GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2024

10791

HISTORY

(PAPER 1)

TIME: 3 hours

MARKS: 150

HISTORY P1

10791E

9 pages + an addendum of 14 pages

X05

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: THE COLD WAR: THE EXTENSION OF THE COLD WAR

   QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

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

   SECTION B: ESSAY QUESTIONS

   QUESTION 4: 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. The 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. You are advised to spend at least ONE hour per question.

6. When answering questions, you should apply your knowledge, skills and insight.

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 neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: WHAT WERE THE CHALLENGES FACED BY EAST BERLINERS WHILE TRYING TO ESCAPE TO WEST BERLIN BECAUSE OF THE BERLIN WALL IN THE 1960S?

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

1.1 Consult Source 1A.

1.1.1	Who, according to the source, constructed the Berlin Wall?	(1 x 1)	(1)
1.1.2	What reason, according to the source, did the Eastern Bloc government give for the construction the wall?	(1 x 2)	(2)
1.1.3	Explain the concept *fascist* in your own words.	(1 x 2)	(2)
1.1.4	Comment on what is meant by the statement, 'The West Berlin city government sometimes referred to it as the "Wall of Shame" in the context of the Berlin Wall'.	(1 x 2)	(2)
1.1.5	Using the information in the source and your own knowledge, explain why the number of escapees from East Berlin increased even when the Berlin Wall was completed.	(1 x 2)	(2)

1.2 Use Source 1B.

1.2.1	When, according to the source, did Conrad Schumann jump over rolls of barbed wire?	(1 x 1)	(1)
1.2.2	Quote TWO pieces of evidence from the source which indicates that Schumann planned his escape.	(2 x 1)	(2)
1.2.3	Explain the concept *refugee* in the context of the division of Berlin.	(1 x 2)	(2)
1.2.4	Comment on why the East German state security personnel and police wanted to portray Conrad Schumann's escape from East Berlin as a kidnapping.	(2 x 2)	(4)

1.3 Refer to Source 1C.

1.3.1 Explain why you think that this photograph became iconic (famous/ popular) during the existence of the Berlin Wall. (2 x 2) (4)

1.3.2 In the context of the Cold War, comment on how the following countries would have reacted after viewing this photograph:

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

1.4 Refer to Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding challenges faced by East Berliners during the existence of the Berlin Wall. (2 x 2) (4)

1.5 Read Source 1D.

1.5.1 Provide FOUR pieces of evidence from the source suggesting that the East Berliners desperately wanted to escape to the West. (4 x 1) (4)

1.5.2 Comment on why films about the escapees were sold to the American radio station, the National Broadcasting Company. (1 x 2) (2)

1.5.3 Identify from the source, the TWO escape helpers injured by the GDR border guards. (2 x 1) (2)

1.5.4 Why would a historian consider this source useful when researching how East Berliners escaped the Berlin Wall? (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the challenges faced by East Berliners while trying to escape to West Berlin during the existence of the Berlin Wall in the 1960s. (8)

[50]

QUESTION 2: HOW DID THE COLD WAR SUPERPOWERS CONTRIBUTE TO THE CIVIL WAR IN ANGOLA?

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

2.1 Study Source 2A.

2.1.1 Using the source, list the THREE main liberation organisations present at the time of the Angolan independence. (3 x 1) (3)

2.1.2 Why, according to the source, was control of Luanda critical? (1 x 2) (2)

2.1.3 Define the concept *civil war* in your own words. (1 x 2) (2)

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

2.1.5 Using the source and your own knowledge, explain why the experience of the USA in Vietnam made most Americans reluctant to get involved in Angola. (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 Who, according to the source, ran the secret war in Angola? (1 x 1) (1)

2.2.2 Using the source, list TWO commodities provided by the USA to groups in Angola. (2 x 1) (2)

2.2.3 Explain the concept *proxy* in the context of the Angolan Civil War. (1 x 2) (2)

2.2.4 Using your own knowledge, explain why the USA would not allow the MPLA to control Angola. (1 x 2) (2)

2.3 Refer to Source 2C.

2.3.1 Explain what messages the cartoon conveys about the nature of America's role in the Angolan Civil War. Use visual clues from the source to support your answer. (2 x 2) (4)

2.3.2 Comment on the fact that the "Angola Sandwich" is filled with money. (1 x 2) (2)

2.4 Compare Source 2B to Source 2C. Explain how the information in Source 2B supports Source 2C regarding the involvement of the USA in the Angolan Civil War. (2 x 2) (4)

2.5 Consult Source 2D.

2.5.1 Identify, from the source, the reason that the FNLA and UNITA were regarded by the Soviet Union as "splittists". (1 x 2) (2)

2.5.2 According to the source, why was UNITA condemned as a puppet of international monopoly capitalism? (2 x 1) (2)

2.5.3 Using the source and your own knowledge, comment on the statement that the FNLA and UNITA were "no more than an instrument in the hands of the American intelligence service". (1 x 2) (2)

2.5.4 Why do you think international monopolies wanted access to Angola's resources? (1 x 2) (2)

2.5.5 What are the limitations of this source for a historian researching the Civil War 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 how the Cold War superpowers contributed to the Civil War in Angola (8)

[50]

PLEASE DETACH THIS ADDENDUM

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(PAPER 1)

ADDENDUM

14 pages

QUESTION 1: WHAT WERE THE CHALLENGES FACED BY EAST BERLINERS WHILE TRYING TO ESCAPE TO WEST BERLIN BECAUSE OF THE BERLIN WALL IN THE 1960s?

SOURCE 1A

The source below outlines the reasons and reactions to the construction of the Berlin Wall in 1961.

The Berlin Wall was a barrier that divided Germany from 1961 to 1989. Constructed by the German Democratic Republic (GDR/East Germany), starting on 13 August 1961, the Wall completely cut West Berlin off from surrounding East Germany and from East Berlin. The barrier included guard towers placed along large concrete walls, which circumscribed (restricted) a wide area (later known as the 'death strip') that contained anti-vehicle trenches, 'fakir beds' and other defences. The Eastern Bloc claimed that the Wall was erected to protect its population from fascist elements conspiring to prevent the 'will of the people' in building a socialist state in East Germany.

The West Berlin city government sometimes referred to it as the 'Wall of Shame', a term coined by mayor Willy Brandt, while condemning the Wall's restriction on freedom of movement. Along with the separate and much longer Inner German border (IGB), which demarcated (established) the border between East and West Germany, it came to symbolise a physical marker of the 'Iron Curtain' that separated Western Europe and the Eastern Bloc during the Cold War.

Before the Wall's erection, 3,5 million East Germans circumvented (avoided) Eastern Bloc emigration restrictions and defected (escaped) from the GDR, many by crossing over the border from East Berlin into West Berlin. From there, they could travel to West Germany and other Western European countries. Between 1961 and 1989, the Wall prevented almost all such emigration. During this period, around 5 000 people attempted to escape over the Wall, with an estimated death toll ranging from 136 to more than 200 in and around Berlin.

[*From https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-building-of-the-berlin- wall. Accessed on 12 March 2022.*]

SOURCE 1B

The source below is an extract from an article titled 'The cold war as a visual conflict: photographic representations of the Berlin Wall, 1998' and was published in the *Brolly Journal of Social Sciences* (Oxford 1998). It focuses on the escape of the East German border policeman Conrad Schumann.

The border policeman Conrad Schumann was 19 years old when he jumped over the rolls of barbed wire at the corner of Bernauer and Ruppiner Strasse on the afternoon of August 15, 1961. When the measures to seal off the border began on August 13, 1961, his unit was posted right on the sector boundary at Bernauer Strasse. While serving duty there, Conrad Schumann made the decision to flee.

August 15, 1961, Conrad Schumann was posted as a guard at Ruppiner Strasse – directly at the barbed wire obstacle placed at the border. He spontaneously decided to take advantage of the opportunity presented to him. When no one was looking, he pressed down a bit on the barbed wire and gave photographers who were standing on the West Berlin side a signal. They recognised his plan to escape. The West Berlin police positioned their car a few meters from the barbed wire and left the back door open. The photographers pointed their cameras at the other border guards nearby so that they would turn around and move away from the border. It was about 16:00 when Schumann jumped. When the other border guards turned back, they saw Conrad Schumann being driven away at high speed in a West Berlin police car.

Schumann's escape caused quite a stir. Representatives of the Ministry for State Security and the East German police first agreed to portray his escape as a kidnapping. But given the broad press coverage in the West it was hard to maintain this depiction. Conrad Schumann remained in West Berlin as a refugee in Marienfelde centre until the end of September 1961. Then he was flown out by the West German federal government and was able to build a new life for himself in Bavaria.

[From ***The cold war as a visual conflict: photographic representations of the Berlin wall, 1998; Brolly. Journal of Social Sciences vol 2 (oxford 1998) by Cyril Buffet.***]

SOURCE 1C

The photograph below was taken by Peter Leibing, a nineteen-year old West German photographer on 15 August 1961. It was published on the front page of the German newspaper *Bild* on 16 August 1961. It depicts the East German border policeman Conrad Schumann jumping the barbed wire barricade between East and West Berlin.



[From *Bild*, 16 August 1961]

SOURCE 1D

The extract below is taken from a book by a German historian Hans-Hermann Hertle, titled *Berlin Wall: monument of the Cold War*. It focuses on how East Berliners kept escaping to West Berlin, regardless of the dangers involved with the use of tunnels and other methods.

Digging the tunnel was one of the most time-consuming, arduous (difficult) ways to escape. Around 40 escapes were known. The first tunnel was built in September 1961. The last futile attempt was made at the end of 1989. Most tunnels were dug by western escape helpers who wanted to get their family and friends to West Berlin. East Germans also dug their own way to the West. Most of the tunnels were 32 metres-long and 1,75 metres high. Others escaped through underground sewerage systems. Students in West Berlin raised money to build tunnels by selling tunnel escapes and arrival films to the American National Broadcasting Company (NBC). Helping people to escape became a profitable business for others.

The GDR officers were fooled for some time by forged passports and driving licenses from West Berliners. Many people jumped into the Western sector from high windows. It did not take long for GDR to discover all the tricks and some tunnels. Most of the tunnel projects were discovered on 13 September 1963. One of the tunnels discovered by GDR troops was a tunnel dug from the Heidelberger Strasse in the West Berlin district of Neukolln.

Several hundred people succeeded in escaping underground. However, many escapees and escape helpers were arrested and given long prison terms. Their attempted escapes were viewed as betrayal. Escapes by tunnel cost human lives. It remained traumatic for many escapees. Two western escape helpers Heinz Jercha and Siegfried Noffke were fatally injured by German Democratic Republic border guards. Two border guards, Reinhold Huhn and Egon Schultz were also killed while on duty. The Berlin Wall did not only take the lives of escapees but that of guards as well.

[From *Berlin Wall: monument of the Cold War* by Hans-Hermann Hertle]

QUESTION 2: HOW DID THE COLD WAR SUPERPOWERS CONTRIBUTE TO THE CIVIL WAR IN ANGOLA?

SOURCE 2A

The source discusses the reasons for the involvement of the Cold War superpowers (the USA and USSR) in the Angolan Civil War in the 1970s.

The Angolans effectively won the war for independence from Portugal in 1974. There were three main liberation organisations (the MPLA, FNLA, and UNITA). Their representatives met with the Portuguese to draw up and sign a treaty that stated Angola would become officially independent on 11 November 1975, giving the Portuguese time to withdraw their troops. Despite a common colonial enemy, however, the MPLA, FNLA, and UNITA were unable to work together to create a unified Angolan government. After the Portuguese withdrew from Angola, the MPLA took control of Luanda, the centre of the Angolan government. Control of Luanda was critical: many Angolans believed that whoever held power in Luanda on November 11 would gain legitimacy as the leader of the new government. Unhappy with the MPLA's position of power, FNLA forces attacked MPLA forces near Luanda in February of 1975, setting off the Angolan Civil War.

With the outbreak of the civil war, global powers became increasingly involved in Angola. The Soviet Union (USSR) had been supporting the MPLA since 1962, providing weapons for their fight against Portugal. They continued to do so after independence. The United States, secretly, via the CIA, began providing support to Holden Roberto and his FNLA forces to prevent what they saw as the spread of communism in Africa.

The CIA was determined to support the FNLA, despite the fact that the recent end of the Vietnam War had made many Americans reluctant to engage in outside conflicts. As John Stockwell, a member of the CIA Angolan task force, said, "the American people, Congress and the media would not put up with the USA putting its forces in to control the outcome of a country that none of the American people were interested in." To avoid any such opposition, the CIA began secretly funneling money to the FNLA through Zaire.

Superpower involvement in the conflict further increased after Cuba sent military and arms advisors to Luanda to support the MPLA army. The United States, seeing Cuba as an extension of Soviet influence, was outraged. With the Cubans supporting the MPLA, the American administration feared that the FNLA alone would not be able to achieve a victory and started supporting Savimbi's UNITA fighters as well. The CIA, however, because they were unable to provide direct military support to either UNITA or the FNLA, reached out to the government of Apartheid in South Africa to ask for direct military assistance.

[Adapted from: *https://americanarchive.org/exhibits/newshour-cold-war/angola/.* Accessed on 11 January 2024.]

SOURCE 2B

The following extract is from an intelligence report prepared in 1975, by the Centre for National Security Studies in Washington DC. It discusses the involvement of the USA in the Angolan Civil War at that time.

The United States is today deeply involved in a brutal war in Angola. Like the Vietnamese conflict in its early phase, the Angolan war is, as far as the public and most of the Congress are concerned, a secret war run by the CIA. As was true in Vietnam, the president is making the key decisions. President Gerald Ford personally authorised the CIA to provide covert (secret) money and weapons to the groups in Angola.

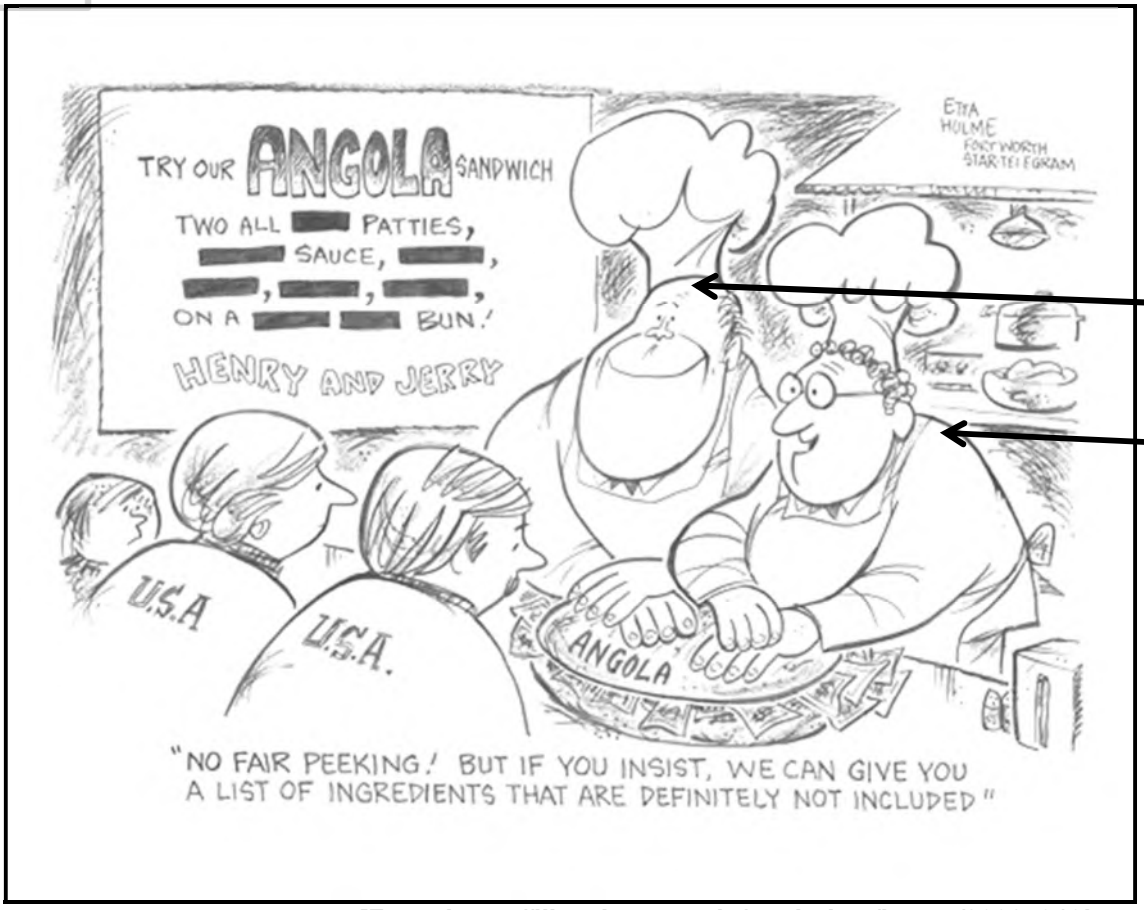
Although the Ford administration has repeatedly stated that the United States will not become involved in Angola, official sources reported that, on 12 December, that the CIA was now spending $50 million on the Angolan war, primarily supporting Holden Roberto's FNLA, and had sent 5 spy planes (flown by Americans) into the Angolan battle zones. According to these sources, US Air Force C-141 transport jets, flying on behalf of the CIA, regularly landed at the Airport in Kinshasa in Zaire (Congo), delivering tons of military supplies including rifles, machine guns, light artillery (canons), rocket launchers and ammunition: these supplies were then being flown into Angola by small planes. In addition, it had been reported that US mercenaries (soldiers for hire) were fighting in Angola and that there was a nation-wide effort to recruit further mercenaries.

With Holden Roberto's FNLA already acting as an American proxy, President Ford's key decision the previous spring was whether to start funding a second group, UNITA. The "40 Committee", chaired by Henry Kissinger had already approved $300,000 in secret funds for Jonas Savimbi, head of UNITA, and the president personally approved the action. The president and Kissinger were both aware that adding UNITA to the US account constituted a major step, close to a commitment that the United States would not allow the MPLA to control Angola.

[Adapted from *https://www.cia.gov/readingroom/docs/CIA-RDP88-01314R000100660020-1.pdf* Accessed on 20 January 2024.]

SOURCE 2C

The following visual source is a cartoon by the American cartoonist Etta Hulme, published on 9 January 1976 in the *Fort Worth Star-Telegram* newspaper. The cartoon depicts two chefs selling an "Angola Sandwich" with most of the ingredients redacted (made secret).



[From *https://libraries.uta.edu/ettahulme/image/20087313jpg* Accessed on 3 February 2024.]

Jerry: President Gerald Ford of the USA

Henry: Minister of Foreign Affairs Henry Kissinger of the USA

SOURCE 2D

The following source, drawn from information in the Soviet newspaper *Izvestiia,* describes the USSR's perspective on the conflict in Angola.

The FNLA and UNITA were regarded by the Soviet Union as "splittists" because they had betrayed the anti-colonial struggle and "split" from the revolution, aligning themselves with the Western Cold War powers. They were sometimes described as "phony" (fake) liberation movements and traitors. The MPLA, as fellow Marxists, were seen as "defenders of the revolution".

The USSR condemned the West's underhanded (sneaky) imperialist tactics of splitting the national liberation movement by supporting these phony organisations". The FNLA particularly fitted this description: it was regularly condemned because it received funding from America. Following UNITA's alliance with the FNLA and its acceptance of support from South Africa and America, it was also condemned as a puppet of the international monopoly capitalism. The organisations were verbally assaulted as "no more than an instrument in the hands of the American intelligence service".

Why had the "imperialists" chosen Angola as the location for their interference? To the Kremlin, there were two major reasons. The first, and probably the most important, was Angola's vast wealth of natural resources. International monopolies, working through the various western governments, feared that the MPLA would keep control of Angola's wealth and were therefore trying to prevent the people of Angola from becoming complete masters of their own land. A second reason was the defense of "racist regimes" in Southern Africa, particularly in the Republic of South Africa.

As the FNLA offensive against Luanda geared up in July, both the FNLA and UNITA were increasingly viewed as tools of "imperialist reaction" since they were sponsored by America and its allies; they were viewed as opponents of democratic change, who wished to preserve racist and colonial control in Angola. By early November, Soviet relations with and attitude toward the MPLA were quite excellent. According to the Soviets, the MPLA had become the most authoritative and progressive organisation, which expressed the will of the Angolan people, and was thus deserving of Soviet support.

[Adapted from *https://apps.dtic.mil/sti/tr/pdf/ADA511493.pdf* Accessed on 6 February 2024.]

QUESTION 3: WHAT IMPACT DID THE FREEDOM SUMMER CAMPAIGN OF 1964 HAVE ON THE VOTING RIGHTS OF AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960s?

SOURCE 3A

The source below focuses on the reasons for the Freedom Summer campaign in Mississippi in 1964.

Freedom Summer, also known as the Mississippi Summer Project, was a volunteer campaign in the United States launched in June 1964 to attempt to register as many African American voters as possible in Mississippi. In 1962, only 6,7 % of African Americans in Mississippi were registered to vote. Blacks had been restricted from voting since the turn of the century due to barriers to voter registrations and other laws. In some cases, would-be voters were harassed economically as well as by physical assault.

The project was organised by the Council of Federated Organisations (COFO) and volunteers came from the four major civil rights organisations (SNCC, CORE, NAACP and SCLC). The planning for the Freedom Summer began in February 1964. SNCC recruiters interviewed dozens of potential volunteers. More than 1 000 out-of-state volunteers, mostly from cities in the North participated in the Freedom Summer alongside thousands of black Mississippians. White civil rights leaders went on and recruited a much larger number of white volunteers, to bring more attention.

Many of Mississippi's white residents deeply resented (hated) the outsiders and any attempt to change the residents' society. State and local governments, police and the Ku Klux Klan used arrests, arson, beatings, evictions, firing, murder, spying, and other forms of intimidation and harassment against the Freedom Summer workers.

Volunteers were attacked almost as soon as the campaign started. On June 21, 1964, James Chaney, a black CORE activist from Mississippi, Andrew Goodman, a summer volunteer, and Michael Schwerner, a CORE organiser, both from New York City, were arrested by Cecil Price, a Neshoba County Deputy Sheriff and KKK member, and disappeared.

[From *https://en.m.wikipedia.org/wiki/Freedom_Summer*. Accessed on 29 September2023.]

SOURCE 3B

The extract below was taken from *A Byte Out of History: Mississippi Burning FBI Case Records*, U.S. Department of Justice Report on the investigation of the 1964 murders of Michael Schwerner, James Chaney and Andrew Goodman.

The KKK was in a murderous mood. It was June 1964 – the start of "Freedom Summer" and a direct response to the Klan's own campaign of fear and intimidation.

The Klan in Mississippi was after a 24-year-old New Yorker named Michael Schwerner who had been active in organising local boycotts and helping with voter registration. On June 16, armed KKK members descended (move down) on a local church meeting looking for Schwerner … they torched the church and beat the churchgoers. On June 20, Schwerner, James Chaney and Andrew Goodman headed south to investigate the fire. The events that followed, would stun the nation.

5 pm. 21 June: After driving into Philadelphia, Mississippi, the three activists were arrested by a Neshoba County Deputy Sheriff, allegedly for speeding.

10:30 pm. 21 June: Chaney, Goodman and Schwerner were released and drove off in a blue station wagon. KKK members followed them. The activists were never heard from again. When the men went missing, SNCC and COFO workers began phoning the FBI requesting an investigation. The parents of the missing men demanded meetings with Pres. Johnson and Attorney General Robert Kennedy.

22 June: Notified of the disappearance, the Department of Justice requested our involvement; a few hours later Attorney General Robert Kennedy asked us to lead the case.

23 June: Intelligence developed by our agents led them to the remains of the burnt-out station wagon. No bodies were found; the worst was feared. The Mississippi Burning case quickly became one of the FBI's biggest investigations.

24 June to 3 August: We launched a massive search for the young men, aided by the National Guard. At the request of President Lyndon Johnson, we also opened a new field office in Jackson, Mississippi.

4 August: Acting on an informant tip, we exhumed all three bodies below an earthen dam on a local farm. More than a dozen suspects, including Deputy Price and Sheriff Rainey were indicted and arrested.

In the end, the Klan's homicidal ways backfired. The murders galvanised (shocked) the nation and led to the passing of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

[Adapted from *https://www.fbi.gov/history/famous-cases/mississippi-burning* Accessed on 12 October 2023.]

SOURCE 3C

The source is a poster from the Federal Bureau of Investigation, *A Byte Out of History: Mississippi Burning Case*, issued on 29 June 1964. It is about the missing Civil Rights workers of the Freedom Summer campaign in Mississippi.



[From *https://www.fbi.gov/history/famous-cases/mississippi-burning* Accessed on 15 October 2023.]

SOURCE 3D

The source below outlines the successes of the Freedom Summer campaign regarding African Americans in the USA in the 1960s.

Despite the obstacles and dangers, the Freedom Summer profoundly impacted voter registration and political participation. African Americans registered to vote at higher rates in Mississippi and other Southern states. Over 80 000 new voters had been registered by the end of the summer, a remarkable accomplishment given the ongoing campaigns to restrict African American voters' rights.

The success of the Freedom Summer's voter registration campaigns raised awareness of the problem of voter repression. It paved the way for the 1965 passing of the Voting Rights Act, which further protected and extended voting rights for African Americans and other disenfranchised communities.

The voter registration drives in Mississippi were successful because of the education and resources provided by Freedom Schools and community centres. Freedom Schools played a critical role in building momentum for the Civil Rights Movement of the 1960s.

Throughout the South, people fought against segregation and persecution. Conditions changed only after the Voting Rights Act of 1965 with the federal government sending its officials into local courthouses. More than half of African Americans in southern states had enrolled to vote by the end of 1966. In the years that followed, many African Americans were elected to local offices such as mayors, school boards and chiefs of police. Many SNCC and CORE staff went on to fill important positions in government. John Lewis of the SNCC was elected to the U.S. Congress. Mary King of the SNCC supervised the Peace Corps and Vista under President Carter and Julian Bond led the NAACP.

[*From https://www.aroundrobin.com/freedom-summer-project/ Accessed on 15 October 2023*]

ACKNOWLEDGEMENT

Bild Newspaper, 16 August 1961

Buffet C. The cold war as a visual conflict: Photographic representations of the Berlin wall, 1998; Brolly. Journal of Social Sciences, Vol. 2 (Oxford 1998)

Hertle H.H. 2008. Berlin Wall: monument of the Cold War (Ch.Links Verlag)

https://en.m.wikipedia.org/wiki/Freedom Summer

https://www.fbi.gov/history/famous-cases/mississippi-burning

https://www.fbi.gov/history/famous-cases/mississippi-burning

https://www.aroundrobin.com/freedom-summer-project

https://americanarchive.org/exhibits/newshour-cold-war/angola/

https://apps.dtic.mil/sti/tr/pdf/ADA511493.pdf

https://libraries.uta.edu/ettahulme/image/20087313jpg

https://www.cia.gov/readingroom/docs/CIA-RDP88-01314R000100660020-1.pdf

https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-building-of-the-berlinwall.

END

QUESTION 3: WHAT IMPACT DID THE FREEDOM SUMMER CAMPAIGN OF 1964 HAVE ON THE VOTING RIGHTS OF AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960s?

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

3.1 Read Source 3A.

3.1.1 Why, according to the source, was the Freedom Summer campaign launched in Mississippi? (1 x 2) (2)

3.1.2 Define the term *volunteer* in your own words. (1 x 2) (2)

3.1.3 Name any TWO organisations in the source that participated in the Freedom Summer campaign of 1964. (2 x 1) (2)

3.1.4 Comment on why you think white civil rights leaders went on and recruited a much larger number of white volunteers. (1 x 2) (2)

3.1.5 Using the information in the source and your own knowledge, explain why many of Mississippi's white residents deeply resented (hated) the outsiders. (2 x 2) (4)

3.2 Refer to Source 3B.

3.2.1 Quote evidence from the source showing why the Ku Klux Klan (KKK) targeted Michael Schwerner. (1 x 2) (2)

3.2.2 Why, according to the source, were the three activists arrested? (1 x 2) (2)

3.2.3 Using the information in the source and your own knowledge, explain why Attorney General Robert Kennedy asked the FBI to lead the case. (2 x 2) (4)

3.2.4 Comment on the reliability of this source to historians researching the death of the three activists during the Freedom Summer campaign in Mississippi. (2 x 2) (4)

3.3 Study Source 3C.

3.3.1 Why do you think the FBI issued this poster on 29 June 1964? (1 x 2) (2)

3.3.2 What does the poster tell you about the support of the Freedom Summer campaign within the context of the Civil Rights Movement? (1 x 2) (2)

3.4 Compare Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the disappearance of the three activists in Mississippi. (2 x 2) (4)

3.5 Consult Source 3D.

3.5.1 What, according to the source, was the impact of the Freedom Summer campaign on African Americans in Mississippi? (1 x 2) (2)

3.5.2 Define the concept *voter repression* in the context of the Freedom Summer Campaign in the USA. (1 x 2) (2)

3.5.3 Using the information in the source and your own knowledge explain how the Freedom Summer campaign raised awareness of the problem of voter repression in the USA. (2 x 2) (4)

3.5.4 List TWO pieces of evidence from the source that suggest that the Freedom Summer campaign drastically improved the political position of Black Americans. (2 x 1) (2)

3.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about eight lines (about 80 words) explaining the impact that the Freedom Summer campaign of 1964 had on the Voting Rights of African Americans 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, from this section.

Your essay should be about THREE pages long.

QUESTION 4: THE COLD WAR: CASE STUDY – VIETNAM

The tactics and methods used by the Vietcong posed a great challenge to American soldiers during the Vietnam war between 1963 to 1975.

Critically discuss this statement and use relevant evidence to support your line of argument. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

The political, economic and cultural policies of Mobutu Sese Seko were ultimately unsuccessful at developing the Congo in the years following independence.

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

Explain to what extent the Black Power philosophy succeeded in instilling pride and unity among African Americans in the United States of America in the 1960s. **[50]**

TOTAL: 150

END