GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

2021

10791

HISTORY

PAPER 1

TIME: 3 hours

MARKS: 150

8 pages + an addendum of 14 pages

HISTORY P1

10791E

X05

This question paper consists of 8 pages.
An addendum of 14 pages is included as an insert 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 FROM THE 1970s TO THE 1980s

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

   SECTION B: ESSAY QUESTIONS

   QUESTION 4: THE 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

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 the other 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. You will be disadvantaged by merely rewriting the sources as answers.

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

9. Write clearly and legibly.

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 USSR AND THE USA CREATE THEIR SPHERES OF INFLUENCE IN EUROPE BETWEEN 1945 AND 1949?

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

1.1 Study Source 1A.

1.1.1 Who, according to the source, were the Big Three? (3 x 1) (3)

1.1.2 Using information in the source and your own knowledge, why was it necessary for the Big Three to meet at Potsdam in 1945? (2 x 2) (4)

1.1.3 Why, according to the source, was President Truman determined to mitigate (lessen) the treatment of Germany? (2 x 1) (2)

1.1.4 Use your own knowledge to explain the decisions made at the Potsdam Conference in 1945. (1 x 2) (2)

1.2 Consult Source 1B.

1.2.1 Use the source to identify ONE aspect that the American government feared the most about the influence of Soviet Russia and its satellites. (1 x 1) (1)

1.2.2 Provide a reason why Winston Churchill referred to President Stalin as ''Marshal Stalin''. (1 x 2) (2)

1.2.3 Define the concept '*Iron Curtain'* in the context of the Cold War. (1 x 2) (2)

1.2.4 Comment on why Winston Churchill was concerned about the spread of communism in Central and Eastern Europe. (2 x 2) (4)

1.2.5 Explain why this source can be considered reliable to a historian researching the origins of the Cold War in Europe. (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 Which TWO superpowers are depicted in the cartoon? (2 x 1) (2)

1.4 Study Source 1D.

1.4.1 Use the source to identify TWO contributions that the Marshall Plan achieved which revived the Western European economies. (2 x 1) (2)

1.4.2 Comment on the success of the Marshall Plan, with reference to the source. (2 x 2) (4)

1.4.3 Why, according to the source, was the Marshall Plan funding not renewed beyond its original legislated end date of 1952? (2 x 1) (2)

1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D with regards to 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 USSR and the USA created their spheres of influence after 1945. (8)

[50]

QUESTION 2: WHAT WAS THE NATURE OF FOREIGN INVOLVEMENT IN THE ANGOLAN CIVIL WAR?

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

2.1 Study Source 2A.

2.1.1 According to the source, which movements had been fighting for Angolan independence since the 1960s? (3 x 1) (3)

2.1.2 List TWO foreign powers, from the source, that were involved in supporting the FNLA. (2 x 1) (2)

2.1.3 In the context of the conflict in Angola, define the concept *'civil war*'. (1 x 2) (2)

2.1.4 Using the information in the source and your own knowledge, explain why Cuba and the USSR wished to help the MPLA. (1 x 2) (2)

2.1.5 Explain why the United States preferred to downplay its connection to the Apartheid regime. (1 x 2) (2)

PLEASE DETACH THIS ADDENDUM OF 14 PAGES.

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HISTORY

PAPER 1

ADDENDUM

14 pages

QUESTION 1: HOW DID THE USSR AND THE USA CREATE THEIR SPHERES OF INFLUENCE IN EUROPE BETWEEN 1945 AND 1949?

SOURCE 1A

The source below describes the division of Germany after World War 2, in 1945.

The Big Three – Soviet leader Joseph Stalin, British Prime Minister Winston Churchill (replaced on July 26 by Prime Minister Clement Attlee), and U.S. President Harry Truman – met at Potsdam, Germany, from July 17 to August 2, 1945, to negotiate terms for the end of World War 2. After the Yalta Conference of February 1945, Stalin, Churchill and the U.S. president, Franklin D. Roosevelt had agreed, following the surrender of Germany, to determine the post-war borders in Europe. Germany surrendered on May 8, 1945, and the Allied leaders agreed to meet over the summer at Potsdam to continue discussions that had begun at Yalta. Although the Allies remained committed to fighting a joint war in the Pacific, lack of a common enemy in Europe led to difficulties reaching consensus concerning post war reconstruction on the European continent.

The major issue at Potsdam was the question of how to handle Germany. At Yalta, the Soviets had pressed for heavy post-war reparations from Germany, half of which would go to the Soviet Union. While Roosevelt had acceded to such demands, Truman and his secretary, James Byrnes, were determined to mitigate (lessen) the treatment of Germany by allowing the occupying nations to exact reparations only from their own zone of occupation. Truman and Byrnes encouraged this position because they wanted to avoid a repetition of the situation created by the Treaty of Versailles, which had extracted high reparations payments from Germany following World War 1. Many experts agreed that the harsh reparations imposed by the Versailles Treaty had handicapped the German economy and fuelled the rise of the Nazis.

Despite numerous disagreements, the Allied leaders did manage to conclude some agreements, for example, the negotiations confirmed the status of a demilitarised and disarmed Germany under four zones of Allied occupation.

[From *//history.state.gov/milestones/1937-1945/Potsdam-conference* Accessed on 22 March 2021.]

SOURCE 1B

This is an extract from the ''Iron Curtain'' speech by former British Prime Minister, Winston Churchill, in Fulton, Missouri, on March 5, 1946.

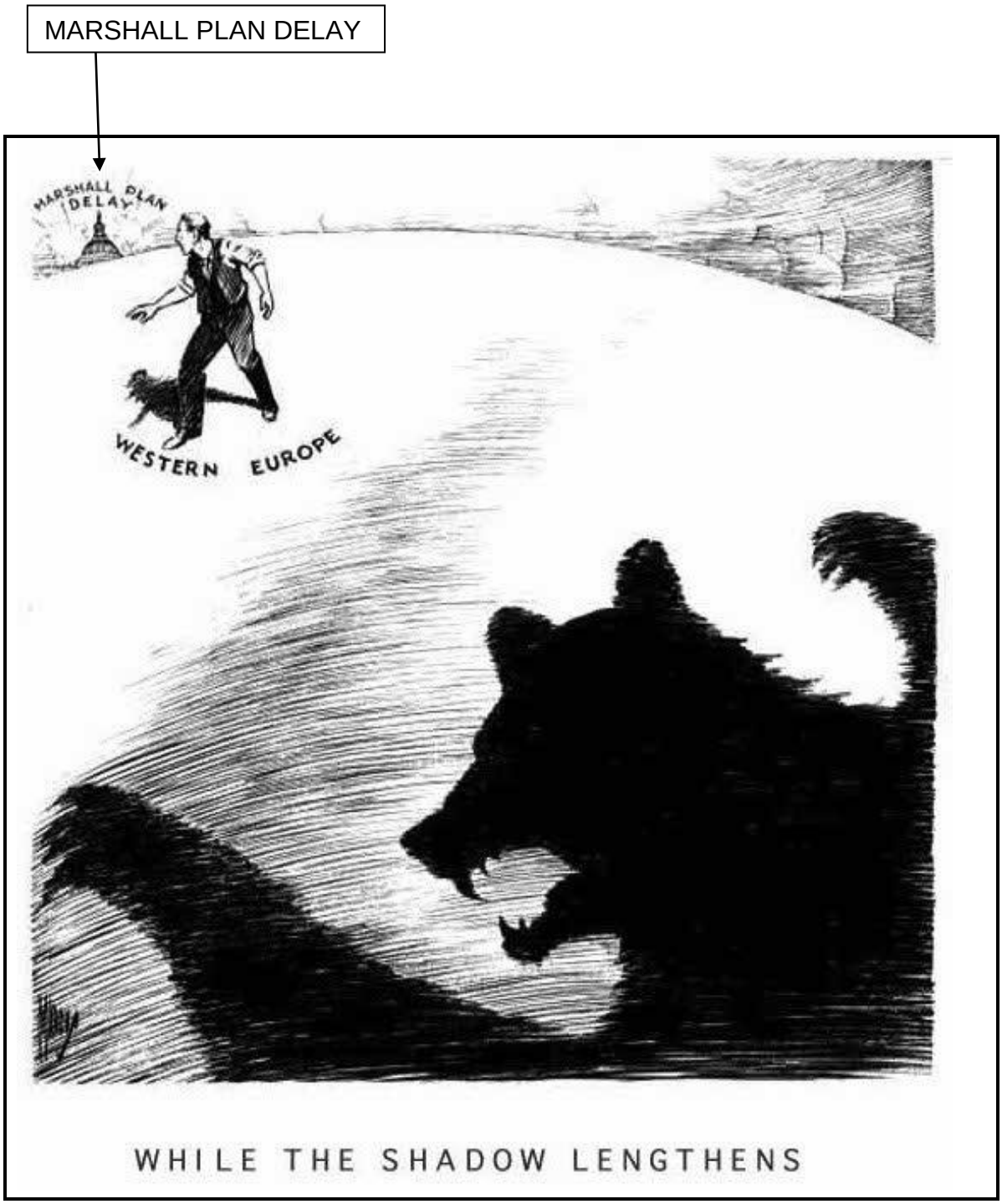
A shadow has fallen upon the scenes so lately lighted by the Allied victory. Nobody knows what Soviet Russia and its Communist international organisation intend to do in the immediate future, or what are the limits, if any, to their expansive and proselytising (attempt to convert) tendencies. I have a strong admiration and regard for the valiant (courageous) Russian people and for my wartime comrade, Marshal Stalin. There is sympathy and goodwill in Britain – and I doubt not here also – towards the peoples of all the Russias and a resolve to preserve, through many differences and rebuffs in establishing lasting friendships. We understand the Russian need to be secure on her western frontiers by the removal of all possibility of German aggression. We welcome Russia to her rightful place among the leading nations of the world. Above all we welcome constant, frequent, and growing contacts between the Russian people and our own people on both sides of the Atlantic. It is my duty however, for I am sure you would wish me to state the facts as I see them to you, to place you before certain facts about the present position in Europe.

From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe – Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia. All these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in some cases, increasing measure of control from Moscow. Athens alone, with its immortal (never dying) glories, is free to decide its future at an election under British, American and French observation. The Russian-dominated Polish Government has been encouraged to make enormous and wrongful inroads upon Germany, and mass expulsions of millions of Germans on a scale grievous and undreamed-of, are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers, and are seeking everywhere to obtain totalitarian control.

[From *//www.nationalarchives.gov.uk/education/resources/cold-war-on-file/iron-curtain speech/* Accessed on 20 March 2021.]

SOURCE 1C

The cartoon below depicts the reason for the introduction of the USA's Marshall Plan in order to save Western Europe from the danger of Soviet domination.



[From *https://your-instructions-from-moscow.tumbir.com/post/157795653745/while-the-shadow-lenghtens-edwin-marcus-new-york*. Accessed on 10 March 2021.]

SOURCE 1D

The source below focuses on the evaluation of the Marshall Plan in 1952.

All told, the U.S. provided $13.3 billion (about $140 billion in 2017 dollars) in assistance between 1948 and 1951 to 16 Western European countries through the ECA, with the vast majority of funds allotted to commodity purchases. Historians have generally agreed that the Marshall Plan contributed to reviving the Western European economies by controlling inflation, reviving trade and restoring production. It also helped rebuild infrastructure through the local currency counterpart funds.

What is notable about this assistance is that the Europeans themselves played a major role in the planning and implementation of the ERP. U.S. assistance may have provided the margin the recipient countries needed to help themselves get on a path to stable post war recovery, but the fact that Europeans generally agreed with the basic stipulations of the assistance package - that some form of capitalism should inform post war economies and governance - ultimately made the Marshall Plan a success.

Congress did not renew Marshall Plan funding beyond its originally legislated end date of 1952. With strides already made, it was harder for supporters to argue for additional assistance funds under ERP. Moreover, following the outbreak of the Korean War in 1950, American interest in international assistance turned away from a focus on economic development toward defense funding, and supporting military strength and rearmament in Europe as a bulk against the Soviet Union and international communism.

[From *https://www.afsa.org/helping-europe-help-itself-marshall-plan.* Accessed on 19 March 2021.]

QUESTION 2: WHAT WAS THE NATURE OF FOREIGN INVOLVEMENT IN THE ANGOLAN CIVIL WAR?

SOURCE 2A

The source below describes the ways in which foreign powers became involved in the Angolan Civil War.

Three main military movements had been fighting for Angolan independence since the 1960s. The Popular Movement for the Liberation of Angola (MPLA) was a Marxist organisation centred in the capital, Luanda, and led by Agostinho Neto. The National Front for the Liberation of Angola (FNLA), led by Holden Roberto, was based in the north of the country, and had strong ties to the U.S. ally, Mobutu Sese Seko, in neighbouring Zaire. The National Union for the Total Independence of Angola (UNITA), an offshoot of the FNLA, was led by Jonas Savimbi and supported by the country's largest ethnic group, the Ovimbundu. These three groups signed the Alvor Agreement that granted Angolan independence and provided for a three-way power sharing government. However, trust quickly broke down among the three groups, and the country descended into civil war as each vied for sole power.

The crisis 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 and UNITA while troops from Zaire assisted Holden Roberto and his fighters. China also sent military instructors to train the FNLA. The Soviet Union provided military training and equipment for the MPLA. During the summer of 1975, the Soviet-supported MPLA, was able to solidify their power in Luanda and force the U.S.-supported FNLA out of the capital, but the FNLA continued to attack.

The MPLA also had long-established relations with Fidel Castro's Cuba. Before November 11, the MPLA had negotiated with Castro for Cuban assistance. At the same time, UNITA, which enjoyed U.S. support, approached the Apartheid government in South Africa for military reinforcement. 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. The U.S. Government had encouraged the South African intervention but preferred to downplay its connection with the apartheid regime.

[From *https://history.state.gov/milestones/1969-1976/angola.* Accessed on 19 March 2021.]

SOURCE 2B

The source below describes the nature of the involvement of the USA in the Angolan Civil War.

The Americans did not give up. This was the Cold War and every inch of the globe had to be contested with the Soviet Union. They wanted to deny Angola to the Russians, not just because of its oil. Angola has good harbours on the Atlantic Coast opposite America and the possibility of a Russian naval base there worried Washington. The presence of Cuban and Russian troops in Angola was also seen as a threat to South Africa. There was no doubting where America and Europe stood if they had to choose between apartheid and communism in Southern Africa.

But the main motive and tactic of the Americans was simply to bleed the Soviet Union by making its Angolan venture too expensive. In practice, that meant bleeding Angolan peasants, the main sufferers in the war that lasted more than forty years.

Like many small civil wars of the Cold War period that appeared to be ideological, fought by proxies of the communist Soviet Union and the capitalist United States, the Angolan war was actually the continuation of a local historical conflict. To gain powerful allies, both sides cheerfully sang the hymns of the Soviet Union or the United States. The superpowers were fooled into believing they had real disciples.

At first American support for UNITA was secret, but in 1985 it became formal and open with the official allocation of $27 million a year in aid. In practice, the CIA had probably been supplying and helping the rebel movement since the mid-1970s. This war, American diplomats always made clear, was not winnable, however, there would have to be compromises and a government of national unity.

Their policy resulted in this: A Marxist regime armed by the Soviet Union and protected by Cuban troops was kept going by revenue from oil extracted by American oil companies whose operations were being attacked by American-backed rebels. Angola was one of the most bizarre sideshows of the Cold War and also one of the most murderous.

[From *Africa: Altered States, Ordinary Miracles* by R Dowden]

SOURCE 2C

The source below describes the role of South Africa in Angola, especially the role of Magnus Malan, the South African Minister of Defence and Chief of the SADF (South African Defence Force).

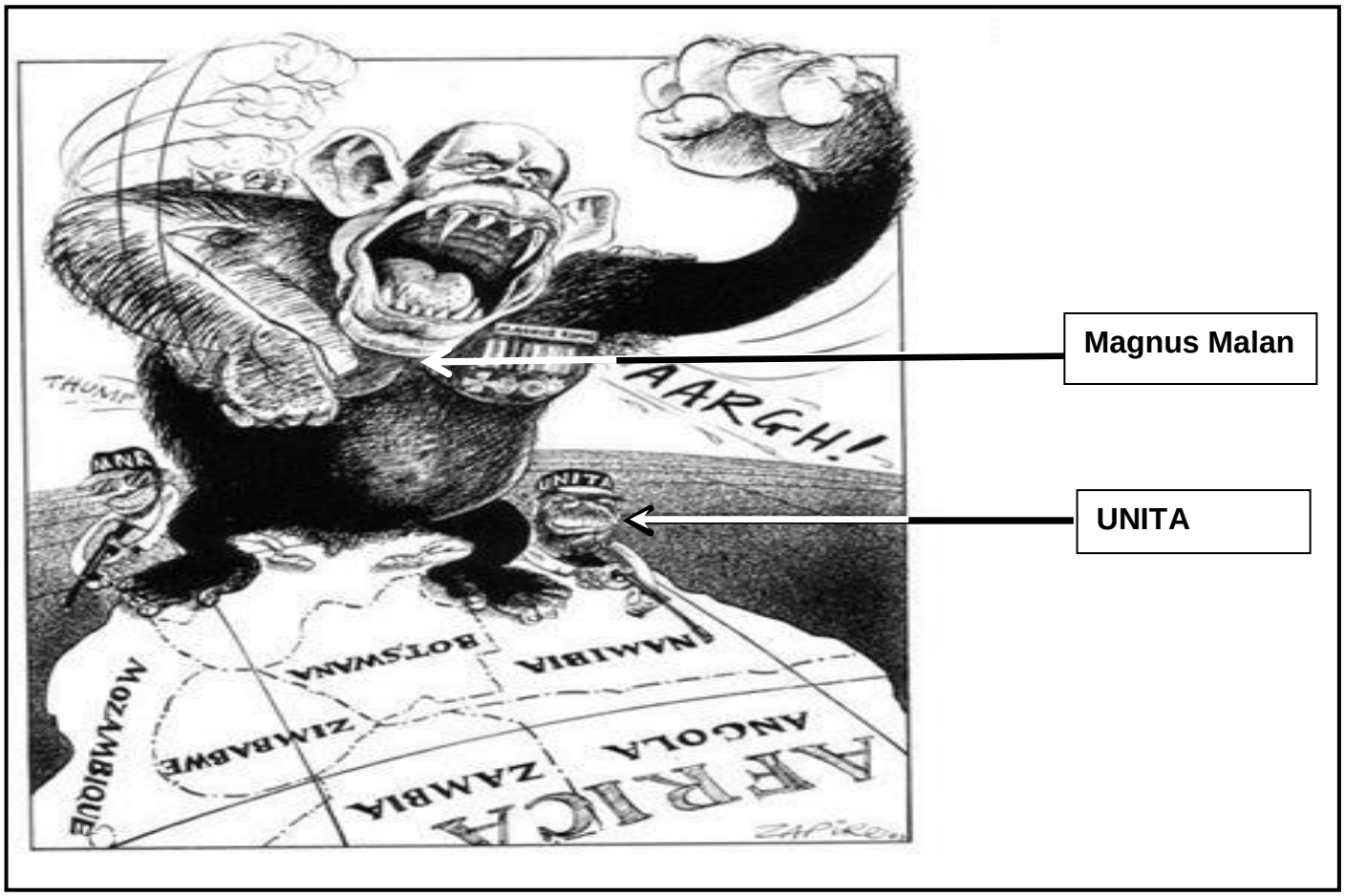
Magnus Malan should be qualified as a war criminal for the systematic oppression that had been carried out against the people of South Africa and the region as a whole, in defence of white rule and capitalism. It was under his leadership that the South African armed forces, like swarms of locusts, left death and destruction in their wake. It was estimated by UN sources that by the end of apartheid, over $80 billion dollars' worth of destruction and economic damage had been caused across Angola and the region of Southern Africa in general. Over two million persons were killed, maimed, displaced, or made refugees as the SADF fought across the breadth of Southern Africa. In Angola, the SADF fought both a conventional and irregular war in support of UNITA against soldiers of the legitimate MPLA government and their Cuban allies. South Africa carried out similar operations in Namibia and Mozambique, threatening the stability of the region.

The South African armed forces, in collaboration with some elements in the US government, attempted to impose Jonas Savimbi on Angola. They launched a three-phase operation called 'Modular, Hooper and Packer' to destroy Angola. This military invasion was stopped at Cuito Cuanavale, and the South Africans were decisively defeated.

[From *https://www.pambazuka.org/human-security/magnus-malan-and-crimes-against-humanity-africa.* Accessed on 5 May 2021.]

SOURCE 2D

The following cartoon by Zapiro appeared in the *Sowetan* newspaper on 29 October 1998. It evaluates the work of the TRC.



[From *https://blogs.litnet.co.za/abrham/2011/07/24/magnus.* Accessed on 1 April 2021.]

QUESTION 3: WHAT IMPACT DID THE GREENSBORO SIT-INS HAVE ON THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?

SOURCE 3A

The source below explains how the various forms of protests contributed to the end of segregation in the United States of America.

White southern resistance to the landmark Brown v. Board of Education of Topeka ruling which held that separate facilities were inherently unequal and thereby declared segregation in public education to be unconstitutional, was formidable (challenging), and the slow pace of change stimulated impatience especially among younger African Americans as the 1960s began. They concluded that they could not wait for change, they had to make it.

The Montgomery Bus Boycott, which lasted the entire year of 1956, had demonstrated that mass direct action could indeed work. The sit-in by the four college students from Greensboro, who sat at the Woolworths lunch counter, set off a decade of activity and organising that would kill Jim Crow.

Elimination of segregation in public accommodations and the removal of "Whites Only" and "Coloureds Only" signs was no mean feat (achievement). From the very first sit-in, Ella Baker, the grassroots leader whose activism dated from the 1930s and who was advisor to the students who founded the Student Nonviolent Coordinating Committee (SNCC), pointed out that the struggle was "concerned with something much bigger than a hamburger or even a giant-sized Coke." Far more was at stake for these activists than changing the hearts of whites.

When the sit-ins swept Atlanta in 1960, protesters' demands included jobs, health care, reform of the police and criminal justice system, education and the vote. March demonstrations in Birmingham in 1963 under the leadership of Fred Shuttlesworth's Alabama Christian Movement for Human Rights, which was affiliated with the SCLC, demanded not only an end to segregation in downtown stores but also jobs for African Americans in those businesses and municipal government. The 1963 March on Washington, most often remembered as the event at which Dr Martin Luther King Jr., proclaimed his dream, was a demonstration for "Jobs and Justice."

[From *http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/crm.htm*. Accessed on 19 March 2021.]

SOURCE 3B

The source below focuses on the courageous moment when the four Greensboro students took a stand and grew support against segregation in America in the 1960s.

On the afternoon of 1 February 1960, four students, David Richmond, Franklin McCain, Jibreel Khazan and Joseph McNeil from the North Carolina Agricultural and Technical College walked into the F.W. Woolworth's store, in downtown Greensboro. After purchasing some personal items, they settled down at the store's lunch counter and tried to order. Because the students were black, the staff refused to serve them. They remained positioned until closing and quietly vowed to return the next day.

Sit-ins had been a key tactic (method) in the civil rights struggle for decades, but their success was a matter of timing. Although similar sit-ins had already been staged in Nashville on a test basis, something about the Greensboro demonstration began to attract national attention. The four students returned the next day with 25 others, and by day five of the sit-in, more than 300 supporters, some of them white, appeared at the store, taking turns occupying the 65 lunch counter seats.

Though Greensboro was considered a "moderate" southern city, tensions between whites and blacks there grew palpable (intense), stirred in part by gangs of white youths who gathered at the dime store, slinging insults at the student protestors. The contrast between the orderly, disciplined students and their unruly white tormentors was not lost on journalists covering the lunch counter face-off. As support for the Greensboro protest spread north, sit-ins and "sit-downs" began spreading quickly through the south. By year's end more than 100 such protests had been staged throughout the states of the old Confederacy.

In Greensboro, a brief moratorium (suspension) failed to bring resolution. When the students returned, store management shut down the lunch counter but losses from a nationwide boycott proved too great to justify. Less than six months after the original protest, Woolworth's relented (yielded) and opened its lunch counters to paying customers of any race.

[From *https://www.abajournal.com/magazine/article/feb._1_1960_students_spark_ civil_rights_sit-ins_at_lunch_counters.* Accessed on 19 March 2021.]

SOURCE 3C

The source below focuses on how the Greensboro sit-in influenced students in Georgia, Atlanta.

On 16 February 1960, two weeks after the Greensboro sit-in began, the Georgia State Legislature in Atlanta passed a law making it a misdemeanour (crime) to refuse to leave a place of business when ordered to by management. The Committee on Appeal for Human Rights (COAHR) launched a direct-action campaign. On 15 March 1960, 200 students participated in sit-ins in 10 different locations downtown, including the state capital building, the county courthouse, city hall, bus stations and railway stations. Governor Ernst Vandiver ordered arrests, resulting in 77 students in jail. The National Association of Colored People (NAACP) arranged legal assistance for the students.

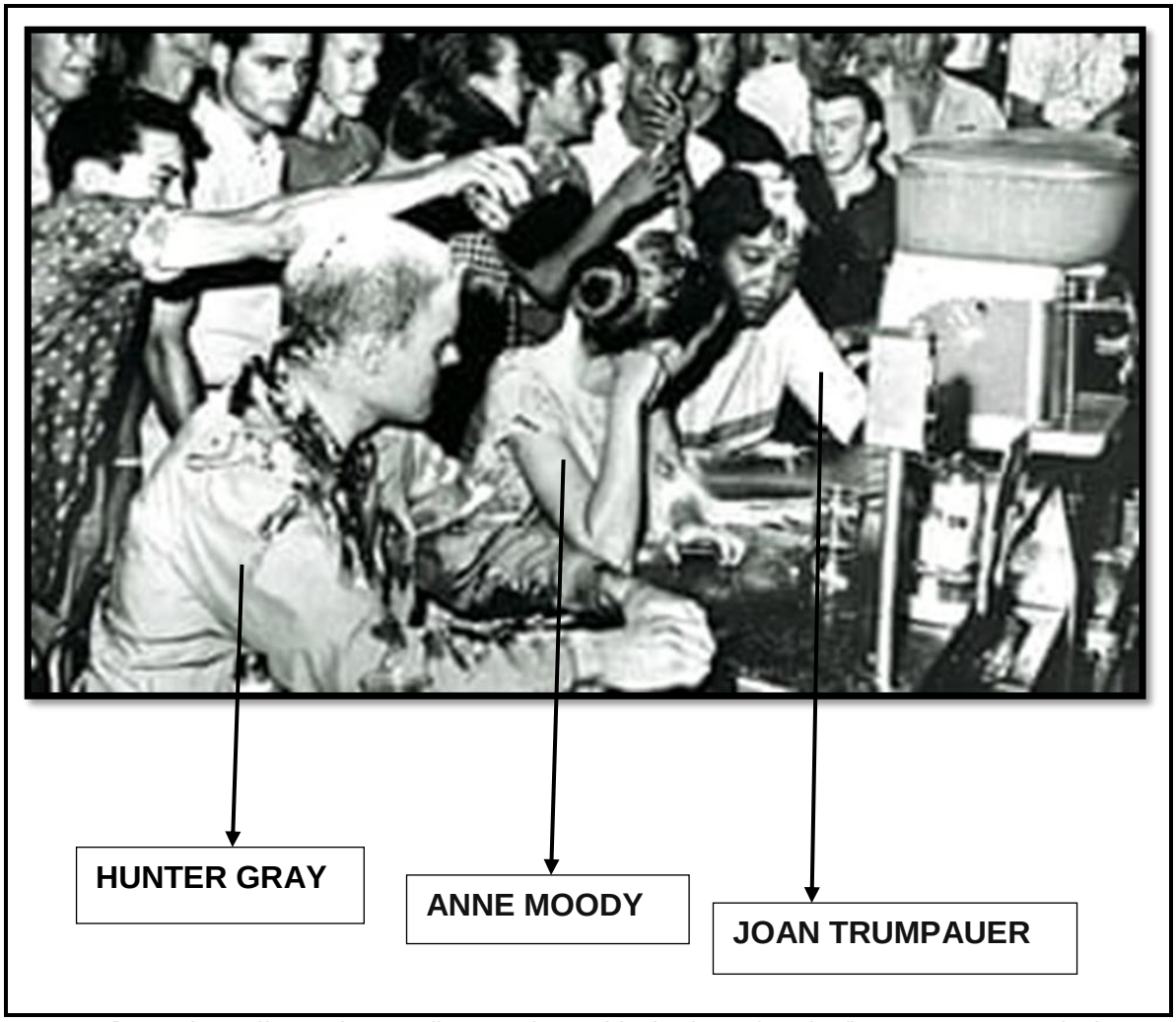
In May 1960, the Ku Klux Klan held a 500-person rally, which spurred (encouraged) more members of black communities to sign the Appeal for Human Rights and started the kneel-in campaign which was not as successful as the sit-ins. Frustrated that black newspapers would not print the students' perspective on unfolding events, COAHR began publishing their own newsletter and distributed 20 000 copies via the black churches.

In a significant move, Dr Martin Luther King Jr., joined the student's disobedience action and was arrested on 19 October. There was a national outrage at his arrest and Robert Kennedy called the governor of Georgia demanding his release. King was released two days later. The intensified sit-ins brought down sales figures by 13%. Finally, white business owners met the black leadership to discuss a plan for desegregation.

[From *https://nvdatabase.swarthmore.edu/content/atlanta-students-sit-us-civilrights-1960 -1961* Accessed on 19 March 2021.]

SOURCE 3D

The source below is entitled; '*That's me in the picture, Hunter Gray'.* He was attacked at a civil rights protest in Jackson, Mississippi, 28 May 1963 and stated that *'They cut my face with sharp brass knuckles; someone cut the back of my head with the jagged edge of a broken sugar container. There was a good deal of blood'.*



[From *https://www.theguardian.com/artanddesign/2015/mar/27/hunter-gray-1963-jackson-mississippi-sit-in#img-1*. Accessed on 19 March 2021.]

ACKNOWLEDGEMENTS

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

[https://www.abajournal.com/magazine/article/feb._1_1960_students_spark_civil_rights_sit-ins_at_lunch_counters]

[https://nvdatabase.swarthmore.edu/content/atlanta-students-sit-us-civilrights-1960 - 1961]

[https://www.theguardian.com/artanddesign/2015/mar/27/hunter-gray-1963-jackson-mississippi-sit-in#img-1]

[http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/crm.htm]

[https://blogs.litnet.co.za/abrham/2011/07/24/magnus]

[https://www.pambazuka.org/human-security/magnus-malan-and-crimes-against-humanity-africa]

[Africa: Altered States, Ordinary Miracles by R Dowden]

[https://history.state.gov/milestones/1969-1976/angola]

[//www.afsa.org/helping-europe-help-itself-marshall-plan.]

[://www.nationalarchives.gov.uk/education/resources/cold-war-on-file/iron-curtain-speech/.]

[https://your-instructions-from-moscow.tumbir.com/post/157795653745/while-the-shadow-lenghtens-edwin-marcus-new-york]

END

2.2 Read Source 2B.

2.2.1 Why, according to the source, did the USA want the Russians to withdraw from Angola? (2 x 1) (2)

2.2.2 Using the source and your own knowledge, comment on the statement that the Americans' tactic was "to bleed the Soviet Union by making its Angolan venture too expensive". (1 x 2) (2)

2.2.3 Explain why America's support for UNITA was originally kept secret. (1 x 2) (2)

2.2.4 Using the source and your own knowledge, provide a reason why the presence of Cuban and Russian troops in Angola was a threat to South Africa. (2 x 1) (2)

2.3 Study Source 2C.

2.3.1 Why, according to the source, did Magnus Malan qualify as a war criminal? (1 x 1) (1)

2.3.2 Quote evidence from the source that suggests that South Africa was opposed to the communist ideology of the MPLA. (1 x 2) (2)

2.3.3 Use the source to determine the value of the economic damage caused by South Africa in Angola and Southern Africa in general. (1 x 1) (1)

2.3.4 Using the source, identify THREE ways in which South Africa violated the human rights of the people of Angola. (3 x 1) (3)

2.3.5 Explain the limitations of this source to a historian studying South Africa's involvement in Angola. (2 x 2) (4)

2.4 Refer to Source 2D.

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

2.4.2 Examine the figure labelled UNITA. Explain what its size and location suggest about UNITA's relationship with South Africa. (1 x 2) (2)

2.4.3 Comment on the gestures and facial expression of the giant ape. (1 x 2) (2)

2.5 Refer to Sources 2C and 2D. Explain how the information in Source C supports the evidence in Source D regarding the involvement of Magnus Malan and South Africa 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 the nature of foreign involvement in the Angolan Civil War. (8)

[50]

QUESTION 3: WHAT IMPACT DID THE GREENSBORO SIT-INS HAVE ON THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?

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

3.1 Refer to Source 3A.

3.1.1 What, according to the source, did the Brown v. Board of Topeka ruling declare regarding separate facilities? (1 x 1) (1)

3.1.2 Use the source to identify THREE forms of non-violent protests used to end segregation in America. (3 x 1) (3)

3.1.3 Use your own words to define the concept *Jim Crow.* (1 x 2) (2)

3.1.4 Using the source and your own knowledge, comment on the statement, 'the struggle was concerned with something much bigger than a hamburger or even a giant-sized Coke'. (2 x 2) (4)

3.1.5 From the source, list any TWO demands made by the Civil Rights Movements' protestors in Atlanta in 1960. (2 x 1) (2)

3.2 Consult Source 3B.

3.2.1 Identify the names of FOUR students from the source who were refused service in F.W. Woolworths, Greensboro. (4 x 1) (4)

3.2.2 Explain how the outcomes of the sit-ins in Greensboro grew support for the Civil Rights Movement. (2 x 2) (4)

3.2.3 Use the source and your own knowledge to explain the role played by the media in promoting the civil rights protests. (2 x 2) (4)

3.3 Read Source 3C.

3.3.1 Comment on the aim of the state legislation that was passed in Atlanta regarding the sit-ins. (1 x 2) (2)

3.3.2 Quote, from the source, TWO public locations where the 200 students protested. (2 x 1) (2)

3.3.3 Explain why the kneel-in protests were not as widely spread. (1 x 2) (2)

3.4 Refer to Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C about the growing support for the sit-ins in the American states. (2 x 2) (4)

3.5 Use Source 3D.

3.5.1 What messages do you think the photograph depicts regarding the sit-in protests? (2 x 2) (4)

3.5.2 Explain why Source D can be regarded as useful to a historian researching the experiences of the students who took part in the sit-in protests. (2 x 2) (4)

3.6 Using the information and evidence in the relevant sources, as well as your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain the impact of the Greensboro sit-ins on the civil rights movement in the United States of America in the 1960s. (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

The conventional warfare strategy adopted by the United States of America was overpowered by the guerrilla tactics used by the Viet Cong during the Vietnamese War between 1965 and 1975.

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

QUESTION 5: INDEPENDENT AFRICA: THE CONGO

In terms of both his political and economic policies, Mobuto Sese Seko's leadership was ineffective, and ultimately harmed his country.

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: THE BLACK POWER MOVEMENT

Explain to what extent Malcom X, Stokely Carmichael and the Black Panther Party succeeded in implanting the philosophy of Black Power among African Americans in the 1960s.

Use relevant content to support your line of argument. **[50]**

TOTAL: 150

END