

LIVE: FINAL EXAM PREPARATION P1**04 NOVEMBER 2014****Lesson Description**

In this lesson we revise

- The skills to answer different types of questions in the context of Paper 1 topics

**Exam Questions****Question 1**

(Adapted from EC Sept 2014, Paper 1, Question 1.1)

Refer to Source 1A.

- 1.1 Using the source and your own knowledge, define the following concepts in your own words.
- (a) Cold War
- (b) Communism (2 x 2) (4)
- 1.2 Why, according to the source, did people want to leave Eastern Europe? (2 x 1) (2)
- 1.3 List THREE reasons why East Berliners were eager to move to West Berlin. (3 x 1) (3)
- 1.4 Use the source and your own knowledge and explain why Khrushchev ordered the building of the Berlin Wall. (2 x 2) (4)
- 1.5 How does the visual source support the written source regarding the impact of the construction of the Berlin Wall? (1 x 3) (3)
- 1.6 Why, do you think, this photograph was taken? (2 x 2) (4)

Question 2

(Adapted from EC Sept 2014, Paper 1, Question 1.2)

Consider Source 1B.

- 2.1 What reasons does Viewpoint 1 provide for the building of the Berlin Wall? (2 x 1) (2)
- 2.2 Using the source and your own knowledge, explain how the human rights of the citizens of Berlin were violated by the building of the Berlin Wall. Refer to both Viewpoints 1 and 2. (2 x 2) (4)
- 2.3 Explain the reliability of Source 1B to historians studying the reasons for the building of the Berlin Wall. (2 x 2) (4)

Question 3

(Adapted from EC Sept 2014, Paper 1, Question 2.2)

Refer to Source 2B.

- 3.1 Using the source, mention which liberation movements were supported by the USSR, USA and China during the conflict in Angola. (3 x 1) (3)
- 3.2 Using the source and your own knowledge, explain why the source refers to the various movements in Angola as “clients” of the superpowers. (1 x 2) (2)
- 3.3 Using your own knowledge and the source, give reasons why South Africa became involved in Angola. (2 x 2) (4)

Question 4

(Adapted from EC Sept 2014, Paper 1, Question 2.3)

Consider Source 2C.

- 4.1 What are the limitations of this source to a historian studying the Angolan Civil War? (2 x 2) (4)
- 4.2 How does Source 2C support Source 2B, regarding the involvement of South Africa in the Angolan Civil War? (2 x 2) (4)

Question 5

(Adapted from EC Sept 2014, Paper 1, Question 3.3)

Use Sources 3A and 3B.

- 5.1 How does Source 3B support Source 3A regarding the treatment of the black students when they arrived at Central High School? (2 x 2) (4)
- 5.2 Using Sources 3A and 3B explain whether you support Martin Luther King Jr's action of writing to the US President. (2 x 2) (4)

Question 6

(Adapted from EC Sept 2014, Paper 1, Question 3.5)

Using the information from the relevant sources and your own knowledge from the relevant sources, write a paragraph of about EIGHT lines (80 words) explaining whether desegregation of schools in the USA was successful. (8)

Question 7

(Adapted from EC Sept 2014, Paper 1, Question 4)

Discuss to what extent Vietnam was successful in preventing the USA from imposing a capitalist system in the 1960s and 1970s. [50]

Question 8

(Adapted from EC Sept 2014, Paper 1, Question 5)

"After gaining independence many African countries were faced with varied possibilities and constraints with regard to their own development."

Do you agree with the above statement? Critically discuss this statement by focusing on the economic successes and challenges that both Tanzania and the Congo faced. [50]

Question 9

(Adapted from EC Sept 2014, Paper 1, Question 6)

"The Black Power movement was based on the philosophy that African Americans should shape their own destiny and culture. In pursuing this goal they were prepared to use violence as a means to an end."

Critically discuss this statement by making specific reference to the key role that Malcolm X and Stokely Carmichael played in the Black Power Movement in the 1960s. [50]

Source 1A

This source consists of a written and visual source.

WRITTEN SOURCE:

This extract explains why the Berlin Wall was constructed in 1961.

The crushing of the Hungarian uprising had confirmed for many people in Eastern Europe that it was impossible to fight the communists. For many it seemed the only way of escaping the repression was to leave the country altogether. Some wished to leave Eastern Europe for political reasons – they hated the communists – while many wished to leave for economic reasons. As the standards of living in Eastern Europe fell further and further behind the West, the attraction on going to a capitalist state was very great.

The contrast was particularly great in the divided city of Berlin. Living standards were tolerable in the East, but just a few hundred metres away in West Berlin, East Germans could see one of the prize exhibits of capitalist West Germany – shops full of goods, great freedom, great wealth and great variety. It had deliberately been made so by the Western powers. They had poured massive investment into Berlin... In the late 1950s an increasing number of East Germans were going to West Berlin and not going back ... From Khrushchev's point of view, the sight of thousands of Germans fleeing communist rule for a better life under capitalism, undermined communism in East Germany and communism generally.

At two o'clock in the morning on Sunday, 13 August 1961, East German soldiers erected a barbed-wire barrier along the entire frontier between East and West Berlin. They ended all free movement from East to West. This was quickly replaced by a concrete wall.

[From: Modern World History by B. Walsh]

THE VISUAL SOURCE:

This visual source depicts Conrad Schuman, an East German soldier, defecting from East Berlin to West Berlin.



[From: Wikipedia, the free encyclopaedia, en.wikipedia.org – Accessed on 2 November 2013]

Source 1B

The following source consists of different views on the building of the Berlin Wall.

Viewpoint 1: This is a Soviet view on why the Berlin Wall was built.

The Western powers in Berlin use it as a centre of subversive (clandestine and secret) activity against the GDR. In no other part of the world are so many espionage (spying) centres to be found. These centres smuggle their agents into the GDR for all kinds of subversion: recruiting spies, sabotage and provoking disturbances. The government presents all the working people of the GDR with a proposal (the construction of the Wall) that will securely block subversive activity so that reliable safeguards and effective control will be established around West Berlin, including its border with democratic Berlin.

Viewpoint 2: This is a Western view on why the Berlin Wall was built.

On the other hand, West Berliners saw the Wall as a symbol of Soviet repression (use of force in order to put down opposition). From 1961 until the fall of the Wall in 1989, 171 people were killed trying to escape to West Berlin.

[From: Essential Modern World History by S. Waugh]

Source 2B

This source explains the involvement of the superpowers and their allies in the civil war in Angola.

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 consolidate power in Luanda and oust the USA-supported FNLA from the capital, but the FNLA continued to attack. The remaining Portuguese troops failed to stem the violence. When MPLA leader Aghoustino Neto announced November 11, 1975 as the day of Angolan independence, Lisbon decided to withdraw its troops on that day.

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 US 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.

[From: history.state.gov/milestones/1969-1976/angola – Accessed on 6 June 2014]

Source 2C

This source shows the return of a regiment of the South African Defence Force (SADF) from Angola. The writing on the white banner reads: “Welcome Winners”, translated to Afrikaans as “Welkom Wenners.”



[From: historytoday.com – Accessed on 6 June 2014]

Source 3A

This source covers the events leading up to and including the enrolment of the nine black students at Central High School, Little Rock, Arkansas and the aftermath thereof.

Three years after the U.S. Supreme Court ruled unanimously in *Brown v. Board of Education* that separate educational facilities are inherently (essentially/actually) unequal, nine African American students – Minnijean Brown, Terrance Roberts, Elizabeth Eckford, Ernest Green, Thelma Mothershed, Melba Patillo, Gloria Ray, Jefferson Thomas, and Carlotta Walls – attempted to integrate at Central High School in Little Rock, Arkansas. The students, known as the Little Rock Nine, were recruited by Daisy Bates, president of the Arkansas branch of the National Association for the Advancement of Colored People (NAACP). As president of the Montgomery Improvement Association, Martin Luther King Jr wrote to President Dwight D. Eisenhower requesting a swift resolution allowing the students to attend the school.

On 4 September 1957, the first day of school at Central High, a white mob gathered in front of the school, and Governor Orval Faubus deployed the Arkansas National Guard to prevent the black students from entering. In response to Faubus' action, a team of NAACP lawyers, including Thurgood Marshall, won a federal district court order to prevent the governor from blocking the students' entry. With the help of police escorts, the students successfully entered the school through a side entrance on 23 September 1957. Fearing escalating mob violence, however, the students were rushed home soon afterward.

Observing the standoff between Faubus and the federal judiciary, King sent a telegram to President Eisenhower urging him to “take a strong forthright stand in the Little Rock situation.” King told the president that if the federal government did not take a stand against the injustice it would “set the process of integration back fifty years. This is a great opportunity for you and the federal government to back up the longings and aspirations of millions of peoples of good will and make law and order a reality” (King, 9 September 1957). Aware that the Little Rock incident was becoming



an international embarrassment, Eisenhower reluctantly ordered troops from the Army's 101st Airborne Division to protect the students, who were shielded by federal troops and the Arkansas National Guard for the remainder of the school year. In a 25 September telegram, King praised the president's actions:

"I wish to express my sincere support for the stand you have taken to restore law and order in Little Rock, Arkansas. ... You should know that the overwhelming majority of southerners, Negro and white, stand firmly behind your resolute action".

[From: mlk-kpp01.stanford.edu/enc-little_rock_school_desegregation – Accessed on 7 June 2014]

Source 3B

This photograph shows Elizabeth Eckford, one of the nine black students who went to enrol at the all-whites Central High School, in Little Rock, Arkansas. Behind her is a group of parents and members of the National Guard who were racially harassing her.



[From: historytoday.com – Accessed on 7 June 2014]

Source 3C

This source explains the racial hatred and prejudice that the Little Rock Nine continued to experience at Central High School and their different responses to such treatment.

Throughout that school year the Little Rock Nine continued to be subjected to racist hatred. White students yelled insults at them in the halls and during class. They beat up the Nine, particularly the boys; walk on their heels until they bled; destroyed their lockers and threw flaming paper wads (bundles) at them in the bathrooms. They threw lit sticks of dynamite at Melba Patillo, stabbed her and sprayed acid in her eyes. Her eyesight was saved by the quick action of her army guard who immediately splashed water on her face.

The Nine did their best not to retaliate, but Minniejean Brown struck back during lunchtime in the school cafeteria. Two boys hassled and taunted her and blocked her way as she tried to carry her tray with her lunch from the counter to her table. Running out of patience, she dumped her lunch tray over the heads of the two boys. She was suspended for six days and reinstated on probation, with the agreement that would not retaliate, verbally or physically, to any harassment. She was expelled a few weeks later after calling a girl who provoked her, "white trash." The students were jubilant, making placards that stated, "One Down ... Eight to go!" The other eight finished the school year and Ernest Green became the first African American graduate of Central High in 1958.

[From: Via Afrika History, Grade 12, S, Grove et al, Via Afrika Publishers.]



Answers

Question 1

(Adapted from Exemplar 2014, Paper 1, Question 1.1)

1.1 Cold War

Heightened hostilities between USSR and USA characterised by aggressive, hostile propaganda and threat of actual war.

State of passive conflict between USSR and USA wherein the two super powers supported different groups involved in armed conflict in many parts of the world.

Ideological war between USSR and USA.

War of ideological positions to assume world domination.

Communism

Economic and political system in which the state controls and owns the means of production and trade for equal distribution of wealth.

Economic and political system that promotes a classless society in which the dominant working class acts as a vanguard and the ideology forced on them.

Private ownership is prohibited. (2 x 2) (4)

1.2 Political reasons – hated the communists

Economic reasons – lower standard of living in Eastern Europe.

To escape repression. (2 x 1) (2)

1.3 Living standards were far better in West Berlin.

Shops were full of goods to support a good lifestyle.

Life was easy in West Berlin compared to life in East Berlin.

Prospects of getting rich were higher in West Berlin than in East Berlin. (3 x 1) (3)

1.4 East Berliners were leaving for West Berlin.

The defection to West Berlin was undermining communism.

He wanted to impose communist rule over the rebellious East Berliners.

Did not want to see the demise of East Berlin, as thereby the demise of communism in Europe could follow. (2 x 2) (4)

1.5 The written source informs us of defections to West Berlin and the visual source shows us a picture of a person defecting to West Berlin.

Both sources highlight the desire to leave East Berlin.

The visual source demonstrates the unhappiness of the people of East Berlin as described in the written source. (1 x 3) (3)

1.6 Defectors were determined to leave East Berlin, regardless of the possible danger.

Defection was a matter of life and death.

Even soldiers and police defected.

The source shows fear and sacrifice. (2 x 2) (4)

Question 2

(Adapted from EC Sept 2014, Paper 1, Question 1.2)

- 2.1 The USSR complains about the fact that the Western powers used Berlin to conduct secret operations against East Germany.

Berlin was the site of Western subversive activities.

Berlin was used to undermine USSR and communism in general. (2 x 1) (2)

- 2.2 Freedom of movement was curtailed.

Right to choose denied.

Freedom of expression was violated.

People were killed or imprisoned.

Government agencies acted arbitrarily. (2 x 2) (4)

- 2.3 The source is UNRELIABLE

Both viewpoints are biased.

Each viewpoint is in favour of either the USSR or the USA.

One-sided views are contained in the source. (2 x 2) (4)

Question 3

(Adapted from EC Sept 2014, Paper 1, Question 2.2)

- 3.1 USA – UNITA and FNLA

USSR – MPLA

China – FNLA (3 x 1) (3)

- 3.2 The superpowers used the various movements to advance their external interests in Angola.

The movements were used to fight the proxy wars that characterised the Angolan Civil War.

These movements depended on the superpowers for support and resources. (1 x 2) (2)

- 3.3 South Africa – felt threatened by the presence of a socialist government north of SWA.

Threatened by the presence of Cuban soldiers in Angola.

Attempted to prevent the expansion of communism in Southern Africa.

Wanted to cut the supply lines to SWAPO. (2 x 2) (4)

Question 4

(Adapted from EC Sept 2014, Paper 1, Question 2.3)

- 4.1 The source is biased and does not give a full account of the SADF's involvement in Angola.

The SADF is portrayed as 'winners', a fact that is highly disputed.

The military vehicles are entering a SADF safe camp and are being praised.

South Africa's performance in the war has been less than glorious. (2 x 2) (4)

- 4.2 Both sources depict South Africa's involvement in the Angolan conflict.

Source 2B refers to SA's involvement in order to prevent SWAPO from using Angola as a base, whilst Source 2C shows Pretoria's military personnel and machinery returning from Angola.

Source 2C shows Pretoria's propaganda about their exploits in what Source 2B refers to. (2 x 2) (4)

Question 5

(Adapted from EC Sept 2014, Paper 1, Question 3.3)

- 5.1 Both sources depict racial harassment and verbal abuse of black students as they arrived at Central High.

Source 3A refers to a white mob and Source 3B shows a picture of a white mob threatening and verbally abusing Elizabeth Eckford.

Both sources depict the presence of members of the National Guard.

In Source 3A Eckford refers to the failure of the troopers to protect her and others, in Source 3B the members of the troopers are seen doing nothing to stop the mob. (2 x 2) (4)

- 5.2 King believed in equality of all races.

He wanted to avoid confrontation and the scenes similar to the one in Source 3B.

He wanted to enjoin the President to act in accordance with the US constitution.

He wanted to promote equal access to education. (2 x 2) (4)

Question 6

(Adapted from EC Sept 2014, Paper 1, Question 3.5)

The Brown v Board of Education and Topeka case was a watershed decision for desegregation of educational institutions.

Equal but separate policy was declared unconstitutional.

The Little Rock Nine incident was intended to test the commitment of the state to the Supreme Court ruling.

This incident pitted the state of Arkansas against the federal government authority.

White parents and students racially abused the nine black students.

Eisenhower chose to stand and enforce the rights of all Americans.

The experiences of the Little Rock Nine, as epitomised by Eckford, showed that the road to genuine racial equality was a long and treacherous one.

Even though the nine students were eventually enrolled at the school, they endured constant abuse and prejudice, even from school authorities.

Minniejean Brown was expelled after she had retaliated to racial taunts and prejudice.

Her expulsion led to jubilant scenes at the school with placards which stated: "One Down ... Eight to go!"

The positive aspect of this saga was that in 1958, Ernest Green was the first African American to graduate from Central High School. (8)

Question 7

(Adapted from EC Sept 2014, Paper 1, Question 4)

SYNOPSIS

Candidates should focus on the conflict between Vietnam and USA as an attempt to withstand USA's imposition of capitalism and rejection thereof by Vietnam between the 1960s and 1970s.

MAIN ASPECTS**INTRODUCTION**

Introduction should focus on the involvement of USA in Vietnam and the rejection thereof by the Vietnamese people. Candidates must briefly outline their line of argument.

ELABORATION

After the French Vietnamese War Vietnam was divided, along the 17th Parallel, into North and South Vietnam.

North Vietnam was under a communist regime, while South Vietnam was under a capitalist regime.

South Vietnam was ruled by the corrupt and unpopular Ngo Dinh Diem.

The National Liberation Front was formed and had a guerrilla army, the Vietcong.

Ngo Dinh Diem was overthrown – led to instability in South Vietnam.

Vietcong started a protracted campaign to unify Vietnam.

China and North Vietnam supported the Vietcong.

USA got involved – to prevent the spreading of communism in South East Asia, the ‘Domino Effect’.

The Vietcong received supplies from the communist North Vietnam through the Ho Chi Minh Trail.

USA’s Operation Rolling Thunder.

Tet Offensive – “Khrushchev Offensive”

USA’s use of chemical warfare – napalm.

US public opposition to the war.

USA’s heavy losses

US withdrawal

Fall of Saigon

American perspective of the war.

Vietnamese perspective of the war.

CONCLUSION

Candidates should tie up the argument with a relevant conclusion.

[50]

Question 8

(Adapted from EC Sept 2014, Paper 1, Question 5)

SYNOPSIS

Candidates must focus on the successes achieved and challenges faced by both Tanzania and Congo with special reference to the economic sector. A proper contextualisation of the candidate’s response is expected. The candidate must indicate whether they agree or disagree.

MAIN ASPECTS**INTRODUCTION**

Introduction should focus on the comparative nature of the essay where the different economic achievements and challenges of the two countries are discussed.

ELABORATION**Tanzania – Villagisation/Ujamaa**

- Tanzania gained independence from Britain.
- Nyerere believed in African socialism.
- TANU adopted the Arusha Declaration in 1967.
- Adoption of ujamaa as content for Arusha Declaration.
- Implementation of ujamaa.
- Compulsory movement to ujamaa villages.
- Resistance to ujamaa by the peasants.
- Concept of family hood and communal farming.
- Constraints – failures of ujamaa and the economic impact.
- The impact of IMF and World Bank loans on Tanzania.

- Reliance on cash-crops and decrease in food security.
- Successes on the social front.
- Nyerere's admission of the failures of ujamaa.

Congo – Zairianisation of economy

- Congo gained independence from Belgium in 1960.
- Belgium failed to prepare Congo for independence.
- Lumumba vision of unity and a strong central government.
- Difference among political leaders.
- Separatist rich Katanga Province – led by Moise Tshombe.
- Replacement of foreigners with inexperienced Congo nationals.
- Lack of skills led to neglect and decay of key infrastructure.
- Congo has substantial natural resources – remained a poor country.
- Mismanagement of the economy under Mobutu.
- Corruption and theft of state resources.
- One-product economy not viable.
- Government unable to service its foreign debts.
- In the 1970s the inflation rate reached 100%.
- Poor infrastructure.
- Development of elite classes.
- Kleptocracy – government by thieves.

CONCLUSION

Candidates should tie up the argument with a relevant conclusion

[50]

Question 9

(Adapted from EC Sept 2014, Paper 1, Question 6)

SYNOPSIS

Candidates must discuss the essential philosophy of the Black Power Movement and the specific roles played by Malcolm X and Stokely Carmichael.

MAIN ASPECTS

INTRODUCTION

Introduction should focus the philosophy of the Black Power Movement and the roles of Malcolm X and Stokely Carmichael. It may also be relevant and acceptable when the candidate juxtaposes Black Power Movement against the Civil Rights Movement.

ELABORATION

- Segregation in USA – briefly.
- Inequalities between black and white Americans.
- Rejection of non-violence protest by Black Power Movement.
- African Americans who supported Black Power Movement – believed that use of violence was justified – to gain equality for all races.
- Black Power Movement encouraged African Americans to be proud of their African Heritage.
- This movement had Malcolm X as its chief proponent.
- Malcolm X was a member of the Nation of Islam – and was influenced by the teachings of Elijah Mohammad.
- Malcolm X's political philosophy appealed to the youth.
- He said the fight for civil rights must be escalated to that for human rights.
- USA should be reported to the UNO for its human rights violation.
- Influenced by his pilgrimage to Mecca, Malcolm X adopted a new approach to racial integration.
- He was suspended from the Nation of Islam.
- Formed the Organisation of Afro-American Unity in 1964.
- Less militant – not popular with black nationalists.



- Assassination of Malcolm X, on 21 February 1965.
- Stokely Carmichael was a former chairman of the SNCC.
- He believed that blacks should not associate with white radical revolutionaries.
- Carmichael in the leadership of the Black Panther Party.
- His views on peace and violence.
- “Prime Minister” of the Black Panther Party.
- Impact of the Black Panther Party.

CONCLUSION

Candidates should tie up the argument with a relevant conclusion.

[50]