GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2022

10791

HISTORY

PAPER 1

TIME: 3 hours

MARKS: 150

9 pages + an addendum of 14 pages

HISTORY P1

10791E

X05

This question paper consists of 9 pages.
An addendum of 14 pages is included in the 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 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

   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 IN THE USA

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions is to 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 another 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 questions, candidates should apply their knowledge, skills and insight.

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

7. The 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 clearly and legibly using blue ink only.

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 can be found in the ADDENDUM.

QUESTION 1: HOW DID THE MARSHALL PLAN INTENSIFY COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1947?

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

1.1 Study Source 1A.

1.1.1 What challenges did European countries face after World War Two, according to the Secretary of State, George Marshall? (3 x 1) (3)

1.1.2 Define the term *communism* in your own words. (1 x 2) (2)

1.1.3 Why, according to the source, was the European Recovery Programme launched in 1945? (3 x 1) (3)

1.1.4 Quote TWO major aims of the Marshall Plan from the source. (2 x 1) (2)

1.1.5 Using your own knowledge, explain why the Soviet Union and areas under its power (satellite states) did not accept the invitation to Paris to draw up a cooperative recovery plan in 1947. (1 x 2) (2)

1.2 Consult Source 1B.

1.2.1 Who, according to the source, was the Soviet Foreign Minister in 1947? (1 x 1) (1)

1.2.2 Using the source and your own knowledge, explain why the Soviet Union objected to the Marshall Plan. (2 x 2) (4)

1.2.3 Quote evidence from the source which shows criticism levelled by the Soviet press against the Marshall Plan. (1 x 1) (1)

1.2.4 Comment on the usefulness of this source to a historian researching the USSR's viewpoint on the Marshall Plan. (2 x 2) (4)

1.3 Refer to Source 1C.

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

1.3.2 Using your own knowledge, explain the attitude of the cartoonist towards the Marshall Plan. (2 x 2) (4)

1.4 Study Source 1D.

1.4.1 Quote evidence from the source which shows how the private sector economic relations grew due to the Marshall Plan. (2 x 1) (2)

1.4.2 Explain the concept *Marshall Plan* in the context of the Cold War in Europe. (1 x 2) (2)

1.4.3 Using information from the source and your own knowledge, explain why the Marshall Plan led to the Atlantic Alliance. (1 x 2) (2)

1.4.4 Comment on why the Economic Cooperation Administration (ECA) was established. (1 x 2) (2)

1.5 Compare Sources 1B and 1D. Explain how the information in Source 1B supports the evidence in Source 1D regarding the implementation of the Marshall Plan. (2 x 2) (4)

1.6 Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Marshall Plan intensified Cold War tensions between the USA and the USSR from 1947. (8)

[50]

QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN THE ANGOLAN CIVIL WAR DURING THE 1970s?

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

2.1 Study Source 2A.

2.1.1 Name THREE liberation movements from the source, which were supported by the USSR, the USA and China. (3 x 1) (3)

2.1.2 With whom, according to the source, did the MPLA negotiate, for assistance? (1 x 1) (1)

2.1.3 Define the concept *civil war* in the context of the conflict in Angola. (1 x 2) (2)

2.1.4 Using the information in the source and your own knowledge, explain why the USSR wished to help the MPLA. (2 x 2) (4)

2.2 Consult Source 2B.

2.2.1 According to the source, what was unusual about the way in which the South African Defense Force was involved in Angola? (1 x 1) (1)

2.2.2 List FOUR economic installations targeted by UNITA and the SADF. (4 x 1) (4)

2.2.3 Why do you think UNITA and the SADF attacked economic targets? (1 x 2) (2)

2.2.4 Explain why South Africa involved itself in the Angolan Civil War in the 1970s. (1 x 2) (2)

2.3 Refer to Source 2C.

2.3.1 According to the source, why did the MPLA find itself in a less favourable military situation? (1 x 1) (1)

2.3.2 List FOUR forms of military aid provided to the MPLA by Cuba, from the source. (4 x1) (4)

2.3.3 Using your own knowledge, explain why the arrival of the first Cuban troops in Angola was top-secret. (1 x 2) (2)

2.3.4 Using the information in the source and your own knowledge, explain why the Cubans named their military operation 'Operation Carlota'. (1 x 2) (2)

2.3.5 Comment on why a historian researching the reasons for Cuban involvement in Angola would consider this source biased. (2 x 2) (4)

2.4 Use Source 2D.

2.4.1 Explain what message the image conveys regarding Cuba's role in Angola. Use visual clues from the source to support your answer. (2 x 2) (4)

2.4.2 Using your own knowledge, comment on why the Cubans wished to celebrate their involvement in Angola. (1 x 2) (2)

2.5 Compare Sources 2C and 2D. How does the information in Source 2C support the evidence in Source 2D regarding the involvement of Cuba in the conflict in Angola? (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 why foreign powers became involved in the Angolan Civil War during the 1970s. (8)

[50]

PLEASE DETACH THIS ADDENDUM OF 14 PAGES.

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HISTORY

PAPER 1

ADDENDUM

14 pages

QUESTION 1: HOW DID THE MARSHALL PLAN INTENSIFY COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1947?

SOURCE 1A

The source below, taken from the USA Library of Congress Exhibitions, highlights the reasons for the formation of the European Recovery Programme, also known as the Marshall Plan in September 1947.

In a now-celebrated speech delivered at the Harvard University commencement on June 5, 1947, Secretary of State George Catlett Marshall (1880 – 1959) proposed a solution to the widespread hunger, unemployment, and housing shortages that faced Europeans in the aftermath of World War ll. Marshall's address was the culmination of increasing U.S. concern over the disintegrating European situation. The physical destruction of the war and the general economic dislocation threatened a breakdown of moral, social, and commercial life. Raw materials and food were in short supply, and war-damaged industries needed machinery and capital before production could be resumed.

Marshall suggested that the European nations themselves set up a programme for the reconstruction, with the United States' assistance. This speech marked the official beginning of the Economic Recovery Programme (ERP), better known as "The Marshall Plan". Under the plan, the United States provided aid to prevent starvation in the major war areas, repair the devastation of those areas as quickly as possible, and begin economic reconstruction. The plan had two major aims: to prevent the spread of communism in Western Europe and to stabilise the international order in a way favourable to the development of political democracy and free-market economies.

European reaction to Marshall's speech was quick and positive. The British and French foreign ministers met and issued a joint communiqué inviting twenty-two nations to send representatives to Paris to draw up a cooperative recovery plan. Sixteen of the invited countries accepted – all except the Soviet Union and areas under its power – and met in Paris in July 1947. The Paris Conference led to the establishment of the Committee for European Economic Cooperation that drew up a proposal for the planned European reconstruction and presented it to the U.S. government in September 1947.

[From: https://www.loc.gov/exhibits/marshall/marsh-overview.html. Accessed on 07 January 2022.]

SOURCE 1B

The source below is taken from *This Day in History*. It outlines the rejection of the Marshall Plan by the Soviet Union's Foreign Minister, Molotov, on 2 July 1947.

The Soviet reaction to Marshall's speech was a stony silence. However, Foreign Minister Molotov agreed to a meeting on June 27 with his British and French counterparts to discuss the European reaction to the American offer.

Molotov immediately made clear the Soviet objection to the Marshall Plan. First, it would include economic assistance to Germany, and the Russians could not tolerate such aid to the enemy that had so recently devastated the Soviet Union. Secondly, Molotov was adamant in demanding that the Soviet Union have complete control and freedom of action over any Marshall Plan funds Germany might receive. Finally, the Foreign Minister wanted to know precisely how much money the United States would give each nation. When it became clear that the French and British representatives did not share his objections, Molotov stormed out of the meeting on July 2. In the following weeks, the Soviet Union pressured its Eastern European allies to reject all Marshall Plan assistance. That pressure was successful and none of the Soviet satellites participated in the Marshall Plan. The Soviet press claimed that the American programme was "a plan for interference in the domestic affairs of other countries". The United States ignored the Soviet Union and, in 1948, officially established the Marshall Plan and began providing funds to other European nations.

Publicly, U.S. officials argued that the Soviet stance was another indication that Russia intended to isolate Eastern Europe from the West and enforce its communist and totalitarian doctrines in that region. From the Soviet perspective, however, its refusal to participate in the Marshall Plan indicated its desire to remain free from American economic imperialism and domination.

[From: https://www.com.this-day-in-history/soviet-union-rejects-marshall-plan-assistance Accessed on 07 January 2022.]

SOURCE 1C

The cartoon below is taken from USSR *Online Exhibitions: Marshall Plan at 70 – Big Picture.* It depicts the effect of the Marshall Plan on Western Europe in 1947. It shows W. Averell Harriman (US Secretary of Commerce) holding a bone.



W. A. Harriman

Distribution (spreading) of credits (loans) according to the Marshall Plan

[From: https://mcrl.libguides.com/big_picture Accessed on 07 January 2022.]

SOURCE 1D

The source below focuses on the achievements of the Marshall Plan in 1952. It is taken from *'The Marshall Plan: Design, Accomplishments, and Significance'.*

U.S. prestige and power in Europe were already strong following World War II. In several respects, however, the U.S. role in Europe was greatly enhanced by virtue of the Marshall Plan programme. U.S. private sector economic relations grew substantially during this period as a consequence of the programme's encouragement of increased exports from Europe and ERP grants and loans for the purchase of U.S. goods. The book value of U.S. investment in Europe also rose significantly. Furthermore, while the Marshall Plan grew out of a recognition of the economic interdependence of the two continents, its implementation greatly increased awareness of that fact. The OEEC, which, in 1961, became the OECD (Organisation for Economic Co-operation and Development) with the United States as a full member, endured and provided a forum for discussion of economic problems of mutual concern. Finally, the act of U.S. support for Europe and the creation of a diplomatic relationship which centered on economic issues in the OEEC facilitated the evolution of a relationship centered on military and security issues. In the view the of ECA (Economic Cooperation Administration) administrator, Hoffman, the Marshall Plan made the Atlantic Alliance (NATO) possible.

Many of the operational methods and programmes devised and tested under the Marshall Plan became regular practices of later development efforts. For example, the ECA was established as an independent agency with a mission in each participating country to ensure close interaction with governments and the private sector, a model later adopted by the U.S. Agency for International Development (USAID). Unlike previous aid efforts, the Plan promoted policy reform and used commodity import programmes and counter funds to ease adoption of those reforms and undertake development programmes, a practice of USAID programmes in later decades. The Marshall Plan also launched the first participant training programmes bringing Europeans to the United States for training and leveraged private sector investment in recipient countries through the use of U.S. government guarantees.

[From: https://www.everycrsreport.com/reports/R45079.html. Accessed on 07 January 2022.]

QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN THE ANGOLAN CIVIL WAR DURING THE 1970s?

SOURCE 2A

This source, taken from an American government website, explains the involvement of foreign countries in the civil war in Angola, in the 1970s.

The civil war in Angola developed into a Cold War battleground as the superpowers and their allies delivered military assistance to their preferred clients. The United States supplied aid and training for both the FNLA (National Front for the Liberation of Angola) and UNITA (National Union for Total Independence of Angola) while troops from Zaire assisted Holden Roberto (leader of the FNLA) and his fighters. China, also, sent military instructors to train the FNLA. The Soviet Union provided military training and equipment for the communist MPLA (Popular Movement for the Liberation of Angola). During the summer of 1975, the Soviet-supported MPLA was able to consolidate power in Luanda and defeat the U.S.-supported FNLA from the capital, but the FNLA continued to attack.

The MPLA also had long-established relations with communist Cuba. Before November 11, the MPLA had negotiated with Fidel Castro (the leader of Cuba) for assistance. At the same time, UNITA, which enjoyed U.S. support, approached the Apartheid government in South Africa for military help. Pretoria, with the aim to end the use of Angola as a base for rebels fighting for the independence of South Africa – occupied Namibia, contributed forces that entered southern Angola in October and made rapid progress toward the capital. In response, Castro sent Cuban Special Forces to halt the South African advance and succeeded in drawing attention to the fact that the United States had provided support to a group that now accepted assistance from an Apartheid government.

[From: https://www.history.state.gov/milestones/1969-1976/Angola Accessed on 05 January 2022.]

SOURCE 2B

The following extract was written by J. Hanlon, a British journalist, in the mid-1980s. It describes why South Africa became involved in the Angolan Civil War and eventually decided to retreat.

South African aggression against Angola has been unusual: it is on a larger scale than against any other country in southern Africa. Not only has it aided and supported the most effective opposition movement in the region, the National Union for the Total Independence of Angola (UNITA), but Angola is also the only country where the South African Defence Force (SADF) is waging a conventional war.

Economic installations have been special targets of both UNITA and the SADF. Oil provides Angola's main source of income, so oil installations have been repeatedly attacked. The Benguela Railway (which serves to connect the country to Zambia) has been cut since 1980; local port and railway installations have been frequently attacked. Dams, bridges, electricity lines, the iron mines, factories, have all been hit. Thus, the Angolan economy has been shattered by a decade of war.

Undoubtedly, Angola is a threat to apartheid. It is politically dangerous because it is multi-racial and Marxist. If Angola was allowed to succeed, it would destroy the ideological foundations of apartheid capitalism in South Africa. It is also a security threat: Angola openly allows ANC training camps. The South Africans began sending supplies for UNITA and setting up training camps for UNITA. Finally, on 16 October 1975, the South African army invaded Angola.

By 15 November, the South African army had moved 700 km north and were only 200 km from the capital. In these circumstances the MPLA appealed for help from the Eastern Bloc. Cuba and the Soviet Union were not prepared to allow the USA and South Africa to defeat the MPLA.

[From: *Beggar Your Neighbours: Apartheid Power in Southern Africa* by J. Hanlon]

SOURCE 2C

The following source describes "Operation Carlota" in which Cuba provided aid to the MPLA. It is from an article written by Gabriel Garcia Marquez, a Columbian author, who was a communist and a friend of Fidel Castro, the leader of Cuba.

The MPLA, founded in 1956, was the oldest liberation movement in Angola. It alone had the support of most Angolans and a social, political and economic programme best suited to conditions in the country. Unfortunately, it found itself in a less favourable military position than its enemies. It had Soviet weapons, but not the people capable of handling them.

By contrast, their enemies were well trained and well equipped. The FNLA and UNITA had links with the CIA (The American Central Intelligence Agency). UNITA was commanded by Jonas Savimbi – an unprincipled leader who had, in the past, cooperated with the Portuguese colonialists and the foreign companies exploiting Angola's resources. Lastly, the powerful South African army invaded Angola to support UNITA.

All these forces, drawing on enormous economic and military strength, were ready to surround the capital city, Luanda. The MPLA appealed to Cuba for help. When the Cubans received the appeal, they did not limit themselves to what had been requested: they decided to send far more – 480 specialists, who set up four training camps and organised sixteen army units and twenty-five mortar batteries and anti-aircraft machine-gun points. These were supplemented with a team of army doctors, 115 vehicles and a suitable communications network. This illustrates the foresight and boldness (bravery) with which the Cubans faced the threat in Angola.

Cuba soon sent more troops: Operation Carlota (named after the leader of a slave revolt when Cuba was still a Spanish Colony) began with the dispatch of a 650-man unit, strengthened by special forces. They were transported to Luanda airport by plane. These first soldiers arrived secretly and were dressed in holiday clothing with no military insignia. They had the look of normal tourists and carried suitcases. Inside their cases were machine-guns and the cargo hold of the aircraft was filled, not with holiday gear, but with weapons.

[From: http://www.rhodesia.nl/marquez.html. Accessed on 6 January 2022.]

SOURCE 2D

The source below is an image of a postage stamp issued in Cuba, in 2000, to celebrate the 25th anniversary of the start of Operation Carlota.



[From: https://twitter.com/Louis_Allday/status/924742221458477057 Accessed 27 February 2022.]

QUESTION 3: WHAT PROBLEMS DID THE FREEDOM RIDERS FACE WHEN CHALLENGING SEGREGATION ON BUS TRANSPORT DURING THE 1960s IN THE USA.

SOURCE 3A

The source below is taken from '*Chicago's Very Own News; Remembering the Freedom Riders 60 years later*'. It explains how the Freedom Riders Movement in 1961 travelled to the south of America by bus to force desegregation of the interstate transportation facilities regardless of the brutal attacks in the USA.

In 1955, Rosa Parks helped integrate the Montgomery, Alabama bus system when she refused to give up her seat, but interstate bus travel remained segregated in the South until the Freedom Rides of 1961. Blood was shed and lives were nearly lost as their non-violent protest was met with brutal beatings and jail.

On 4 May 1961, a small group of 13 black and white members of CORE, the Congress of Racial Equality, set out from Washington, D.C., heading to New Orleans on what was supposed to be a two-week ride to challenge the Jim Crow Laws of the South. The first few stops were uneventful until they reached Rock Hill, South Carolina. Three riders were viciously (brutally) attacked for trying to use the "whites only" restroom. The further south the Freedom Riders went, the more vicious the attacks became. In Anniston, Alabama, a mob of about 200 Ku Klux Klansmen firebombed the bus as police watched. On the same day, another group of Freedom Riders were brutally beaten by a mob waiting for them at the Birmingham bus station. After the violence in Anniston and Birmingham, CORE announced it was ending the rides. But the SNCC, the Student Non-Violent Coordinating Committee, picked up the cause.

The brutal attacks continued as the group rode into Montgomery, Alabama and then headed to Jackson, Mississippi, but this time the bus was loaded with armed troops, followed by patrol cars. As they got off the bus, some still bearing the bandages of the beatings in Alabama, they were arrested for attempting to use "whites only" facilities. Some in the group refused to pay the fine and chose to stay in jail. It began attracting national, even international media attention. The "jail, no bail tactic" put so much pressure on the Mississippi penal system that the Interstate Commerce Commission ordered the white and coloured signs to be taken down in the terminals. After several months, almost 400 arrests and at least 60 rides later, the Freedom Riders were able to claim victory.

[From: https://wgntv.com/news/cover-story/remembering-the-freedom-riders-60-years-later/ Accessed on 05 January 2022.]

SOURCE 3B

The extract below is taken from the *History Today* Newsletter*,* updated on the 27th January 2022 by the investigative journalist, T. Morgan. It focuses on how the students in Nashville, led by Diane Nash, risked all to end segregation through the Freedom Rides in 1961.

The success of the sit-ins made Nashville the first southern city to desegregate lunch counters in the country, but that was only the beginning for the young activists. In 1961, the Nashville Student Central Committee received a notice from the Congress of Racial Equality, CORE, that they were beginning the Freedom Rides who went from one state to another. The participants found themselves in increasing danger from angry communities vehemently (forcefully) against the idea of integration.

The aggression came to a head as the Freedom Rides reached Alabama. The buses were burned, and the activists beaten on May 14, 1961, forcing them to retreat to New Orleans. From there, it was up to Nash to carry the torch with a new group of Freedom Riders. “We recognized that if the Freedom Ride was ended right then after all that violence, southern white racists would think that they could stop a project by inflicting enough violence on it,” she says. “And we wouldn’t have been able to have any kind of movement for voting rights, desegregation of the buses and public accommodations without getting a lot of people killed first.”

So, Nash and her peers continued the Freedom Rides, despite the objections of many powerful people, including Attorney General Robert Kennedy. Kennedy had instructed his assistant, John Seigenthaler, to speak directly with Nash in an attempt to call off the Freedom Rides. With so much bloodshed in Alabama, he urged the chairwoman to back down from the violence that undoubtedly awaited them on the trail. “People understood very well what could happen,” says Nash, who explained to Seigenthaler that the participants in the Freedom Rides had given her sealed envelopes with their wills, in the event of their deaths. “Fortunately, I was able to return all those sealed envelopes.”

The Freedom Rides concluded in the fall of 1961 with yet another victory for the Civil Rights Movement; the Interstate Commerce Commission made segregated bus travel and terminals illegal, effective November 1st.

[Adapted from: https://www.history.com/news/diane-nash-freedom-rider-civil-rights-movement Accessed on 05 January 2022.]

SOURCE 3C

The extract below is taken from the opinions section of the *Los Angeles Times* newspaper. It is entitled *Remember the Freedom Riders*. The writer explains how the police and the FBI colluded (schemed) in the attacks against the Freedom Riders' protest against segregation in the Southern States of America in the 1960s.

A 12-year-old girl at the time, watched as one of the two buses carrying the activists from Atlanta arrived on May 14 in Anniston, Alabama. An angry mob of Ku Klux Klansmen forced the Greyhound bus off the road and firebombed the bus. Bloody and brutal beatings left the Freedom Riders and some bystanders groggy (unsteady) and battered. One needed 53 stitches. Nine were hospitalised.

But what the riders did not know was that the plan to meet them — and stop them — had not been hatched by the Ku Klux Klan (KKK) alone, but in conjunction with the Birmingham Police Department. Acting on the orders of Eugene "Bull" Connor, the city's ultra-segregationist public safety commissioner, police officials had held secret meetings with the leaders of the Eastview klavern of the Klan. Not only did they hand over the Freedom Riders' itinerary, but they promised the Klansmen 15 to 20 minutes to do what they would at the bus station before police arrived. The collusion of the Birmingham police is reprehensible (disgraceful), but perhaps not so surprising.

Two years later, fire hoses and police dogs became worldwide symbols of violent Southern resistance to racial justice. But what is as troubling, is that J. Edgar Hoover and the FBI were also aware of the plan to turn a blind eye to the violence. The FBI was, in the most charitable (helpful) analysis, dangerously disengaged. This is part of what systemic racism is about. The Freedom Riders set out to awaken the slumbering conscience of the country.

[From: https://www.latimes.com/opinion/story/2021-05-14/freedom-riders-police-fbi-klan Accessed on 05 January 2022.]

SOURCE 3D

The picture below is hung at the Freedom Riders National Monument in Anniston, taken by an unknown photographer. It depicts the burning Greyhound bus that carried Freedom Riders into Anniston on May 14, 1961. They were beaten by white mobs and left severely injured as they alighted from the bus.



[From: https://newschannel9.com/news/local/freedom-riders-national-monument-now-open-in-anniston Accessed on 05 January 2022.]

END

ACKNOWLEDGEMENTS

Visual sources and other historical information were taken from the following:

Beggar Your Neighbours: Apartheid Power in Southern Africa by J. Hanlon

http://www.rhodesia.nl/marquez.html.

https://mcrl.libguides.com/big_picture

https://newschannel9.com/news/local/freedom-riders-national-monument-now-open-in-anniston

https://twitter.com/Louis_Allday/status/924742221458477057

https://wgntv.com/news/cover-story/remembering-the-freedom-riders-60-years-later/

https://www.com.this-day-in-history/soviet-union-rejects-marshall-plan-assistance

https://www.everycrsreport.com/ reports/R45079.html.

https://www.history.com/news/diane-nash-freedom-rider-civil-rights-movement

https://www.history.state.gov/milestones/1969-1976/Angola

https://www.latimes.com/opinion/story/2021-05-14/freedom-riders-police-fbi-klan

www.loc.gov/exhibits/marshall/marsh-overview.html.

QUESTION 3: WHAT PROBLEMS DID THE FREEDOM RIDERS FACE WHEN CHALLENGING SEGREGATION ON BUS TRANSPORT DURING THE 1960s IN THE USA?

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

3.1 Refer to Source 3A.

3.1.1 Name the person in the source that helped to integrate the Montgomery, Alabama bus system. (1 x 1) (1)

3.1.2 Quote evidence from the source that shows that the non-violent protest was met with brutality. (1 x 1) (1)

3.1.3 Define the concept *Jim Crow Laws* in the context of segregation on the interstate buses in the Southern States of America during the 1950s. (1 x 2) (2)

3.1.4 Explain what motivated the students to continue with the Freedom Rides regardless of the anticipated vicious attacks from the white supremacists. (1 x 2) (2)

3.1.5 Comment on what is implied by the statement in the source*, 'It began attracting national, even international media attention'* in the context of the Freedom Riders protest. (1 x 2) (2)

3.2 Study Source 3B.

3.2.1 Define the concept *desegregation* in your own words. (1 x 2) (2)

3.2.2 Using the source and your own knowledge, explain the intentions of the Freedom Riders regarding the interstate buses in America during the 1960s. (2 x 2) (4)

3.2.3 State THREE accomplishments of the Freedom Riders outlined by the leader of the Freedom Riders, Diane Nash, in the source. (3 x 1) (3)

3.2.4 Quote evidence from the source which shows that the Freedom Riders' anticipated and prepared for their deaths during the protest. (1 x 2) (2)

3.3 Consult Source 3C.

3.3.1 What actions, according to the source, suggest that the Ku Klux Klansmen were determined to stop the Freedom Riders from passing through Anniston on 14 May 1961? (3 x 1) (3)

3.3.2 Using the source and your own knowledge, explain why the police and the FBI colluded with the Klansmen to brutally attack the Freedom Riders. (1 x 2) (2)

3.3.3 Mention TWO aspects, from the source, that became the symbols of violent police brutality in southern America during the protests in the 1960s. (2 x 1) (2)

3.3.4 Comment on the reliability of this source to a historian researching the challenges faced by the Civil Rights Movement's activists. (2 x 2) (4)

3.4 Consult Source 3D.

3.4.1 What messages are depicted by the photograph regarding the Freedom Rides? (2 x 2) (4)

3.4.2 Comment on how the following groups reacted to the photograph:

(a) Members of the Civil Rights Movement (1 x 2) (2)

(b) Members of the Ku Klux Klan (1 x 2) (2)

3.5 Compare Sources 3C and 3D. Explain how the evidence in 3D supports the information in 3C regarding the white supremacists' violent response to Americans who protested against racial segregation on the interstate buses. (2 x 2) (4)

3.6 Using the information and relevant evidence from the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the problems that the Freedom Riders faced when challenging segregation on bus transport during the 1960s in the USA. (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: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

'… with all the military might, the United States of America could not defeat a small nation of peasants in Vietnam.'

Critically discuss this statement in the light of the United States of America's involvement in Vietnam between 1965 and 1975. Substantiate your answer by using relevant examples. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – CONGO

Congo was not successful in bringing about political, economic, social and cultural change after attaining independence from colonial rule.

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

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

Explain to what extent the Black Power philosophy changed the lives of African-Americans living in the USA in the 1960s and 1970s.

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

TOTAL: 150

END