GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

2016

10791

HISTORY

FIRST PAPER

TIME: 3 hours

MARKS: 150

9 pages + an addendum of 12 pages

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PREPARATORY EXAMINATION

HISTORY
(First Paper)

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 CIVIL RIGHTS MOVEMENT

   SECTION B: ESSAY QUESTIONS

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

   QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDIES ON THE CONGO AND TANZANIA

   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 will be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follows:

   4.1 ONE (1) source-based question and ONE (1) essay question.

   4.2 The THIRD question can be either a source-based question or an essay question. Essay and source-based questions carry 50 marks each.

5. You are advised to spend at least ONE hour per question.

6. When answering questions, candidates should apply their knowledge, skills and insight.

7. The mere repetition of the sources as answers will disadvantage candidates.

8. Number the answers correctly according to the numbering system used in the question paper.

9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, from this section.
Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE SOVIET UNION AND THE UNITED STATES OF AMERICA INTENSIFY COLD WAR TENSIONS IN EUROPE AFTER 1945?

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

1.1 Refer to Source 1A.

1.1.1 Define the term *communism* in your own words. (1x2) (2)

1.1.2 Why, according to the source, did Stalin want Eastern European governments to remain 'communist and sympathetic' to the Soviet Union? (2x1) (2)

1.1.3 List THREE countries mentioned in the source that were annexed by the Soviet Union after the Second World War. (3x1) (3)

1.1.4 Comment on how the West reacted to the Soviet Union's expansion in Eastern Europe. (2x2) (4)

1.2 Study Source 1B.

1.2.1 Define the concept *iron curtain* in your own words. (1x2) (2)

1.2.2 Using the information in the source and your own knowledge, explain why Britain supported both Greece and Turkey. (2x2) (4)

1.2.3 Quote THREE pieces of evidence from the source which confirms that Britain's economy was in a crisis after the Second World War. (3x1) (3)

1.2.4 Explain the usefulness of the information in this source to an historian researching the origins of the Truman Doctrine and the Marshall Plan. (2x2) (4)

1.3 Use Source 1C.

1.3.1 How, do you think, the Soviet newspaper, *Izvestia* viewed the Truman Doctrine and Marshall Plan? (1x2) (2)

1.3.2 What according to the source, was the main weakness of the Truman Doctrine? (1x2) (2)

1.3.3 Name any TWO countries, according to the newspaper article, that the United States of America intended 'enslaving'. (2x1) (2)

1.4 Study Sources 1B and 1C. Explain how the information in both the sources differ regarding the Truman Doctrine and the Marshall Plan. (2x2) (4)

1.5 Consult Source 1D.

1.5.1 Explain the messages being conveyed in this cartoon. Use the visual clues from the cartoon to support your answer. (2x2) (4)

1.5.2 Comment on Madam Molotov's words 'Noses left' in the context of the Soviet Union's policy of expansionism in Eastern Europe. (2x2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how the Soviet Union and the United States of America intensified Cold War tensions in Europe after 1945. (8)

[50]

QUESTION 2: WHAT WAS THE NATURE OF SOUTH AFRICA'S INVOLVEMENT IN THE BATTLE OF CUITO CUANAVALE IN ANGOLA BETWEEN 1987 AND 1988?

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

2.1 Refer to Source 2A.

2.1.1 Why, according to Gleijeses, did the following countries decide to send troops to Angola in 1987?

(a) South Africa (1x2) (2)
(b) Cuba (1x2) (2)

2.1.2 List TWO tactics that the Cubans used against the South African Defence Force (SADF). (2x1) (2)

2.1.3 Comment on why Fidel Castro decided to send more sophisticated troops and weapons to Angola. (2x2) (4)

2.2 Read Source 2B.

2.2.1 List the TWO countries (brigades) that were responsible for launching an attack on UNITA in August 1987. (2x1) (2)

2.2.2 Using the information in the source and your own knowledge, explain why South Africa became involved in the Angolan war in 1987. (2x2) (4)

2.2.3 Select TWO reasons in the source which suggests that the SADF was unsuccessful in capturing Cuito Cuanavale. (2x1) (2)

2.2.4 Using the information in the source and your own knowledge, explain why the Battle of Cuito Cuanavale was regarded as a turning point in the history of Southern Africa. (2x2) (4)

2.3 Study Source 2C.

2.3.1 According to the information in the source, how many soldiers from the following armies were killed in the Angolan war:

(a) Cuban/FAPLA forces (1x1) (1)
(b) SADF (1x1) (1)

2.3.2 Using the statistics from the source, explain who won the Battle of Cuito Cuanavale. (2x2) (4)

2.3.3 Comment on the limitations of the information in the source to an historian studying the losses suffered at the Battle of Cuito Cuanavale. (2x2) (4)

2.4 Study Sources 2A and 2D. Explain how these sources differ regarding the outcome of the Battle of Cuito Cuanavale. (2x2) (4)

2.5 Consult Source 2D.

2.5.1 Give TWO reasons mentioned by Ronnie Kasrils in the source which suggest that 27 June 1988 'signalled the end for the SADF'. (2x1) (2)

2.5.2 Using the information in the source and your own knowledge, comment on why the Cubans decided not to invade Namibia. (2x2) (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 nature of South Africa's involvement in the Battle of Cuito Cuanavale in Angola between 1987 and 1988. (8)

[50]

QUESTION 3: WHAT ROLE DID THE UNITED STATES OF AMERICA'S FEDERAL GOVERNMENT PLAY IN THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?

Study Sources 3A, 3B, 3C and 3D and then answer the following questions.

3.1 Refer to Source 3A.

3.1.1 Define the following concepts in your own words.

(a) Segregation (1x2) (2)
(b) Integration (1x2) (2)

3.1.2 Explain why 'five different black communities' took their cases to the Supreme Court. (1x2) (2)

3.1.3 Why, according to the source, did Thurgood Marshall, oppose segregated education? (1x2) (2)

3.1.4 What ruling did Chief Justice Earl Warren make in the Brown vs Board case? (1x2) (2)

3.1.5 Using the information in the source and your own knowledge, explain why the Brown vs Board decision was a victory for the civil rights movement. (2x2) (4)

3.2 Use Source 3B.

3.2.1 Why did Elizabeth Eckford arrive at Central High School on her own? (1x2) (2)

3.2.2 Using the evidence in the source as well as your own knowledge Eckford explain why you think the photograph of Elizabeth proved to be 'one of the most enduring images from this day'. (2x2) (4)

3.2.3 What prompted Judge Davies to begin legal proceedings against Governor Faubus? (1x2) (2)

3.2.4 Explain how President Dwight D Eisenhower ensured that Central High School was integrated in 1957. (2x2) (4)

3.3 Study Source 3C.

3.3.1 Explain why you think this photograph was taken. (1x2) (2)

3.3.2 What messages does the photograph convey about the Federal government's attitude towards the integration of Central High School? (2x2) (4)

3.4 Refer to Sources 3B and 3C. Explain how the information in Source 3B confirms what is being shown in Source 3C (photograph) regarding the deployment of federal troops to Central High School. (2x2) (4)

3.5 Consult Source 3D.

3.5.1 List TWO reasons why the parents of the Little Rock Nine supported the federal government's decision to intervene at Central High School. (2x1) (2)

3.5.2 Explain the usefulness of the information in the source to an historian researching the reaction and responses of African-American parents to the role that the federal government played regarding the integration of Central High School in 1957. (2x2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining the role that the United States of America's federal government played in the integration of Central High School in 1957. (8)

[50]

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 – VIETNAM

The war in defence of freedom and democracy which the United States of America fought in Vietnam, had unexpected outcomes for this technologically advanced super power.

Explain to what extent you agree with this statement. Use relevant evidence about the war in Vietnam between 1965 to 1975 to support your line of argument. **[50]**

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

Critically discuss whether the economic policies introduced in the Congo and Tanzania improved the economies of these countries after they attained independence from colonial rule in the 1960s. **[50]**

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

The Black Power Movement emerged because of the slow pace of change in the United States of America in the 1960s.

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

TOTAL: 150

END