GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2017

MARKING GUIDELINES

SUBJECT: HISTORY P1 (10791)

18 pages

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION – 2017

HISTORY
(First Paper)

MEMORANDUM

QUESTION 1

HOW DID THE CUBAN MISSILE CRISIS INTENSIFY COLD WAR TENSIONS BETWEEN THE SOVIET UNION AND THE UNITED STATES OF AMERICA IN THE 1960s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- USA
- USSR (2x1) (2)

1.1.2 *[Interpretation of evidence from Source 1A – L2]*

- Cuba was establishing closer relationship with the USSR.
- Eisenhower feared the spread of Communism Latin America.
- Eisenhower wanted to protect capitalism in Cuba.
- Any other relevant response (any 1x2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*

- Guatemala (1x1) (1)

1.1.4 *[Interpretation of evidence from Source A – L2]*

- Castro was leading by example to set the standard of commitment in defence of Cuba.
- He portrays patriotism and true leadership qualities.
- Jose Raman was incompetent.
- Any other relevant response (any 1x2) (2)

1.1.5 *[Analysis of evidence from Source 1A – L2]*

(a) Castro: Victor, hero, well respected, honoured, and enhanced his personality. (1x2) (2)

(b) Kennedy: Coward, failure, tainted image worldwide, criticised for being ambitious and not respecting the autonomy of other countries.

- Any other relevant response (1x2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B –L1]*

- Operation Mongoose (1x2) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- Medium range ballistic range missiles (MRBMs)
- Intermediate range ballistic missiles (IRBMs) (2x1) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- Kennedy reacted by summoning his closest advisors to consider options and a direct course of action for the US that would resolve the crisis.
- Imposed a naval quarantine in Cuba
- Any other relevant response (any 1x2) (2)

1.2.4 *[Extraction of evidence from Source 1B – L1]*

- Air strike to destroy the missiles followed by a US invasion
- Stern warning to Cuba and USSR.
- Naval quarantine of Cuba (3x1) (3)

1.2.5 *[Explanation of historical concept from Source 1B – L1]*

Quarantine:

Prevent the entry of USSR missiles into Cuba.
Regard Cuba as a protected area by the US from any future invasion by USSR (any 1x2) (2)

1.3 1.3.1 *[Interpretation of evidence from Source 1C– L2]*

- The source shows the declaration of Cuba as a protected zone from USSR ships.
- It reflects America's intention to take control of Cuba.
- USA's intention of spreading capitalism in Cuba
- USA's aim of fighting the spread of communism in Cuba.
- Any other relevant response (any 1x2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*

- America wanted to spread capitalism in Cuba.
- America wanted to protect Cuba from communist invasion.
- America wanted to maintain world peace and avoid nuclear war.
- Any other relevant answer (any 1x2) (2)

1.3.3 *[Analysis and interpretation of evidence from Source 1C – L2]*

- Khrushchev agreed to submit to the USA's demand and dismantled missile sites in Cuba.
- Khrushchev demanded the USA to dismantle its missile bases in Turkey and Italy.
- Khrushchev demanded USA to leave Cuba alone.
- Any other relevant answer (any 2x2) (4)

1.4 *[Comparison of evidence from Source 1B and Source 1C – L3]*

- Source 1B explains the implementation of the quarantine on the 22nd October 1962 and Source 1C shows the quarantine area in Cuba on 22 October 1962.
- Both sources refer to the missile sites in Cuba.
- Any other relevant response (any 2x2) (4)

1.5 1.5.1 *[Extraction of evidence from Source 1B – L1]*

- '… if you are really concerned about the welfare of the world …'
- '… if they have not lost their reason …' (2x1) (2)

1.5.2 *[Interpretation of evidence from Source 1D – L2]*

- Khrushchev was committed to world peace to avoid the devastating effects of war.
- Wanted to express his point of view towards a possible war.
- Any other relevant response (1x2) (2)

1.5.3 *[Evaluating the usefulness of Source 1D – L3]*

Useful

- Letter written by Khrushchev (USSR) to president Kennedy (US).
- Expresses Khrushchev's point of view regarding the removal of missiles from Cuba.
- Reflects Khrushchev's doubts about Kennedy's commitment to world peace (ending nuclear weapons).
- Any other relevant response

Not useful

- Biased against US (Kennedy)
- Criticised USA's commitment to world peace
- Any other relevant response (any 2x2) (4)

1.6 *[Interpretation, analysis and synthesis from relevant sources – L3]*

Candidates may use the following as points to answer the question:

- USA and USSR played a significant role in the Cuban missile crisis. (Source 1A)
- The USA deployed missiles on the Soviet border with Italy and Turkey. (Own knowledge)
- The USSR reacted by placing missiles in Cuba. (Source 1B)
- The strategic installation of missile bases from both sides threatened world peace. (Source 1C)
- USA threatened to invade Cuba if missiles were not removed and the USSR also demanded USA to remove its missiles from Turkey and Italy. (Own Knowledge)
- USA and USSR's aggressive reactions intensified the Cold War. (Source 1A)
- Both ended up giving in (compromising) and the crisis was resolved. (Source 1C)
- The superpowers decided on open lines of communication (red/hot telephone line). (Own Knowledge)
- They also signed the nuclear test ban treaty. (Source 1C)
- Any other relevant response (8)

LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding of how the Cuban Missile Crisis intensified the Cold War tensions between the USSR and the USA in the 1960s. • Uses evidence partially to report on topic or cannot report on topic.	MARKS 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the Cuban Missile Crisis intensified the Cold War tensions between the USSR and the USA in the 1960s. • Uses evidence in a very basic manner.	MARKS 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough knowledge of how the Cuban Missile Crisis intensified the Cold War tensions between the USSR and the USA in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6 – 8

[50]

QUESTION 2

WHAT WERE THE FACTORS THAT LED TO THE CIVIL WAR IN ANGOLA AFTER THE DECOLONISATION PROCESS IN ANGOLA IN 1975?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- They were critical of colonial governments.
- They demanded a say in government.
- They expressed a sense of grievance. (any 2x1) (2)

2.1.2 *[Interpretation of evidence from Source 2A – L2]*

- Africans were fighting for independence from colonial powers after the Second World War.
- Africans wanted to economically develop their own countries for the benefit of Africans and not European countries.
- Africans wanted to be treated with respect and be seen as equals by the colonial powers.
- Any other relevant response (any 1x2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*

- Many young Africans had studied abroad and had been encouraged to fight for independence.
- They were ready to use military action to decolonise their countries.
- They were able to unite and convince people to support the efforts of overthrowing the colonial powers.
- Any relevant response (any 2x2) (4)

2.1.4 *[Explanation of historical concept from Source 2A – L1]*

- Freeing a country from being dependent on the other country
- Any relevant response (1x2) (2)

2.1.5 *[Extraction of evidence from Source 2A – L1]*

- It expressed a protest against alien rule and domination.
- It asserted the right of Black people to be considered and be treated as equals by the colonial authorities. (2x1) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- MPLA
- FNLA
- UNITA (any 2x1) (2)

2.2.2 *[Interpretation of evidence from source 2B – L2]*

- There was sufficient economic prosperity that the colonial power was not prepared to give up.
- The colonial settlers resisted independence and violently fought the liberation movements against colonisation.
- Any other relevant response (any 2x2) (4)

2.2.3 *[Explanation of historical concepts in source 2B – L1]*

- A war between the three Angolan military or armed factions MPLA, FNLA and UNITA
- Any other relevant response (1x2) (2)

2.2.4 *[Extraction of evidence from source 2B – L1]*

- MPLA-USSR / Cuba
- FNLA-USA
- UNITA-USA / South Africa (any 2x1) (2)

2.2.5 *[Interpretation of evidence from source 2B – L2]*

- Russia and Cuba supported the MPLA to fight for control of Angola.
- United States and South Africa supported UNITA for control of Angola.
- The two superpowers supplied the Angolan rivalries with military weapons to fight for power in Angola.
- Both superpowers wanted to extend their sphere of influence in Angola / Africa.
- Any other relevant response (any 1x2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- To form a tripartite transitional government to be headed by the Portuguese High Commissioner
- The three movements would share power and portfolios and integrate their Armed forces.
- National elections would be held within nine months for an Assembly of 150 Members.
- The transitional government would be sworn in on the 31st of January 1975.
- The date for independence was set up for 11 November 1975.

(any 2x1) (2)

2.3.2 *[Evaluate usefulness of Source 2C – L3]*

- It provides information about the Angolan representatives that signed the Alvor Accord.
- It shows the date on which the agreement was signed.
- It gives us information about how long the transitional government would govern.
- It suggests reasons why the accord was not adhered to.
- It gives us the information of the conflict among the liberation movements.
- Any relevant response (any 2x2) (4)

2.4. *[Comparison of information in Sources 2B and 2C - L3]*

- Source 2B suggests that the Angolan civil war was caused by the three liberation movements which got support from the superpowers and Source 2C indicates that the MPLA took control of 11 out of 15 provinces due to the support of Russia and Cuba.
- Source 2C indicates that the civil war continued after the signing of the Alvor agreement and Source 2C also states that the Alvor agreement did not settle the differences of the three liberation movements.
- Any other relevant answer (2x2) (4)

2.5 2.5.1 *[Analysis of information from Source 2D – L2]*

- The liberation movement leaders look relaxed and united by the same goal which was to negotiate and sign an agreement for a transitional government.
- Ready to settle their differences for the sake of freedom
- Represented the interests of all the people of Angola regardless of ethnic, race or ideological differences
- Any other relevant response (any 2x2) (4)

2.5.2 *[Interpretation of evidence from Source 2D – L2]*

- To protect the negotiators against possible demonstrations and other militant incidents
- The Angolan negotiators and delegates had requested maximum security and protection.
- Fear of Portuguese sympathisers of the 400 000 Portuguese living in Angola would try to disrupt the negotiation process
- Place of neutrality and they would be able to get advice from other African leaders present
- Any other relevant answer (any 2x2) (4)

2.6 *[Interpretation, analysis and synthesis from relevant sources – L3]*

Candidates may include the following aspects in their responses.

- Three major rebel groups were formed with a common aim of decolonising Angola from different ideological influences or perspectives, thus conflicting implementation strategies (Source 2A).
- Portugal was reluctant to relinquish power because of the economic gains from 'overseas provinces' (Source 2B).
- Intervention and military support received from superpowers embroiled Angola in the Cold War. (Source 2B)
- The three leaders agreed to sign the Alvor Accord but failed to implement it and started attacking each other. (Source 2C)
- Lack of trust and unwilling to share power as agreed in the Alvor Accord (Source 2C)
- The three liberation movements wanted to take control of the most industrial productive areas thus, they fought each other. (Source 2C)
- The three liberation movements had to sign the agreement outside Angola because they anticipated disruptions. (Source 2C)
- Any other relevant answer (8)

LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding of the factors that led to the civil war in Angola after the decolonization process in 1975. • Uses evidence partially to report on topic or cannot report on topic.	MARKS 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of the factors which led to the civil war after decolonization process in 1975. • Uses evidence in a very basic manner.	MARKS 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates an insight of the factors that led to the civil war in Angola after the decolonisation process in 1975. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6 – 8

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QUESTION 3

HOW DID THE BLACK POWER MOVEMENT IN THE UNITED STATES OF AMERICA RESIST SEGREGATION DURING THE 1960s?

3.1 3.1.1 *[Explanation of historical concept in Source 3A – L1]*

- Celebrated black pride and stressed the importance of black determination
- A belief that black people should be proud of themselves, their appearances and their achievements
- A social ideology that encouraged hope and dignity but also self-pride, self-help and self-reliance
- Any other relevant response (any 1x2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*

- But I am… somebody…
- I am… black… beautiful… proud…
- I must be respected
- 'Black is Beautiful' (any 2x1) (2)

3.1.3 *[Extraction of evidence in Source 3A – L1]*

- Rejecting skin bleaches and hair straighteners
- Gave their children Islamic names
- Glorified soul music
- Established black study programmes at colleges (any 4x1) (4)

3.1.4 *[Analysis of information from Source 3A – L2]*

- Teaching about self-help and self-pride
- Black Power reinforced belief in themselves.
- African-Americans can decide what they want and how they want to be governed.
- Any other relevant response (any 2x2) (4)

3.1.5 *[Evaluation of the usefulness of Source 3A – L3]*

- The source explains different forms of resistance such as guerrilla warfare to demands for reforms and self-help.
- The source further explains how African-Americans showed their pride using slogans such as 'Black is Beautiful'.
- The source gives examples of how African-Americans shaped their own culture and therefore their destiny.
- Any other relevant response (any 2x2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

- White supremacy
- Anti-democratic practices (2x1) (2)

3.2.2 *[Interpretation of information in Source 3B – L2]*

- Tried to exert democratic control over the arbitrary (random) public violence of US nation-state that maimed and murdered Black citizens
- To explain to the black citizens their basic and fundamental constitutional rights
- Any other relevant response (2x2) (4)

3.2.3 *[Extraction of evidence from Source 3B – L1]*

- Members patrolling were armed with law books.
- They explained the basic constitutional rights to members of the public and also reminded the police of them.
- Any other relevant response (any 1x2) (2)

3.2.4 *[Interpretation and evaluation in Source 3B - L2]*

- To ensure that members of the community knew their rights
- Members to connect themselves to the larger community to gain civil rights
- Need to eliminate self-defeating thoughts and behaviours (giving in to police brutality)
- Any other relevant response (any 1x2) (2)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*

- The police (1x1) (1)

3.3.2 *[Interpretation of information in Source 3C – L2]*

- African-Americans' rights were infringed upon and they had very few civil liberties.
- If any laws were broken, African-Americans were arrested and jailed.
- Any other relevant response (any 1x2) (2)

3.3.3 *[Interpretation of information in Source 3C – L2]*

- Policing the police – BPP preached self-defence
- State violence directed at African American communities
- Police were seen as trespassers in Oakland ghettoes. (any 1x2) (2)

3.4 *[Comparing and contrasting of Sources 3B and 3C – L3]*

- In Source 3B the Black Panther Party tried to exert democratic control over the arbitrary (random) public violence. This concept is shown in the visual text as a member of the BPP is holding a gun and pointing it at a police officer. Hence, policing the police (Source 3C).
- In Source 3B there is a reference to 'raise the people's political consciousness'. This is supported by the visual source 'That this silence will end. We'll just have to get guns, and be men' (Source 3C).
- Any other relevant comparison (any 2x2) (4)

3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*

- A series of social programmes (1x1) (1)

3.5.2 *[Interpretation of information in Source 3D – L2]*

- Thousands upon thousands of poor and hungry children were fed.
- The Federal Government was pressed and shamed into adopting a similar programme for public schools across the country.
- Any other relevant response (any 1x2) (2)

3.5.3 *[Interpretation of evidence from Source 3D – L2]*

- African-Americans made use of these programmes in order to guarantee that they have food, housing and schooling.
- Once the body is nourished, then the mind can be applied to fight for civil liberties and equality. (any 1x2) (2)

3.5.4 *[Analysis of information from Source 3D – L2]*

- It was a radical (militant) movement. Radicalism often associated with the ideology of communism
- The Black Panthers supported the idea of self-reliance.
- Newton, one of the founding members, was inspired by the communist China leader, Mao Zedong.
- Any other relevant response (any 1x2) (2)

3.5 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their responses:

- Revolutionaries used it to preach guerrilla warfare; liberals, to demand reform; conservatives, to demand self-help. (Source 3A)
- Phrase meant self-pride (Source 3A)
- Emphasising racial pride and the creation of black political and cultural institutions to nurture and promote black collective interests and advance black values (Own knowledge)
- Slogans such as 'Say it loud - I'm black and I'm proud', 'Black is Beautiful' & 'Black Power' became popular and widely used. (Source 3A & own knowledge)
- Emergence of the Black Panther Party, 1966 (Source 3B)
- Black Panther Party tried to exert democratic control over random attacks. (Source 3B)
- Black Panther Party focused on educating the community on their civil rights. (Source 3B)
- Stokely Carmichael questioned whether non-violence led African-Americans to where they needed to go. (Source 3C)
- Carmichael adopted the slogan 'Black Power'. (Source 3C)
- Young ghetto residents rejected passive resistance in favour of a more militant and radical form of resistance. (Own Knowledge)
- Therefore, The Black Panther Party became popular among young urban dwellers. (Source 3C)
- Policing the police (Source 3C & own knowledge)
- The Black Panther Party introduced Survival Programmes e.g. Free Breakfast for Children. (Source 3D)
- Other programmes: free medical clinics, handing out of clothing, gave self-defense classes, lessons on politics, teaching of black history (Own Knowledge)
- The Black Panther Party wrote a 10-point programme. (Own Knowledge)
- Any other relevant response (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding of how the Black Power Movement resisted segregation in the United States of America during the 1960s. • Uses evidence partially to report on topic or cannot report on topic.	MARKS 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how Black Power Movement resisted segregation in the United States of America during the 1960s. • Uses evidence in a very basic manner.	MARKS 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough knowledge of how the Black Power Movement resisted segregation in the United States of America during the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6 – 8

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SECTION B
ESSAY QUESTIONS

QUESTION 4

CASE STUDY: CHINA

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills.]

SYNOPSIS

Candidates need to critically discuss how Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution were seen as a great failure.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

INTRODUCTION:
Candidates need to indicate how Mao introduced communism in China.

ELABORATION:

- Founding of the Chinese Communist Party (CCP)
- Civil war against Kuomingtang (KMT)
- Establishment of the People's Republic of China (proclamation) on 1 October 1949
- The Cultural Revolution
- Red Guards played an important role
- Bring about equality in the society
- Intellectual ability was viewed as useless and dangerous.
- Many intellectuals were executed or died in jail.
- Hundred flowers (1956 – 1959)
- The Great Leap Forward (1958 – 1961)
- Larger collective farms or communes
- Peasants into production battalions
- Peasants did not own land and received no incentives.
- Brought about famine
- The Great Cultural Revolution, Proletarian Revolution (1967 – 1976)
- Development of a power struggle between different factions in the leadership of the CCP
- September 1971, Lin Biao attempted to overthrow Mao but failed
- 1975, Programme of the Four Modernisations (agriculture, industry, national defence, Science and technology)
- 1976 Mao died and a 'Gang of Four', led by Mao's widow, Jiang Qing was arrested and put on trial
- Any other relevant response

- **CONCLUSION:**

  Candidates should sum up their arguments with relevant conclusions. **[50]**

QUESTION 5

INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA

[Plan and construct an argument based on evidence, using analytical and interpretative skills.]

SYNOPSIS

Candidates need to explain to what extent Tanzania was more effective than the Congo in overcoming its respective political, economical, social and cultural challenges after independence.

MAIN ASPECTS

Candidates should include the following aspects in their responses.

INTRODUCTION:

Candidates should explain to what extent Tanzania was more effective than the Congo in overcoming its respective political, economical, social and cultural challenges after independence.

ELABORATION

ECONOMY

- Nyerere adopted an African Socialism model outlined in the Arusha Declaration which led to the nationalisation of industries and land.
- Its aim was to cut ties with Western countries and create self-sufficiency and self-dependency.
- Society would be stable and free of economic inequalities.
- Mobuto initially nationalised industries using the Zairianisation policy – which involved taking farms and businesses from the foreign owners who were replaced by Congolese.
- When it failed due to the lack of skills and poor management he adopted a capitalist model and returned businesses to foreign owners.
- Nyerere introduced villagisation or Ujaama.
- A rural community farming / collective labour
- Lack of tools, water and management skills led to resistance which the police and military force could not control.
- This led to destruction and abandonment of fields.
- Tanzania remained the poorest and most underdeveloped country.
- Both countries had to accept foreign aid and allow investments which Nyerere initially viewed as neo-colonialism.

POLITICS

- Both became one-party-states, opposition was not allowed.
- Nyerere was elected and he banned tribalism whereas Mobuto staged a military coup.
- Congo faced a civil war. (Katanga and Kasai declared their independence.)
- Mobuto declared himself a leader of the Congo.
- Political instability was fuelled by involvement of superpowers.
- Both believed in neo-colonisation and nationalism.
- Nyerere introduced a "Leadership Code" which enforced integrity whereas Mobuto failed to control kleptocracy, maladministration, corruption and mismanagement of state funds.
- Nyerere introduced a non-alignment policy with either the West or the East, which unified his nation.
- Mobuto aligned himself with the West and kept Zaire afloat through Western powers, which benefited a few in the Congo.
- Nyerere stepped down after the 1964 mutiny and a new leader was elected.

SOCIAL AND CULTURAL

- Both countries' clothing was inspired by 'Maoist' dress.
- Both countries emphasised using African languages/vernacular (Swahili).
- Health care was improved in both countries.
- Education and literacy was improved in both countries.
- Tanzania introduced research centres in newly founded universities.
- Tanzania used education to promote a national ethos, ideology and philosophy, as well as the principles of a new society (embracing the concept of social justice).
- Tanzania state radio and television broadcasted only Tanzanian music.
- Congo repressed traditional Congolese indigenous music.
- Any other relevant response

CONCLUSION:

Candidates should tie up their arguments with relevant conclusions. **[50]**

QUESTION 6

CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s – THE CIVIL RIGHTS MOVEMENT

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills.]

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. In agreeing with the statement they need to discuss the different forms of protest through civil disobedience from 1955 – 1965. If they disagree with the statement they need to substantiate their lines of argument.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

INTRODUCTION:

Candidates should indicate whether they agree or disagree and use relevant examples of the different forms of protest through civil disobedience and establish a relevant line of argument indicating whether the different forms of protest ended segregation in the United States of America.

ELABORATION

- Key features of the beliefs and actions of the Civil Rights Movement
- A belief in non-violent protest using the acts of civil disobedience
- The role and influence of Martin Luther King
- **Rosa Parks – Montgomery Bus Boycott, 1955**, refusal to give up her seat to a white man
- She was arrested and convicted of breaking the segregation laws.
- A boycott of the Montgomery bus system lasted a year, the city incurring financial losses (65% of its income), several leaders arrested including Martin Luther King
- The Supreme Court ruled in December 1956 that bus segregation was against the constitution.
- **Greensborough, 1960, sit-ins**, SNCC students staged a sit-in at a lunch counter in a store where black people could shop but not have lunch.
- They suffered abuse but refused to move.
- Similar protests were held at other segregated facilities.
- Kneel-ins at churches, read-ins at libraries, play-ins in city parks and wade-ins at beaches.
- **Freedom rides:** Both black and white activists travelling on the interstate to force the integration of the buses, especially in the South.
- Their aim was to get media attention.
- They were attacked by angry whites (assumed KKK members) who set the buses on fire.
- Their efforts were successful as they got federal support and the bus system was desegregated.
- Enrolment of James Meredith at the University of Mississippi

- **"Freedom Summer of 1964"** – campaign for Freedom schools to teach black literature and history, as well as encouraging black people to register to vote
- **Violent reaction to their efforts:** bombing of churches, freedom summer workers attacked and/or arrested, six were murdered
- **Civil Rights marches**: Birmingham Campaign and Selma – Montgomery march
- **Short Term & Long Term Gains:** 1964 – Civil Rights Act: Banned segregation and discrimination in all workplaces and public facilities on the basis of race (gender)
- 1965 – Voting Rights Act: No one could be prevented from voting because of the colour of their skin
- But legal and legislative victories did not immediately translate into social and economic transformation

- **CONCLUSION:**

  Candidates should tie up their arguments with relevant conclusions. **[50]**

TOTAL: 150