



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

**GAUTENG DEPARTMENT OF EDUCATION
PREPARATORY EXAMINATION**

2014

**10791
HISTORY
FIRST PAPER**

**MARKS: 150
TIME: 3 hours**

**Pages 10 and Addendum with
11 pages**

HISTORY P1
1079E



10791E

X10



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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: THE ORIGINS OF THE COLD WAR

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

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

SECTION B: ESSAY QUESTIONS

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

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

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

2. Section A consists of THREE source-based questions. The 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 At least ONE must be a source-based question and at least ONE must be an essay.
 - 4.2 The THIRD question can be either a source-based question or an essay question.

5. When answering questions, candidates must apply their knowledge, skills and insight.
 6. A mere rewriting of the sources as answers will disadvantage candidates.
 7. Number the answers correctly according to the numbering system used in this question paper.
 8. Write neatly and legibly.
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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: WHAT STRATEGIES DID THE SOVIET UNION AND THE UNITED STATES OF AMERICA (USA) USE TO PROTECT AND PROMOTE THEIR IDEOLOGIES IN EUROPE AFTER 1945?

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

1.1 Study Source 1A.

- 1.1.1 What, according to the source, were the two plans that were put forward by the USA to give aid to 'free people' in 1947 and 1948 respectively? (2x1) (2)
- 1.1.2 Name the TWO countries, according to the source, which benefitted from the 400 million dollars from the US Congress. (2x1) (2)
- 1.1.3 Explain to whom does 'free people' refer. (1x2) (2)
- 1.1.4 According to the source, how do you think the USA benefitted from giving aid to rebuild European countries? (1x2) (2)

1.2 Refer to Source 1B.

- 1.2.1 To which 'two camps' did Andrei Vyshinsky refer, in the source? (2x1) (2)
- 1.2.2 Explain whether Vyshinsky was justified when he mentioned 'the USA interferes in the internal affairs of other countries'. (2x2) (4)

1.3 Use Source 1C.

- 1.3.1 Using information from the source and your own knowledge, define the following terms:
(a) Marshall Plan
(b) Satellite states (2x2) (4)
- 1.3.2 Comment on why the writer of the source mentioned that 'the COMECON can be seen to be the USSR's version of the Marshall Plan'. (2x2) (4)
- 1.3.3 How did the USSR prevent the satellite states from accepting the Marshall Plan? (2x1) (2)

- 1.3.4 According to the source, the Molotov Plan was in some ways contradictory. Explain whether this is a fair assessment of the Molotov Plan. (2x2) (4)
- 1.3.5 Comment on the usefulness of this source to a historian studying the reasons for the introduction of the Molotov Plan. (2x2) (4)
- 1.4 The USSR contradicted itself in their criticism of the Marshall Plan in Source 1B, while at the same time introducing the Molotov Plan as referred to in Source 1C. Explain reasons for this contradiction. (2x2) (4)
- 1.5 Study Source 1D.
- 1.5.1 Using the information from the source and your own knowledge, explain why the three men blocked the transport routes to Berlin. (1x2) (2)
- 1.5.2 Why might a historian question the reliability of the evidence in the source? Give reasons for your answer. (2x2) (4)
- 1.6 Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain the strategies that were implemented by the Soviet Union and the United States of America to protect and promote their ideologies. (8)

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QUESTION 2: HOW DID THE INVOLVEMENT OF THE UNITED STATES OF AMERICA AND THE SOVIET UNION INTENSIFY COLD WAR TENSIONS IN ANGOLA AFTER THE 1970s?

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

2.1 Study Source 2A.

- 2.1.1 Why did the Angolan civil war start in 1961? (1x2) (2)
- 2.1.2 Define the following concepts in your own words:
- (a) Civil war
(b) Colonialism (2x2) (4)
- 2.1.3 Explain the role of the superpowers in the Angolan civil war. (2x2) (4)
- 2.1.4 Comment on why the information in this source would be useful to a historian studying the history of the Angolan civil war. (2x2) (4)

2.2 Refer to Source 2B.

- 2.2.1 What impression does this source give about UNITA? (1x2) (2)
- 2.2.2 Explain whether the USA's involvement in Angola can be justified. (2x2) (4)
- 2.2.3 Why did UNITA accept support from the USA? (1x2) (2)
- 2.2.4 Explain what you think is implied by this statement:
'We have not fought all this time to give in to a failed system.' (1x2) (2)

2.3 Use Source 2C.

- 2.3.1 List TWO features of the Alvor agreement. (2x1) (2)
- 2.3.2 Give reasons for the involvement of the following countries in the Angolan civil war:
- (a) Cuba
(b) South Africa (2x2) (4)
- 2.3.3 Using the information in the source and your own knowledge, comment on the results of the MPLA's establishment of a People's Republic of Angola. (2x2) (4)

- 2.4 Consult Source 2D.
- 2.4.1 Explain the message that the cartoon conveys about the involvement of the superpowers in Africa. (1x2) (2)
- 2.4.2 What evidence in this cartoon shows that Cold War rivalry did not always have a negative impact on independent African states? (1x2) (2)
- 2.5 In what ways does Source 2D differ from Source 2B regarding the involvement of the superpowers in Angola? (2x2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words), explaining how the involvement of the Soviet Union and the United States of America in Angola during the 1960s intensified Cold War tensions in Angola in the 1970s. (8)
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QUESTION 3: WHAT WERE THE CHALLENGES FACED BY CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, REGARDING DESEGREGATION?

Use Sources 3A, 3B and 3C to answer the following.

3.1 Study Source 3A.

- 3.1.1 Using the information in the source and your own knowledge, define the term *segregation*. (1x2) (2)
- 3.1.2 Why do you think the 'Little Rock Nine' needed armed soldiers to escort them to school? (1x2) (2)
- 3.1.3 Quote evidence from the source which suggests that the incident at Central High School attracted national interest. (2x1) (2)
- 3.1.4 Why did Governor Orval Faubus order armed guards to enter Central High School? (1x2) (2)
- 3.1.5 Explain in your own words why the author stated, 'it was profoundly ugly'. (2x2) (4)
- 3.1.6 Comment on how the information in the written source supports the evidence in the visual source regarding school desegregation. (2x2) (4)

3.2 Refer to Source 3B.

- 3.2.1 According to the source, what dangers did African-Americans face? (3x1) (3)
- 3.2.2 Explain why was it necessary for Martin Luther Junior to send a telegram to the Little Rock Minister, Ronald Smith and Daisy Bates. (2x2) (4)
- 3.2.3 Define the term *civil rights* in your own words. (1x2) (2)
- 3.2.4 Using the evidence from the source and your own knowledge, explain what you understand by the words 'You must meet physical force with soul force' in the context of the principles of the Civil Rights Movement. (2x2) (4)
- 3.2.5 Explain the usefulness of the source to a historian studying the involvement of the Civil Rights Movement at Central High School. (2x2) (4)

- 3.3 Use Source 3C.
- 3.3.1 Why did Faubus make reference to the Supreme Court? (1x2) (2)
- 3.3.2 Mention THREE plans that Governor Faubus believed would solve the education crisis in Little Rock. (3x1) (3)
- 3.4 Compare the evidence in both Sources 3B and 3C and explain the different attitudes towards integration at Central High School. (2x2) (4)
- 3.5 Using the information in the relevant sources and your knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the challenges that students faced at Central High School in 1957. (8)

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question from this section. Do not answer 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 nature of the struggle between North Vietnam and the USA from 1965 to 1973 was more of a ‘hot war’ than the Cold War.

Explain to what extent you agree with the above statement by making reference to relevant historical evidence. **[50]**

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

Critically discuss how the Congo and Tanzania dealt with political and economic challenges after independence. **[50]**

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

Nobody can give you freedom. Nobody can give you equality or justice or anything. If you are a man, you take it.

Evaluate the validity of this statement by referring to the role that the Black Power Movement played in fighting segregation in the USA in the 1960s. **[50]**

TOTAL: 150