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PREPARATORY EXAMINATION

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HISTORY – ADDENDUM

FIRST PAPER

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GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

HISTORY (ADDENDUM)
(First Paper)

QUESTION 1: HOW DID THE SOVIET UNION AND THE UNITED STATES OF AMERICA INTENSIFY COLD WAR TENSIONS IN EUROPE AFTER 1945?

SOURCE 1A

The following source outlines the reasons for the Soviet Union's occupation of Eastern Europe after 1945.

It was a fact, however, that after 1945 the Soviet Union made sure that every country in eastern Europe had a government that was both communist and sympathetic to the Soviet Union. As far as Stalin was concerned, this was a defensive measure aimed at creating a buffer zone between the Soviet Union and the West. The Soviet Union had been invaded from the West twice in the last thirty years and the establishment of communist governments in eastern Europe would make such an invasion more difficult.

At the end of the war, the Soviet Union extended its borders some 550 kilometres west. It annexed the Baltic states of Latvia, Lithuania and Estonia. It also kept control of the eastern half of Poland. Later states such as Bulgaria, Hungary, Czechoslovakia and Yugoslavia soon had communist-dominated governments as elections were 'rigged' to ensure that communists won the elections.

Of course, as far as the West was concerned, and the USA in particular, the Soviet Union was not acting defensively. It was taking the first steps towards world domination. Here was clear proof that the western way of life was under threat. The spread of communism would have to be stopped.

[From: *Modern World History* by N & G Lacey.]

SOURCE 1B

This source explains the origins of the Truman Doctrine and the implementation of the Marshall Plan.

By 1947, Europe was divided into communist and non-communist countries. An 'Iron Curtain' split Europe from north to south. However, in south-eastern Europe, conflict was still taking place. In Greece there was a civil war between communists and supporters of the Greek king. The king received help from Britain, who also supplied aid to Turkey.

Yet Britain was finding it increasingly difficult to support the fight against communism. Its economy was in poor shape after the Second World War. It owed millions of dollars to the USA. Also, the winter of 1946–1947 was very severe. This caused an energy crisis. Unemployment was high. This forced the British government to announce to the USA on February 21 1947, that it couldn't afford to continue aiding Greece and Turkey.

President Truman decided to take over Britain's responsibilities. His speech to Congress (US parliament) became known as the Truman Doctrine. He stressed the threat of communism in Europe in order to obtain money. President Truman claimed that the Truman Doctrine and the Marshall Plan were 'two halves of the same walnut'. The plan was named after Truman's Secretary of State (Foreign Minister), George Marshall. Its official name was the European Recovery Plan (ERP). Marshall suggested enormous economic aid to Europe to contain the spread communism. The Marshall Plan was not directed against the USSR. The USA was willing to offer the USSR and its communist allies Marshall Aid. However, the USSR made sure that no communist country would receive America's aid. The USSR was suspicious of the USA's motives.

[From: *The Cold War 1945-1991* by Wl Chuter]

SOURCE 1C

The following is a Soviet view of the Truman Doctrine and the Marshall Plan. It appeared in the Soviet newspaper *Izvestia* in 1947.

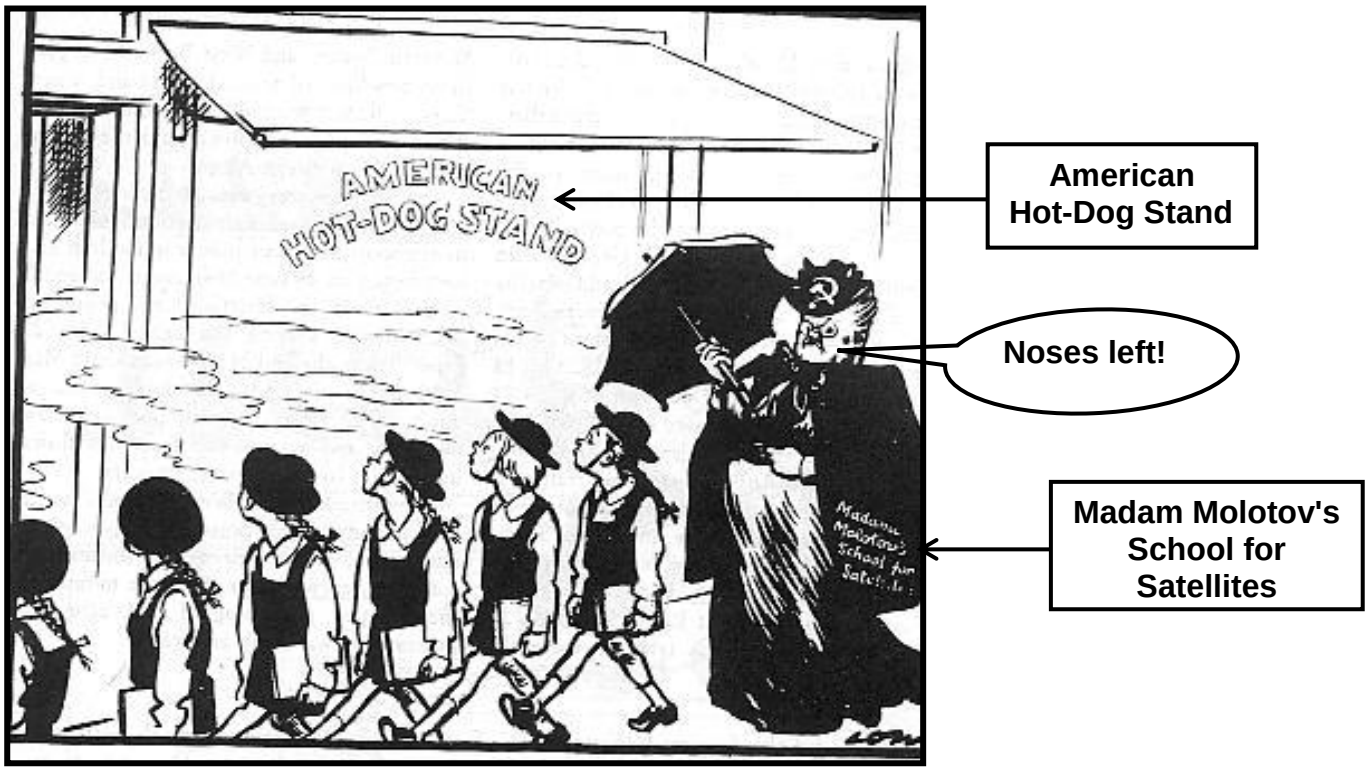
We are now witnessing a fresh intrusion (interference) of the USA into the affairs of other states. American claims to leadership in international affairs grow parallel with the growing appetite of the American quarters concerned. But the American leaders …fail to reckon with the fact that the old methods of the colonisers and die hard politicians have outlived their time and are doomed to failure. In this lies the chief weakness of Truman's message.

The Marshall plan is only a constituent part of the general plan of the world expansionist policy carried out by the United States in all parts of the world. The plan of economic and political enslavement of Europe by American imperialism is supplemented by plans for the economic and political enslavement of China, Indonesia and South America.

[From: *ceimsa.org/publications/Forpolset 5* Accessed on 18 April 2016.]

SOURCE 1D

The following cartoon by David Low (A British cartoonist) shows the Soviet Foreign Minister VM Molotov's School for 'satellite states'. The actual date is unknown. The school girls represent the East European satellite states (countries) that were brought under communist control by the Soviet Union.



[From*: https://www.cartoons.ac.uk*. Accessed on 16 March 2016]

QUESTION 2: WHAT WAS THE NATURE OF SOUTH AFRICA'S INVOLVEMENT IN THE BATTLE OF CUITO CUANAVALE IN ANGOLA BETWEEN 1987 AND 1988?

SOURCE 2A

The following is an excerpt from an article that appeared in the *Mail and Guardian Online* by Piero Gleijeses, on 11 July 2007. It focuses on why Cuba became involved in the Battle of Cuito Cuanavale in 1987.

By early 1988, South African military sources and Western diplomats were confident that the fall of Cuito was imminent (about to happen). This would have dealt a devastating blow to the Angolan government. On 15 November 1987, the Cuban President, Fidel Castro, had decided to send more troops and weapons to Angola – his best planes with his best pilots, his most sophisticated anti-aircraft weapons and his most modern tanks. Castro's goal was not merely to defend Cuito, it was to force the SADF out of Angola once and for all ... He later described this strategy to South African Communist Party leader Joe Slovo: Cuba would halt the South African onslaught and then attack from another direction, 'like a boxer who with his left hand blocks the blow and with his right – strike'.

Cuban planes and 1 500 Cuban soldiers reinforced the Angolans, and Cuito did not fall.
On 23 March 1988, the SADF launched its last major attack on the town. As Colonel Jan Breytenbach writes, the South African assault 'was brought to a grinding and definite halt' by the combined Cuban and Angolan forces …

Powerful Cuban columns were marching through south-western Angola toward the Namibian border. The documents telling us what the South African leaders thought about this threat are still classified. But we know what the SADF did – it gave ground. US intelligence explained that the South Africans withdrew because they were impressed by the suddenness and scale of the Cuban advance and because they believed that a major battle 'involved serious risks'.

[From: http://mg.co.za/article/2007-07-11-cuito-cuanavale-revisited. Accessed on 23 March 2016.]

SOURCE 2B

The following extract describes South Africa's involvement in the Battle of Cuito Cuanavale.

...the South Africans, supported by UNITA, halted the Angolans' advance on the Lomba River and then drove them back towards Cuito Cuanavale, where the Angolan soldiers dug in and resisted obstinately (stubbornly). They also began to get increasing support from their air force while the South African air force began to lose air control. The Chief of the South African Defence Force (SADF) thought that Cuito Cuanavale could be taken, but that it would cost the lives of about 300 white soldiers as well as a great number of black soldiers from the South West African Territorial Force and UNITA. Such a price was regarded as too high and it was decided to leave Cuito Cuanavale in Angolan possession ...

... Cuito Cuanavale was a turning point in the history of Southern Africa. The stalemate there led all parties to think again. It was clear to all that victory was not in sight and that to continue the war would lead to continually greater losses. South Africa found it ever more difficult to justify the enormous (huge) cost of the war in Angola, amounting to over R1 million a day. Above all, the lengthening list of young men dying in Angola and the increasing militarisation of South Africa was arousing opposition. At the same time Angola yearned (desired) for peace so that her war-damaged economy, infrastructure and human relations might be repaired.

[From: *South Africa in the 20th Century* by BJ Liebenberg and SB Spies (eds.)]

SOURCE 2C

The table below shows the Cuban/FAPLA and the SADF losses during the Battle of Cuito Cuanavale. These were the official figures recorded by the South African Defence Force. They do not include UNITA losses.

MILITARY EQUIPMENT DESTROYED AND SOLDIERS KILLED	CUBAN/FAPLA LOSSES (1987–1988)	SADF LOSSES
Tanks	94	3
Armoured vehicles	100	11
Rocket launchers	34	0
Logistical vehicles	389	0
Helicopters	9	0
Men killed	4 785	32

[From: *The SADF in the Border War* by L Scholtz]

SOURCE 2D

The following extract was taken from an article written by Ronnie Kasrils on 24 April 2008. It was written to commemorate the 25th anniversary of the Battle of Cuito Cuanavale. Kasrils was a member of the National Executive Committee of the African National Congress (ANC) during this time.

A master stroke was the rapid construction of airstrips by Cuban engineers at Cahama and Xangongo, within 300 kilometres of the Namibian border, which brought the strategic Ruacana and Calueque hydroelectric dam systems on the Cunene River within striking distance. Soviet MIG-23s (war planes), flown by Cuban pilots, had demonstrated their superiority over South Africa's aged Mirage fighters (war planes) and now that they commanded the skies the network of SADF bases in northern Namibia was at their mercy ...

The end for the SADF was signalled on 27 June 1988. A squadron of (Soviet) MIGs bombed the Ruacana and Calueque installations, cutting the water and power supply to Ovamboland and its military bases, and killing eleven young South African conscripts (recruits) ...

The Cubans could have marched into Namibia but exercised restraint (self-control). All parties, including the United States and Soviet Union, were looking for compromise and a way forward in negotiations that had previously been going nowhere. Castro was not looking for a bloody encounter which would have cost many lives on both sides, and neither were apartheid's generals and political leaders. They could afford casualties even less than the Cubans, considering the popular mass struggle, escalating armed operations within South Africa by the ANC's armed wing, Umkhonto we Sizwe (Spear of the Nation), and a growing resistance amongst white conscripts against military service.

[From: http://monthlyreview.org/2013/04/01/cuito-cuanavale-angola/ Accessed on 23 March 2016.]

QUESTION 3: WHAT ROLE DID THE UNITED STATES OF AMERICA'S FEDERAL GOVERNMENT PLAY IN THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?

SOURCE 3A

This source focuses on the desegregation of schools in the United States of America in the 1950s.

The first challenge to segregation in the United States was a legal one. It was directed against segregated schools. Five different black communities took their cases to the Supreme Court, claiming that the education that their children received in segregated schools was separate but not equal. These test cases became known as *Brown vs Board of Education,* Topeka.

Thurgood Marshall of the National Association for the Advancement of Colored People (NAACP) argued that segregated education was against the 14th Amendment, which stated that all people were equal before the law. He also argued that segregated education was harmful to black children because it made them feel inferior. In 1954 Chief Justice of the Supreme Court, Earl Warren, ruled that segregated education was indeed unequal and that segregation in schools was illegal. He ordered that integration of schools should take place 'with all deliberate speed'.

The *Brown* decision was a legal victory for the Civil Rights Movement. African-Americans hoped that this was the beginning of the end of Jim Crow laws and segregation. However, acceptance of the idea of school integration was difficult to achieve in many Southern states. Many white Americans saw it as an attack on their whole way of life and they started a campaign of defiance and resistance. It soon became clear that the struggle for civil rights would be a long one that would have to be fought step by step – on the buses, at the lunch counters, in the voting booths.

[From: www.naacp.org/pages/naacp - legal - history. Accessed 30 March 2016.]

SOURCE 3B

This source focuses on the Little Rock Nine's first day at school and the reaction of the American community.

The Little Rock Nine arrived for the first day of school at Central High on September 4, 1957. Eight arrived together, driven by Daisy Bates. Eckford's family, however, did not have a telephone, and Bates could not reach her to let her know of the carpool plans. Therefore, Eckford arrived alone. The Arkansas National Guard ultimately prevented any of the Little Rock Nine from entering Central High. One of the most enduring images from this day is a photograph of Eckford, notebook in hand, stoically (bravely) approaching the school as a crowd of hostile and screaming white students and adults surround her. Eckford later recalled that one of the women spat on her. The image was printed and broadcast widely, bringing the Little Rock controversy to national and international attention.

In the following weeks, Judge Davies (Federal Court judge) began legal proceedings against Governor Faubus, and President Dwight D. Eisenhower attempted to persuade Faubus to remove the National Guard and let the Little Rock Nine enter the school. Davies ordered the Guard removed on 20 September, and the Little Rock Police Department took over to maintain order. The police escorted the nine African-American students into the school on 23 September, through an angry mob of some 1,000 white protesters gathered outside. Amidst ensuing rioting, the police removed the nine students. On 24 September, President Eisenhower sent in 1200 members of the U.S. Army's 101st Airborne Division from Fort Campbell, Kentucky, and placed them in charge of the 10,000 National Guardsmen on duty. Escorted by the troops, the Little Rock Nine attended their first full day of classes on 25 September.

[From: www.history.com. Accessed 31 March 2016.]

SOURCE 3C

The following photograph shows members of the 101st Airborne Division of the United States Army escorting the nine African-American students to Central High School on 24 September 1957.



[From: http://ethicsbob.files.wordpress.com/2011/12/little_rock_desegregation_1957.jpg. Accessed on 30 March 2016.]

SOURCE 3D

The following telegram was sent to President Eisenhower by the parents of the 'Little Rock Nine' on 1 October 1957. It highlights the significance of the President's decision to send federal troops to undertake the desegregation of Central High School.

WE THE PARENTS OF NINE NEGRO CHILDREN ENROLLED AT LITTLE ROCK CENTRAL HIGH SCHOOL WANT YOU TO KNOW THAT YOUR ACTION IN SAFEGUARDING THEIR RIGHTS HAS STRENGTHENED OUR FAITH IN DEMOCRACY. NOW AS NEVER BEFORE WE HAVE AN ABIDING (LONG-LASTING) FEELING OF BELONGING AND PURPOSEFULNESS. WE BELIEVE THAT FREEDOM AND EQUALITY WITH WHICH ALL MEN ARE ENDOWED (GIVEN) AT BIRTH CAN BE MAINTAINED ONLY THROUGH FREEDOM AND EQUALITY OF OPPORTUNITY FOR SELF-DEVELOPMENT, GROWTH AND PURPOSEFUL CITIZENSHIP. WE BELIEVE THAT THE DEGREE TO WHICH PEOPLE EVERYWHERE REALISE AND ACCEPT THIS CONCEPT WILL DETERMINE IN A LARGE MEASURE AMERICAS TRUE GROWTH AND TRUE GREATNESS. YOU HAVE DEMONSTRATED ADMIRABLY TO US, THE NATION AND THE WORLD, HOW PROFOUNDLY YOU BELIEVE IN THIS CONCEPT. FOR THIS WE ARE DEEPLY GRATEFUL AND RESPECTFULLY EXTEND TO YOU OUR HEARTFELT AND LASTING THANKS. MAY THE ALMIGHTY AND ALL WISE FATHER OF US ALL BLESS GUIDE AND KEEP YOU ALWAYS.

[From: http://www.centralhigh57.org/thetiger.htm Accessed on 30 March 2016]

ACKNOWLEDGEMENTS

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

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