GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2023

10791

HISTORY

(PAPER 1)

TIME: 3 hours

MARKS: 150

9 pages + an addendum of 14 pages

HISTORY P1

10791E

X05

The addendum is included as an insert in this question paper.

P.T.O.

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 1970s TO 1980s

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

   SECTION B: ESSAY QUESTIONS

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

   QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

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

7. A mere rewriting of the sources as answers will disadvantage candidates.

8. Questions and sub sections of questions must be numbered clearly and correctly.

9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: HOW DID THE WESTERN POWERS OF BRITAIN, FRANCE AND THE UNITED STATES OF AMERICA RESPOND TO THE BERLIN BLOCKADE IN 1948?

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

1.1 Consult Source 1A.

1.1.1 Name, according to the source, FOUR countries that occupied Germany after the Second World War. (4 x 1) (4)

1.1.2 Identify any TWO types of reparations that the Soviet Union demanded from Germany. (2 x 1) (2)

1.1.3 Define the concept *reparations* in your own words. (1 x 2) (2)

1.1.4 How did the following superpowers intend to govern their different sectors in Germany, in the context of the Cold War?

(a) The USA (1 x 2) (2)

(b) The Soviet Union (1 x 2) (2)

1.1.5 Comment on what is implied by the statement … 'the world waited to see whether the United States and the Soviet Union would come to blows', in the context of the Berlin blockade in 1948. (1 x 2) (2)

1.2 Use Source 1B.

1.2.1 List TWO cabinet members from the source, who believed that an airlift should be ruled out as a viable option against the blockade. (2 x 1) (2)

1.2.2 Explain the term *blockade* in the context of the Berlin crisis. (1 x 2) (2)

1.2.3 Identify from the source, the operation that was initiated by General Clay in June 1948. (1 x 2) (2)

1.2.4 Why do you think aircrews from Australia, New Zealand, and South Africa joined British aircraft in the airbridge? (1 x 2) (2)

1.3 Refer to Source 1C.

1.3.1 What are the messages conveyed by the cartoon? (2 x 2) (4)

1.3.2 Comment on the limitations of this source to a historian researching the Berlin Airlift in 1948. (2 x 2) (4)

1.4 Study Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the assistance that the Western powers gave West Berlin during the Berlin Airlift. (2 x 2) (4)

1.5 Read Source 1D.

1.5.1 What, according to the source, were the challenges faced by West Berliners during the Berlin Airlift? (2 x 1) (2)

1.5.2 Using the information in the source and your own knowledge, explain why the Soviet Union ended the blockade in May 1949. (1 x 2) (2)

1.5.3 Comment on the reason why European countries formed the North Atlantic Treaty Organisation (NATO). (1 x 2) (2)

1.5.4 Explain how West Berlin benefitted from the Marshall Plan. (1 x 2) (2)

1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Western powers of Britain, France and the United States of America responded to the Soviet blockade of Berlin in 1948. (8)

[50]

QUESTION 2: HOW DID THE SOVIET UNION CONTRIBUTE TO THE CIVIL WAR IN ANGOLA WITHIN THE CONTEXT OF THE COLD WAR?

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

2.1 Study Source 2A.

2.1.1 Name the TWO superpowers which were involved in the proxy fight in Angola. (2 x 1) (2)

2.1.2 List TWO resources according to the source, in which Angola was particularly rich. (2 x 1) (2)

2.1.3 Define the concept *Marxism* in the context of the Civil War in Angola. (1 x 2) (2)

2.1.4 Using the information in the source and your own knowledge, explain why the USA and South Africa funded UNITA. (2 x 2) (4)

2.2 Consult Source 2B.

2.2.1 Identify THREE goals from the source that the USSR wished to achieve in the region. (3 x 1) (3)

2.2.2 How would a Soviet presence and influence in Angola benefit the USSR? (2 x 1) (2)

2.2.3 Using the source and your own knowledge, comment on the statement that the Soviet presence in Angola presented ‘a clear danger to the remaining white minority regimes in Southern Africa’. (1 x 2) (2)

2.2.4 Why do you think that gaining access to Angola’s natural resources would have benefitted the USSR? (1 x 2) (2)

2.2.5 What are the limitations of this source to a historian researching the Civil War in Angola? (2 x 2) (4)

2.3 Study Source 2C.

2.3.1 Who, according to the source, was the head of the first group of Soviet military advisors to arrive from Moscow? (1 x 1) (1)

2.3.2 Provide TWO reasons from the source why the Soviets came to Angola. (2 x 1) (2)

2.3.3 Using your own words, explain the concept *civil war*. (1 x 2) (2)

2.3.4 Using the information in the source and your own knowledge, explain why the MPLA needed training and other support from the USSR. (2 x 2) (4)

2.4 Refer to Source 2D.

2.4.1 Explain what messages the photograph conveys regarding the USSR's role in the Angolan Civil War. Use visual clues from the source to support your answer. (2 x 2) (4)

2.4.2 Comment on what the photograph tells us about the relationship between the USSR and the soldiers of the MPLA. (1 x 2) (2)

2.5 Compare Source 2C and Source 2D. Explain how the information in Source 2C supports Source 2D regarding the involvement of the USSR in the Angolan Civil War. (2 x 2) (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 Soviet Union contributed to the Civil War in Angola within the context of the Cold War. (8)

[50]

PLEASE DETACH THIS 14 PAGE ADDENDUM

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PREPARATORY EXAMINATION

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HISTORY

(PAPER 1)

ADDENDUM

14 pages

P.T.O.

QUESTION 1: HOW DID THE WESTERN POWERS OF BRITAIN, FRANCE AND THE UNITED STATES OF AMERICA RESPOND TO THE BERLIN BLOCKADE IN 1948?

SOURCE 1A

The source below focuses on the division of Germany and explains how the Berlin Blockade prevented the delivery of basic needs from the Western allies to West Berlin in 1948.

Following World War II, Germany was divided into occupation zones. The United States, Great Britain, the Soviet Union and, eventually, France, were given specific zones to occupy in which they were to accept the surrender of Nazi forces and restore order. The Soviet Union occupied most of eastern Germany, while the other Allied nations occupied Western Germany. The German capital of Berlin was similarly divided into four zones of occupation. Almost immediately, differences between the United States and the Soviet Union surfaced. The Soviets sought huge reparations from Germany in the form of money, industrial equipment, and resources. The Russians also made it clear that they desired a neutral and disarmed Germany.

The United States saw things in quite a different way. American officials believed that the economic recovery of Western Europe was dependent on a strong, reunified Germany. They also felt that only a rearmed Germany could stand as a bulwark (defensive wall) against Soviet expansion into Western Europe. In May 1946, the Americans stopped reparations shipments from their zone to the Soviets. In December, the British and Americans combined their zones; the French joined some months later. The Soviets viewed these actions as a threat and issued more demands for a say in the economic future of Germany. On 22 June 1948, negotiations between the Soviets, Americans, and British broke down. On 24 June 1948, Soviet forces blocked the roads and railroad lines into West Berlin.

American officials were furious, and some in the administration of President Harry S. Truman argued that the time for diplomacy with the Soviets was over. For a few tense days, the world waited to see whether the United States and Soviet Union would come to blows. In West Berlin, panic began to set in as its population worried about shortages of food, water, and medical aid. The United States' response came just two days after the Soviets began their blockade.

[From: https://www.trumanlibrary.gov.education/presidential-inquiries/blockade-berlin#background Accessed on 20 January 2023.]

SOURCE 1B

The source below is an extract from a book titled *'Daring Young Men: Heroism and Triumph of the Berlin Airlift*' written by Richard Reeves, an American writer. It focuses on how the United States of America and its allies responded towards the Berlin Blockade imposed by Stalin in 1948.

On Monday, 28 June 1948, faced with the reality of the Soviet blockade of Berlin, President Truman called in several key cabinet members in the hope of clarifying the issue in his own mind. Plumbing (trying to understand) the depth of their commitment, he listened to each in turn. Defense Secretary James Forrestal, Secretary of the Army Kenneth Royall, and Undersecretary of State, Robert Lovett all believed that the idea of an airlift should be discounted as a viable option. Withdrawal from the city seemed to be the only viable option. After a moment of consideration, the President stated simply in a determined voice, "We stay in Berlin."

General Lucius Clay, the American Military Governor in Germany, offered his opinion to Army Secretary Royall that, "It seems important to decide just how far we will go short of war to stay in Berlin. We think it is extremely important to stay." General Clay, with the approval of the President, gave the order to initiate "Operation Vittles" on 25 June 1948. Within a day, 32 C-47 'Skytrains' of the US Airforce departed, carrying 80 tons of cargo which included medicine, milk, and flour for the relief of Berlin.

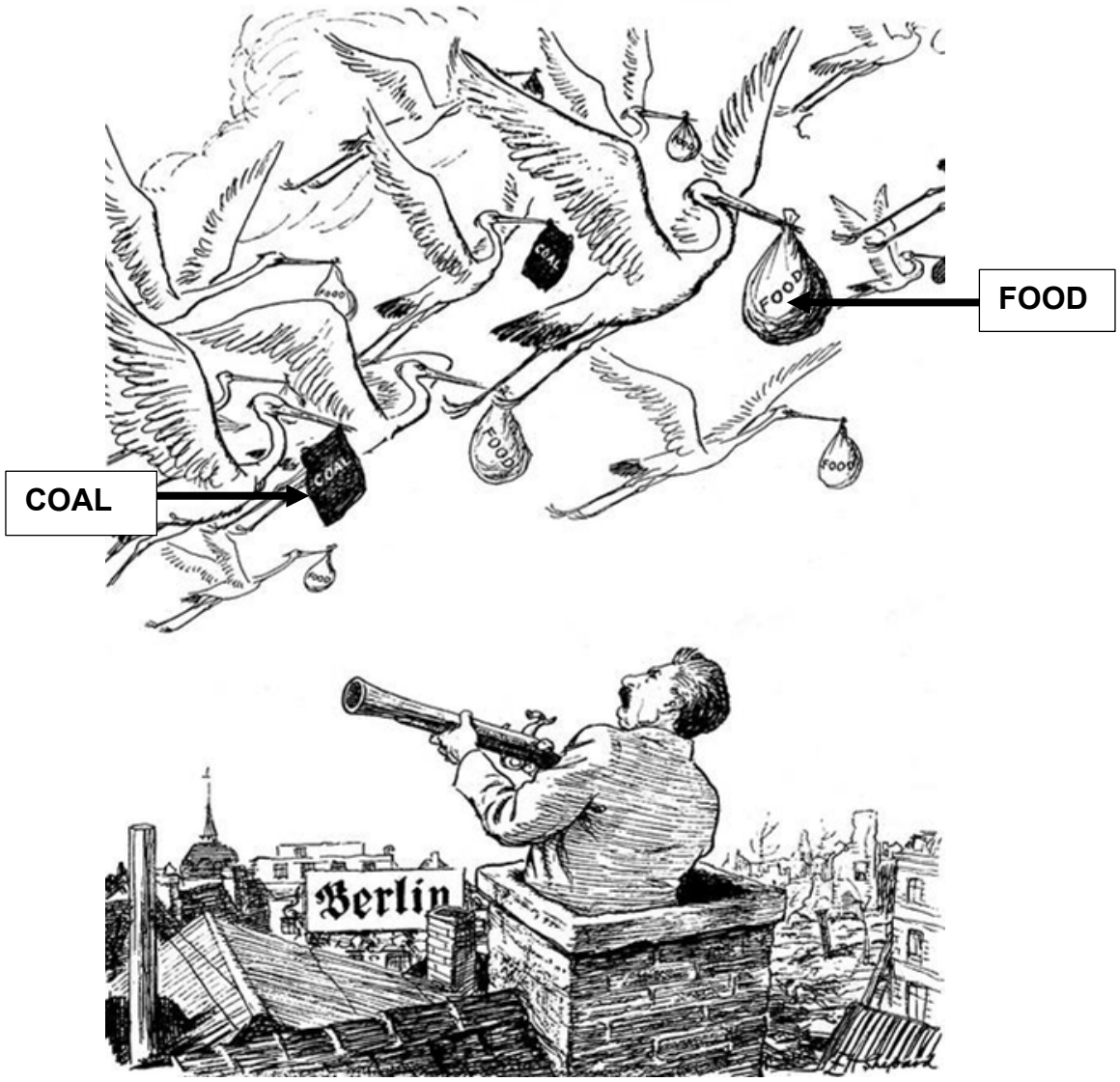
By 28 June, British aircraft would join the airbridge, as would others from France and Canada, as well as aircrews from Australia, New Zealand, and South Africa. Initially the C-47s shouldered the burden, but their cargo capacity of only 3,5 tons made augmentation necessary by larger aircraft such as the C-54 'Skytrain'. By the end of August 1948 more than 1 500 flights a day were delivering over 4 500 tons of needed supplies.

By September, all the C-47s were replaced by US Airforce and US Navy C-54s which improved the cargo capacity to 5 000 tons daily. This raised the total daily requirement to 6 000 tons. To accommodate the increased number of flights and aircraft an additional asphalt runway was added at Tempelhof. The French also contributed by constructing a new airfield at Lake Tegel in their sector, to help manage the added air traffic. The Western Allies resolve was being proven.

[From: *Daring Young Men: Heroism and Triumph of the Berlin Airlift* by Richard Reeves]

SOURCE 1C

The cartoon below is by a British cartoonist, Ernest Howard Shepard. It appeared in the British Magazine, *Punch*. It depicts Stalin's attempts to put an end to the Berlin Airlift, organised by the Western Allies, which brought supplies to West Berlin in 1948.



[From: https://www.nationalcoldwarexhibition.org/schools-colleges/national-curriculum/berlin-airlift/consequences.aspx Accessed on 20 January 2023.]

SOURCE 1D

The source below outlines the result of the Berlin Airlift. It also highlights how the Western Allies formed a military alliance, the North Atlantic Treaty Organisation (NATO).

Despite the airlift, people living in West Berlin did not have an easy time, especially during the winter months. There were drastic power cuts, food was strictly rationed, and fresh vegetables were scarce. Materially it seemed little had changed since the end of the war but in reality the Berlin Airlift brought about historic change. The airlift changed the relationship between the members of the Allied Occupation and the people of West Berlin and by implication the people of Western Germany. Whatever the politicians believed, the soldiers and airmen of the Allied forces looked upon the airlift as a humanitarian mission.

On 12 May 1949, the Soviet Union lifted the blockade. However, the airlift continued for a further four months so that stocks could be built up in case the blockade was re-imposed. The Soviet intention of 'starving out' West Berlin had failed and was seen by many as a moral defeat. On 4 April 1949, the North Atlantic Treaty Organisation (NATO) was formed in which the USA, Canada and most non-communist European countries pledged themselves to mutual assistance in case of foreign aggression.

Following the lifting of the blockade, political relations became more and more divided. The Western sector continued to prosper as a result of 'Marshall Aid' and the economic gap between East and West was very evident in Berlin. Every day large numbers of skilled workers and professionals commuted from East to West Berlin. As a result of seeing what was on offer in the West in terms of employment, wages and the standard of living, many decided to move to West Berlin.

By the middle of 1961 as many as 30 000 East Germans a month were moving to the West. The East German government had to act to stem this flow as these were the very people they couldn't afford to lose. It was perceived that the survival of East Germany was threatened and so the government solution to this problem was to build the Berlin Wall.

[From: https://www.nationalcoldwarexhibition.org/schools-colleges/national-curriculum/berlin-airlift/consequences.aspx Accessed on 20 January 2023.]

QUESTION 2: HOW DID THE SOVIET UNION CONTRIBUTE TO THE CIVIL WAR IN ANGOLA WITHIN THE CONTEXT OF THE COLD WAR?

SOURCE 2A

The source below discusses the reasons for the involvement of foreign powers in the Angolan Civil War in the 1970s.

The Angolan Civil War, beginning at the time of the country's independence from Portugal in 1975, was a 27-year struggle involving the deaths of over 500,000 soldiers and civilians. Initiated at the height of the Cold War, pro- and anti-communist forces in Angola set the stage for a proxy fight between the United States and the Union of the Soviet Socialist Republics (USSR).

Rich in resources, particularly diamonds and oil, Angola was one of the last African nations to receive independence from a European power. The combined forces of the Popular Movement for the Liberation of Angola (MPLA), the National Front for the Liberation of Angola (FNLA), and the National Union for Total Independence of Angola (UNITA) created a transitional government with the Alvor Accord of 1974.

Within a year the government had disintegrated, and with aid from the USSR and the Cuban military, the Marxist-oriented MPLA, under the leadership of José dos Santos, had wrested (forcibly taken) control of most of Angola. Indirectly and through proxies, the United States and South Africa funded UNITA, providing munitions, intelligence reports, and mercenaries.

Though a country rich in natural resources, Angola was economically and politically devastated with runaway inflation of the country's currency (the kwanza), a national crisis of amputees from the millions of landmines, and a political fallout with the millions of refugees displaced from the fighting.

[From: https://www.blackpast.org/global-african-history/angolan-civil-war-1975-2002. Accessed on 6 January 2023.]

SOURCE 2B

The following extract is from a secret report written by the American Defense Intelligence Agency in 1976. It explains the reasons why the USSR involved itself in the Angolan Civil War.

Soviet military involvement in Africa is the result of Moscow's long-range policy of accessing strategic military facilities and an increase in Soviet political influence to undermine the West and gain access to raw materials. Furthermore, these goals are being met with some success at a relatively low cost in terms of Soviet money, material, and manpower.

The USSR is actively supporting the Popular Movement for the Liberation of Angola (MPLA) forces in the Angolan Civil War. As a part of this effort, some 44 Soviet aircraft deliveries have taken place since 1 November. Additionally, at least nine Soviet ships have delivered substantial quantities of weapons and equipment.

A Soviet presence and influence in Angola would not only permit the USSR to threaten vital lines of communication and gain access to a wealth of natural resources, but would also establish a base for the Soviets, which would present a clear danger to the remaining white minority regimes in Southern Africa. The use of Angolan facilities would enhance Moscow's strategic position and project a Soviet presence into the South Atlantic.

Soviet involvement in sub-Saharan Africa has not been a complete success. Soviet activities have frequently been marked by insensitive treatment of Africans both on the continent and in the USSR.

The Soviets have often projected a negative image that continues to cause several major African leaders to distrust their motives. Moscow is somewhat aware of these failings, and its recent activities have reflected greater professionalism, a sense of urgency, and a growing military presence. More than 2 000 Soviet military advisors are in black African countries. Cuba, the USSR's ally and proxy, also has 7 900 advisors and troops in black Africa, mainly in the Angolan area.

[From: https://2001-2009.state.gov/documents/organization/66719.pdf. Accessed on 6 January 2023.]

SOURCE 2C

The following source, from an article written by a Russian historian, Vladimir Shubin, describes the involvement of the USSR in providing military advisors and equipment to the Popular Movement for the Liberation of Angola (MPLA).

Soviet advisors were present in Angola as early as August 1975. It was on 1 November 1975 when the first group of Soviet military advisors, headed by Captain Evgeny Lyashchenko, arrived from Moscow. Its mission was purely technical and defensive: To train Angolans.

According to the Angolan General, Roberto Ngongo, the Soviets came to Angola "to teach in military schools and academies and to train our regular units", while Angolans underwent military training in the Soviet Union. According to the Moscow Institute of Military History, up to 1 January 1991, 10 985 Soviet military advisors and specialists from the Soviet Army and Navy provided training to MPLA soldiers, and 6 985 Angolans were trained in Soviet/Russian "military educational institutions". As for military supplies, according to Soviet archives, they amounted to 3,7 billion rubles from 1976 to 1989 and arms for 600 million rubles were delivered between 1989 – 1990.

The Soviets, in addition to assisting the MPLA, worked with the Cubans in Angola: Over a period of 15 years there was co-operation between the Soviet and Cuban military in Angola. Each Soviet veteran of the Angolan Civil War underlines the warmth of this relationship. Fidel Castro stated that ‘great respect and strong feelings of solidarity always prevailed between the Cuban and Soviet military’.

[From: https://centri.unibo.it/cedsspamo/it/pubblicazioni/occasional-papers/shubin. Accessed on 8 January 2023.]

SOURCE 2D

The following visual source is a photograph of a female Soviet military advisor/trainer, Tatyana Davydova, from the USSR alongside an MPLA soldier in the 1970s.



[From: http://www.veteranangola.ru/upload/1318915011. Accessed on 12 January 2023.]

QUESTION 3: HOW DID THE MONTGOMERY BUS BOYCOTT SUCCESSFULLY STRENGTHEN THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA DURING THE 1950s?

SOURCE 3A

The extract below explains the reasons why the civil rights activists organised the Montgomery bus boycott of 5 December 1955 after the arrest of Rosa Parks who refused to give up a seat for a white bus passenger.

In 1955, in Montgomery, Alabama, Rosa Parks quietly incited (encouraged) a revolution – by just sitting down. She stepped onto the bus for the ride home and sat in the fifth row. The Montgomery bus driver, James Blake ordered Parks and three other African Americans seated nearby to move to the back of the bus. Three riders complied, Parks did not.

The practice of 'reserved seats' had become an ultimate humiliation. When the first ten seats were ever taken by the white riders, then black riders who occupied the seats next to them, had to get up if more whites got on. The number ten became a damnable (offensive) number. Whether the number ten referred to the ten reserved seats on the bus or in a theatre, it signified bad luck.

A staunch devotee of non-violence, Reverend Martin Luther King Jr. and his colleague Ralph Abernathy, were a part of a community organisation, the Montgomery Improvement Association (MIA), which organised the Montgomery bus boycott. Their demands were simple: Black passengers should be treated with courtesy; seating should be allotted (assigned) on a first-come-first-served basis and African American drivers should drive routes that primarily serviced African Americans.

On Monday, 5 December 1955, the boycott went into effect. The MIA had hoped for a 50 percent support rate among African Americans but to their surprise and delight, 99 percent of the city's African Americans refused to ride the buses. People walked to work, rode their bikes, and carpools were established to help the elderly.

[From: *The Montgomery bus boycott and the woman who started it – The Memoir of Jo Ann Gibson Robinson* by D.A. Garrow.]

SOURCE 3B

The article below appeared in the *Montgomery Adviser* newspaper on 15 December 1955*,* titled 'Group Advised Reserved Seats For 2 Races On City Bus Lines'. It explains why Reverend Martin Luther King Jr. encouraged the civil rights activists to continue boycotting the Montgomery city buses.

White members of a bi-racial committee were appointed to try to solve the negro boycott of city buses. They handed a report to the Mayor of Montgomery, W.A. Gayle. The white members of the committee recommended that there must be a space reserved for white passengers and a space reserved for negro passengers in the bus. Secondly, clear signs must be placed on the seats of all sections reserved for the white passengers and the negro passengers on buses.

White members of the committee explained that their recommendations do not condone any act of discourtesy on the part of employees of the company toward patrons of either race. They also hoped that both employees and patrons cooperate to the fullest extent in preventing incidents that create tension in the city. They further explained that the laws of Alabama and the Code of the City of Montgomery specifically states that the reserved seating of passengers in the bus for each race was meant to protect the average patronage (customers) of each race. 'In this way,' the report added, 'the same policy applies to white and negro passengers alike and meets all the requirements of equal privileges and we have no authority to nullify or circumvent (sidestep) either the spirit or the letter of the law.'

The civil rights activists led by Reverend Martin Luther King Jr. did not sign the report. They had met twice with the white members of the bi-racial committee in an unsuccessful effort to end the boycott. 'We have consistently opposed reserved sections on the buses, the bus protest is still on, and it will last until our proposals are given sympathetic treatment,'

[From: https://www.montgomeryadvertiser.com/story/news/2018/12/04/montgomery-bus-boycott-how-did-white-newspapers-cover-civil-rights-movement/2197482002. Accessed on 09 January 2023.]

SOURCE 3C

The flyer below is a membership appeal to white segregationists in the Montgomery community, distributed by a local group of the White Citizens Council (WCC). Its membership swelled from 100 to 14 000 members at the end of the Montgomery bus boycott in 1956.

WHITE CITIZENS
OF CENTRAL ALABAMA

RALLY TO THE SUPPORT
OF YOUR

CENTRAL ALABAMA CITIZENS COUNCIL

which is dedicated to

MAINTENANCE OF { **SEGREGATION** / **PEACE** / **ORDER** / **DOMESTIC TRANQUILLITY** } **IN OUR STATE**

AND

PRESERVATION OF OUR STATE'S RIGHTS
by
PEACEFUL AND LEGAL MEANS
CENTRAL Alabama Citizens Council ... Box 2563

PLEASE CONSIDER MY MEMBERSHIP

NAME ……

ADRESS ……

PHONE ……

Membership annual dues $3,50. Contribution accepted with or without membership.

[From: https://www.thehenryford.org/collections-and-research/digital-collections/artifact/370325#slide=gs-234662. Accessed on 09 January 2023.]

SOURCE 3D

The following source, written by Warren Brown**,** titled *Automobile Played Role on Long Ride to Freedom'* appeared in the *Washington Post* newspaper on 5 September 2004. It explains how the Montgomery Bus Boycott in 1955 could have been a failure if the churches had not encouraged the use of private cars to transport the African Americans in the city.

During that boycott, blacks used personal cars to create what was called a 'private taxi' system. They shared rides, carried one another to work and to school – and to churches. Black churches bought station wagons to help support the 'private taxi' operation.

The Montgomery police responded by ticketing black drivers at will, especially if they were carrying passengers. The boycott might well have failed without church-operated station wagons known as 'rolling churches' which met people at designated pick-up points. Black-owned taxis and private cars were quickly organised into a system of alternate transportation. The boycotters persisted, using their private automobiles, avoiding both its buses and its downtown businesses in segregated Montgomery.

Finally, on 23 November 1956, the Supreme Court ruled in favour of the African Americans by declaring that the segregated bussing was unconstitutional. City officials reluctantly agreed to comply with the court ruling. The black community of Montgomery had held firm in their resolve. Blacks returned to the city's buses on 21 December 1956. They had begun a long drive to freedom, ensuing (resulting) in a decade-long civil rights movement that led to the death of the Jim Crow Laws, the rise of the Women's Liberation Movement and the birth of other civil rights struggles in America and abroad.

The Montgomery bus boycott triggered a firestorm in the south of America, blacks resisted 'moving to the back of the bus.' Similar actions flared up in other cities. The boycott put Reverend Martin Luther King Jr. in the national spotlight. He became the acknowledged leader of the nascent (promising) Civil Rights Movement.

[From https://www.washingtonpost.com/wp-dyn/articles/A59640-2004Sep3.html?nav%3Dlb. Accessed on 09 January 2023.]

ACKNOWLEDGEMENTS

http://www.veteranangola.ru/upload/1318915011

https://2001-2009.state.gov/documents/organization/66719.pdf

https://centri.unibo.it/cedsspamo/it/pubblicazioni/occasional-papers/shubin

https://www.blackpast.org/global-african-history/angolan-civil-war-1975-2002/

https://www.montgomeryadvertiser.com/story/news/2018/12/04/montgomery-bus-boycott-how-did-white-newspapers-cover-civil-rights-movement/2197482002

https://www.nationalcoldwarexhibition.org/schools-colleges/national-curriculum/berlin-airlift/consequences.aspx

https://www.nationalcoldwarexhibition.org/schools-colleges/national-curriculum/berlin-airlift/consequences.aspx

https://www.thehenryford.org/collections-and-research/digital-collections/artifact/370325#slide=gs-234662

https://www.trumanlibrary.gov.education/presidential-inquiries/blockade-berlin#background

https://www.washingtonpost.com/wp-dyn/articles/A59640-2004Sep3.html?nav%3Dlb

Daring Young Men: Heroism and Triumph of the Berlin Airlift by Richard Reeves

The Montgomery bus boycott and the woman who started it – The Memoir of Jo Ann Gibson Robinson by D.A. Garrow

END

QUESTION 3: HOW DID THE MONTGOMERY BUS BOYCOTT SUCCESSFULLY STRENGTHEN THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA DURING THE 1950s?

3.1 Read Source 3A.

3.1.1 Define the term *revolution* in the context of the Montgomery bus boycott. (1 x 2) (2)

3.1.2 Why do you think Rosa Parks refused to move to the back of the bus as instructed by the bus driver? (1 x 2) (2)

3.1.3 Comment on the implication of the statement the 'number ten became a damnable (offensive) number' in the context of segregation. (1 x 2) (2)

3.1.4 Using the source, list THREE demands of the Montgomery Improvement Association (MIA) which was responsible for organising the Montgomery bus boycott. (3 x 1) (3)

3.1.5 Quote evidence from the source which shows that the boycott was well supported by African-Americans. (1 x 2) (2)

3.2 Refer to Source 3B.

3.2.1 What, according to the source, did the white members of a bi-racial committee recommend to solve the Negro boycott of city buses? (2 x 1) (2)

3.2.2 Using the information in the source and your own knowledge, explain why the whites in the committee defended segregation in public buses. (1 x 2) (2)

3.2.3 Define the term *boycott* in your own words. (1 x 2) (2)

3.3 Study Sources 3A and 3B. Explain how the information in Source 3A differs from the evidence in Source 3B regarding the racial reservation of seats in the Montgomery public buses during the 1950s. (2 x 2) (4)

3.4 Use Source 3C.

3.4.1 Identify the FOUR objectives to which the white council was dedicated in Central Alabama. (4 x 1) (4)

3.4.2 Explain the messages conveyed by the flyer to recruit the Central Alabama citizens to maintain segregations in Montgomery. (2 x 2) (4)

3.4.3 Comment on the usefulness of the source to a historian researching the reactions of segregationist to the Montgomery bus boycott. (2 x 2) (4)

3.5 Consult Source 3D.

3.5.1 How, according to the source, did blacks travel during the Montgomery bus boycott? (3 x 1) (3)

3.5.2 Use the source and your own knowledge to comment on the impact that the boycott had on bus companies in Montgomery. (1 x 2) (2)

3.5.3 Why do you think the Supreme Court declared the segregation of the buses unconstitutional? (1 x 2) (2)

3.5.4 Why do you think that Martin Luther King Jr was recognised as the leader of the Civil Rights Movement after the Montgomery bus boycott? (1 x 2) (2)

3.6 Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Montgomery bus boycott successfully strengthened the Civil Rights Movement in the United States during the 1950s. (8)

[50]

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

Explain to what extent the tactics and strategies that the Viet Cong used against the United States of America were successful in containing the spread of capitalism in Vietnam between 1965 and 1975. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Under the successful leadership of Mobuto Sese Seko, the Congo was able to successfully develop and grow politically and economically.

Critically discuss the above statement using relevant evidence to support your line of argument. **[50]**

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

The Black Power Movement was based on the philosophy that African-Americans should shape their own destiny and culture. In pursuing this goal, they were prepared to use violence.

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

TOTAL: 150

END