine the causes of the US's defeat at the Bay of Pigs. (2 x 1) (2)

1.2 **Consult Source 1B.**

1.2.1 Why do you think President Fidel Castro wrote a letter to Premier Nikita Khrushchev? (1 x 2) (2)

1.2.2 Quote TWO reasons, from the source which show why Castro requested for help from Khrushchev. (2 x 1) (2)

1.2.3 Comment on why you think Castro referred to the American invasion of Cuba 'as an act in violation of universal moral law'. (2 x 2) (4)

1.3 Compare Sources 1A and 1B. Explain how the information in Source 1A supports Source 1B regarding the invasion of Cuba by the United States of America. (2 x 2) (4)

1.4 **Refer to Source 1C.**

1.4.1 Explain the messages that are conveyed in the cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)

1.4.2 Comment on what you think was implied by the caption 'OVER THE GARDEN WALL'. (2 x 2) (4)

1.4.3 Explain why a historian would consider the evidence in this source useful, when researching the Cuban Missile Crisis. (2 x 2) (4)

1.5 **Use Source 1D.**

1.5.1 Explain the concept of a *blockade* in the context of the Cuban Missile Crisis. (1 x 2) (2)

1.5.2 Comment on why President Kennedy favoured a blockade of Soviet missiles to Cuba. (2 x 2) (4)

1.5.3 According to the information in the source, on what condition was the United States of America prepared to withdraw its missiles from Turkey and Italy? (1 x 1) (1)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why Cuba became the focal point of the Cold War between the United States of America and the Soviet Union. (8)

[50]

QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALE HAVE ON SOUTH AFRICA?

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

2.1 **Refer to Source 2A.**

2.1.1 Identify TWO leaders from the source who disagreed on who won the Battle of Cuito Cuanavale. (2 x 1) (2)

2.1.2 Name the ideology from the source that was supported by:

(a) Havana (Cuba) (1 x 1) (1)
(b) Washington (United States of America) (1 x 1) (1)

2.1.3 Explain why Nelson Mandela disagreed with Magnus Malan regarding the outcome of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.1.4 Why, do you think, did the Reagan administration assure Pretoria's ambassador that their 'demand had no teeth'? (1 x 2) (2)

2.2 **Read Source 2B.**

2.2.1 Provide THREE reasons from the source to show why Cuba supported the MPLA. (3 x 1) (3)

2.2.2 What, according to the source, was the code name given to Castro's ambitious plan? (1 x 1) (1)

2.2.3 Define the concept of *communism*, in your own words. (1 x 2) (2)

2.2.4 Comment on the reasons for the Soviet Union supplying the MPLA with weapons. (2 x 2) (4)

2.2.5 Why did the United States of America disapprove of the Cuban army being deployed in Angola? (1 x 2) (2)

2.3 **Study Source 2C.**

2.3.1 Quote evidence from the source which suggests that the airstrip in Cuito Cuanavale was significant for the SADF. (2 x 1) (2)

2.3.2 Name the TWO generals from the source who stated that the SADF had limited objectives. (2 x 1) (2)

2.3.3 Using the information in the source and your own knowledge, explain why the Battle Cuito Cuanavale was regarded as a turning point in the Cold War. (2 x 2) (4)

2.4 Compare Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the involvement of Cuba and South Africa in Angola. (2 x 2) (4)

2.5 **Use Source 2D.**

2.5.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)

2.5.2 Comment on why a historian would find the information in this source useful when researching Cuba's involvement in Angola. (2 x 2) (4)

2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that the Battle of Cuito Cuanavale had on South Africa. (8)

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QUESTION 3: HOW SUCCESSFUL WAS THE BLACK POWER MOVEMENT IN ATTEMPTING TO END SEGREGATION IN THE UNITED STATES OF AMERICA DURING THE 1960s?

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

3.1 **Read Source 3A.**

3.1.1 List THREE organisations from the source that influenced African-Americans to support the Black Power Movement in the 1960s. (3 x 1) (3)

3.1.2 Using the information in the source, explain why black revolts were regarded as a major turning point in the civil rights movement. (1 x 2) (2)

3.1.3 Explain the concept of *Black Power*, in your own words. (1 x 2) (2)

3.1.4 Comment on the role that Malcolm X played in the formation of the Black Power Movement in the United States of America. (1 x 2) (2)

3.2 **Refer to Source 3B.**

3.2.1 Explain why it was necessary for the Black Panther Party to break away from the Civil Rights Movement. (1 x 2) (2)

3.2.2 Quote TWO pieces of evidence from the source which suggest that the Black Panther Party gained popularity among African-Americans in the 1960s. (2 x 1) (2)

3.2.3 Using the information in the source and your own knowledge, explain how weekly newspapers was used by the Black Panther Party to increase its support. (1 x 2) (2)

3.2.4 Comment on how the Black Panther Party responded to state repression and violence that were used against its members. (1 x 2) (2)

3.2.5 Explain what you think was implied by the statement 'some have the direct aim of smearing the Panthers as bent on violence and responsible for their own destruction', in the context of the Black Power Movement. (1 x 2) (2)

3.3 **Use Source 3C.**

3.3.1 Why do you think this cartoon was published? (1 x 2) (2)

3.3.2 Explain the messages that are conveyed in this cartoon. Use visual clues in the source to support your answer. (2 x 2) (4)

3.3.3 Comment on why a historian would consider the evidence in this source useful, when researching the impact that COINTELPRO had on the Black Panther Party. (2 x 2) (4)

3.4 **Study Source 3D.**

3.4.1 What, according to the source, were the THREE purposes of the 'colouring book'? (3 x 1) (3)

3.4.2 List TWO methods from the source, that the US government used to counter opposition to segregatory policies. (2 x 1) (2)

3.4.3 Using the information in the source and your own knowledge, explain why the FBI used the 'colouring book' against the Black Panther Party. (1 x 2) (2)

3.4.4 Name the TWO human rights violations from the source that the members of the Black Panther Party experienced. (2 x 1) (2)

3.5 Compare Source 3C and Source 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding the reaction of the FBI towards the Black Panther Party. (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 successful the Black Power Movement was in attempting to end segregation in the United States of America during the 1960s. (8)

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions from this section.
Your essay should be about THREE pages long.

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

Mao Zedong's policies of 'The Great Leap Forward' and 'The Cultural Revolution' failed to transform the agricultural and industrial sectors in the People's Republic of China between 1958 to 1969.

Do you agree with this statement? Support your line of argument with relevant evidence. **[50]**

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

Mobutu Sese Seko and Julius Nyerere both demonstrated good leadership qualities after attaining independence from colonial rule in the 1960s.

Critically discuss this statement with reference to the economic, social and cultural policies that both leaders implemented in their respective countries from the 1960s until the 1970s. **[50]**

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

Explain to what extent the various forms of protest by the Civil Rights Movement were successful in improving the lives of African-Americans in the 1960s.

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

TOTAL: 150

END