



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GAUTENG DEPARTMENT OF EDUCATION  
PREPARATORY EXAMINATION**

**2014**

**10791**

**HISTORY – ADDENDUM**

**FIRST PAPER**

**Pages 11**



GAUTENG DEPARTMENT OF EDUCATION  
PREPARATORY EXAMINATIONHISTORY  
(First Paper)**QUESTION 1: WHAT STRATEGIES DID THE SOVIET UNION AND THE UNITED STATES OF AMERICA (USA) USE TO PROTECT AND PROMOTE THEIR IDEOLOGIES IN EUROPE AFTER 1945?****SOURCE 1A**

The source is a speech delivered by President Truman to the US Congress in March 1947, where he requested aid for non-communist countries in Europe.

On March 12 Truman unveiled the Truman Doctrine in an address to the United States Congress. "It must be the policy of the United States to support free peoples who are resisting attempted subjugation (suppression) by armed minorities or by outside pressure," Truman said. He asked Congress for \$400 million in aid for Greek anti-communist forces, as well as for the defence of Turkey, whom the Soviet Union was pressuring to allow joint control of the Dardanelles.

In April 1948, Congress passed the Economic Co-operation Act, better known as the Marshall Plan. The plan was an economic arm of the Truman Doctrine. The plan offered money to war-torn areas for the rebuilding of cities and their infra-structures. American policy-makers recognised that, without quick rebuilding of war damage, countries across Europe were likely to turn to Communism.

[From: <http://od/alliesenemies/a/The-Truman-Doctrine.htm>. Accessed on 22 February 2014]

**SOURCE 1B**

The source is a speech delivered by Andrei Vyshinsky, the Soviet spokesman, at the United Nations Organisation on 18 September 1947. It was in response to the Truman Doctrine and Marshall Plan.

It is becoming more and more evident to everyone that the implementation of the Marshall Plan will mean placing European countries under the economic and political control of the United States and direct interference by the latter in the internal affairs of those countries. Moreover, this plan is an attempt to split Europe into two camps and, with the help of the United Kingdom and France, to complete the formation of a bloc of several European countries hostile to the interests of the democratic countries of Eastern Europe and most particularly to the interests of the Soviet Union. An important feature of this Plan is the attempt to confront the countries of Eastern Europe with a bloc of Western European States including Western Germany. The intention is to make use of Western Germany and German heavy industry (the Ruhr) as one of the most important economic bases for American expansion in Europe, in disregard of the national interests of the countries which suffered from German aggression.

[From: <http://www.historywiz.com/primarysources/vyshinsky.htm>. Accessed on 22 February 2014]

**SOURCE 1C**

The source focuses on the Molotov Plan (later called COMECON) which was the Soviet Union's version of the Marshall Plan.

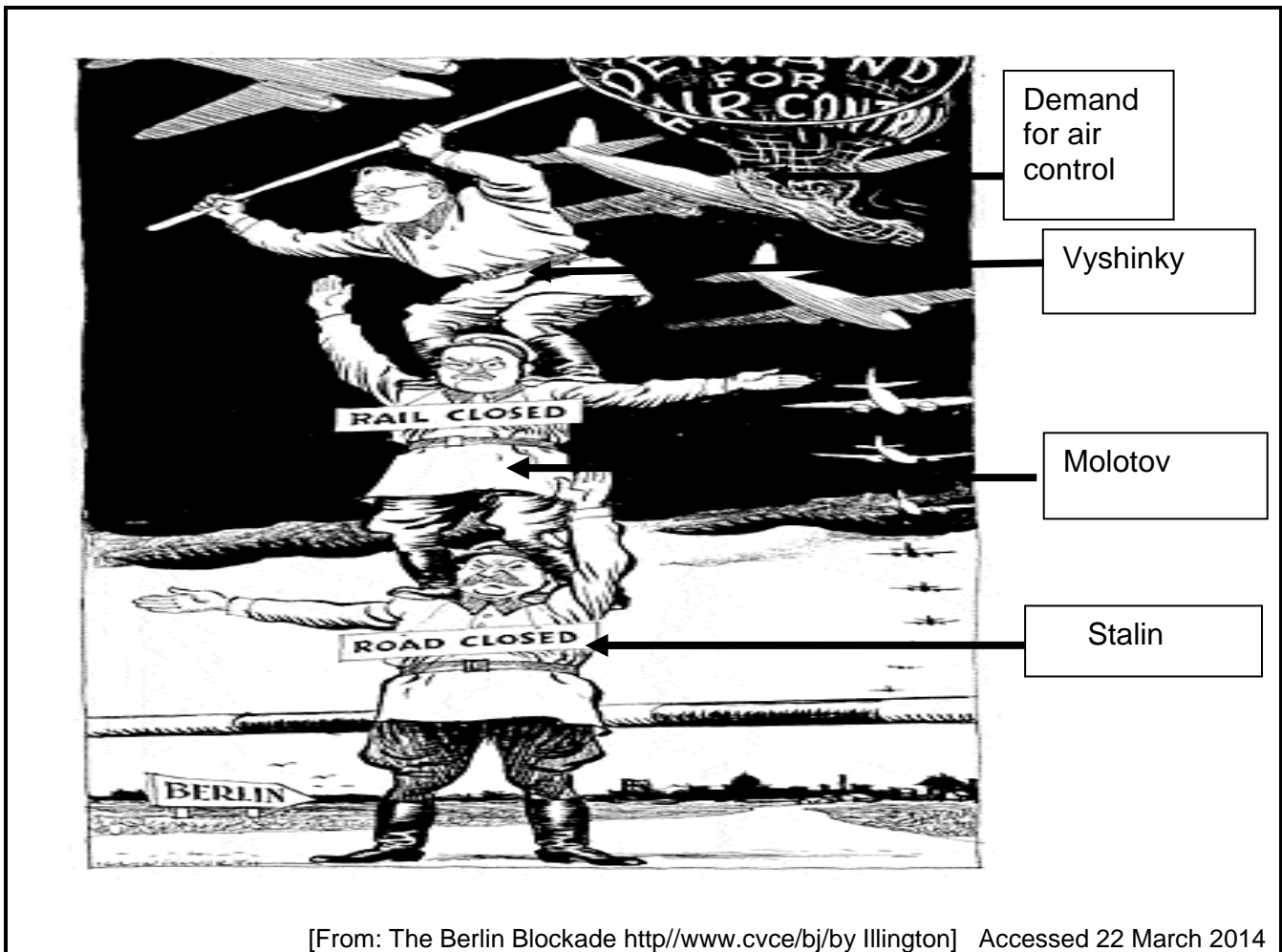
The Molotov Plan was the system created by the Soviet Union in 1947 in order to provide aid to rebuild the countries in Eastern Europe that were politically and economically aligned to the Soviet Union. It can be seen to be the [USSR's](#) version of the [Marshall Plan](#), which for political reasons the Eastern European countries would not be able to join without leaving the [Soviet sphere of influence](#). Soviet foreign minister [Vyacheslav Molotov](#) rejected the Marshall Plan (1947), proposing the Molotov Plan to the Soviet-sponsored economic grouping which was eventually expanded to become the [COMECON](#). The Molotov plan was symbolic of the Soviet Union's refusal to accept aid from the Marshall Plan, or allow any of their satellite states to do so, because of their belief that the Plan was an attempt to weaken Soviet interest in their satellite states, through the conditions imposed, and by making beneficiary countries economically dependent on the United States.

The plan was a system of bilateral trade agreements which also established [COMECON](#) to create an economic alliance of socialist countries. This aid allowed countries in Europe to stop relying on American aid, and therefore allowed Molotov Plan states to reorganise their trade to the USSR instead. The plan was in some ways contradictory however, because at the same time the Soviets were giving aid to Eastern bloc countries, they were demanding that countries who were members of the Axis powers pay reparations to the USSR.

[From: [http://en.wikipedia.org/wiki/Molotov\\_Plan](http://en.wikipedia.org/wiki/Molotov_Plan). Accessed on 22 February 2014]

SOURCE 1D

The cartoon was created by Illington, a British cartoonist on the Berlin Blockade. It depicts Vyshinsky and Molotov standing on Stalin's shoulders blocking the route to West Berlin.



**QUESTION 2: HOW DID THE INVOLVEMENT OF THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION INTENSIFY COLD WAR TENSIONS IN ANGOLA AFTER THE 1970s?****SOURCE 2A**

This is an extract on the Angolan civil war. It explains the involvement of South Africa, the USA and the Soviet Union in Angola after 1975.

Angola's civil war started in 1961 as a struggle against Portuguese colonialism. In 1975, the Portuguese left in a hurry, and Angola became a civil war battlefield. A Marxist group, the Popular Movement for the Liberation of Angola (MPLA), seized power, but was challenged by the National Union for the Total Independence of Angola (UNITA). Apartheid South Africa terrified of having a Soviet satellite on its doorstep sent an army to help UNITA. The United States, equally keen to block Soviet expansion, sent weapons and cash. The MPLA, meanwhile was supported by thousands of Cuban troops, and supplied with arms by the Soviet Union.

[From: *The Shackled Continent* by R Guest, 2004, London]

**SOURCE 2B**

The source below focuses on UNITA's reaction to the Gbadolife Agreement in 1975.

'I come here this afternoon to tell you that, despite all the difficulties and sometimes the misrepresentation about our struggle, UNITA is now stronger than ever militarily, politically and diplomatically. We have spent the past fourteen years struggling for freedom. And we shall achieve it. Allow me to offer some analysis of some recent developments in our struggle. I will start with the Gbadolife Agreement, reached last June. On June 22<sup>nd</sup>, there was a meeting in Gbadolife Zaire, called by President Mobutu Seseko ... In Luanda, in May, the Angolan Government (MPLA) developed what was called the Five Points which were to serve as prerequisites (requirement) for peace. These points called for my exile from Angola, the integration of UNITA into Angola's Communist System and the elimination of American support for UNITA.

If this plan had been presented to us, we would have rejected it, because we did not fight for fourteen years against the Soviets, Cubans and the Communist system in order to join them. We have resisted for fourteen years in order to achieve freedom and have elections and democracy in our country. We have not fought all this time to give in to a failed system.

[From: <http://www.policyarchive.org/handle/10207/bitstreams/12623.pdf>. Accessed on 19 March 2014]

**SOURCE 2C**

The following extract focuses on Angola after it gained independence in 1975.

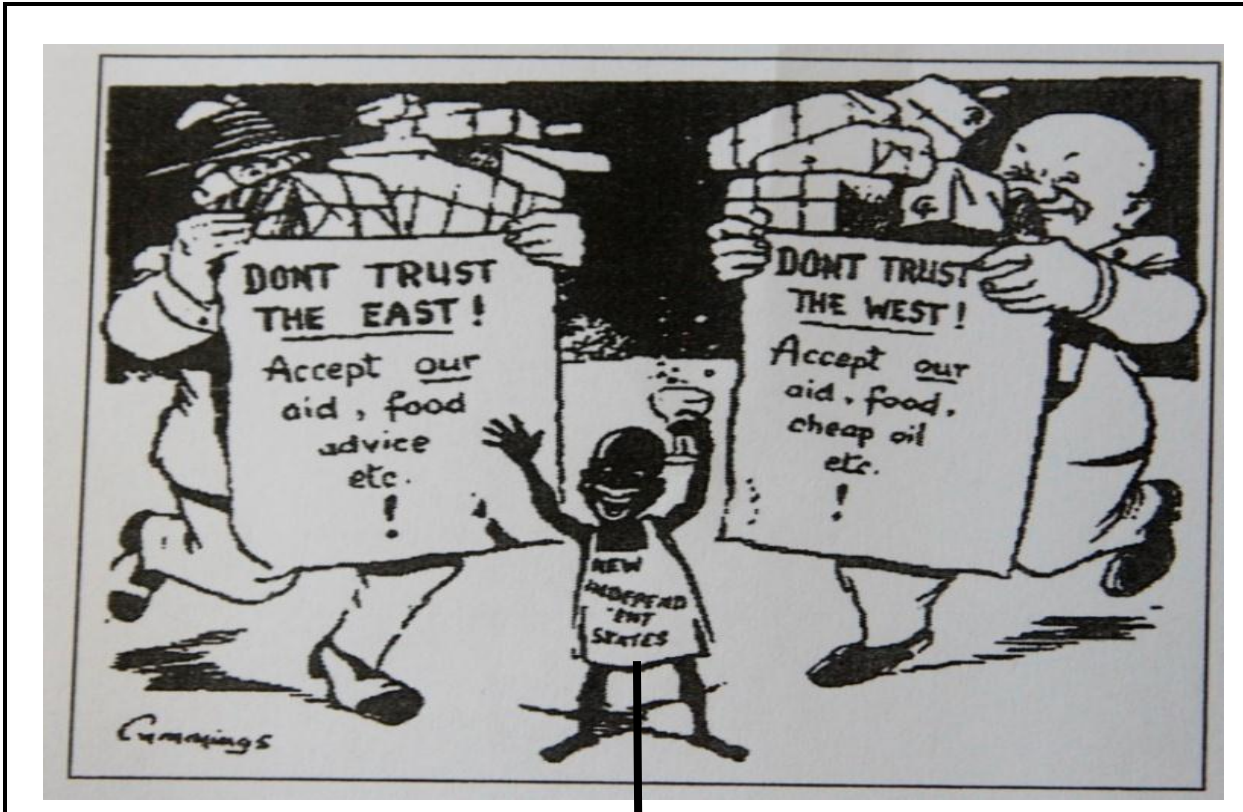
In January 1975 the Portuguese government signed the Alvor Agreement with the leaders of the MPLA, the FNLA and UNITA, providing for a transitional (in-between), coalition government comprising the three groups and fixing 11 November 1975 as the date for total independence. Unfortunately the agreement broke down almost immediately, as conflict between the MPLA, the FNLA and UNITA intensified and was exacerbated (made worse) by the increasing involvement of foreign powers. In late January the United States, Zaire and South Africa offered covert (secret) assistance to FNLA and UNITA. On the other hand the Soviet Union and Cuba stepped up their help, not only training MPLA guerillas but, later in the years sending in combat troops. In October a South African-led motorised force entered Angola from Namibia in support of the FNLA and UNITA, and advanced to within 100 kilometers of Luanda. This led to a massive increase in Soviet military supplies and Cuban troops, which reversed the military situation.

On 11 November 1975 the MPLA proclaimed the establishment of the People's Republic of Angola, with Agostinho Neto as its president.

[From: *Orphan of the Cold War* by MJ Anstee]

**SOURCE 2D**

This British cartoon shows the rivalry between the superpowers over Africa. The source of the cartoon is unknown.



New independent states



**QUESTION 3: WHAT WERE THE CHALLENGES FACED BY CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, REGARDING DESEGREGATION?****SOURCE 3A**

This source consists of a written and a visual source. It focuses on resistance to integration at Central High School.

**Written Source:** The extract below explains the events that unfolded on 4 September 1957 at Central High School.

For generations who have grown up in a country where segregation is (technically, at least) illegal, it is beyond bizarre (odd) to think that within living memory African-American children once needed armed soldiers to escort them safely to school ...

The Little Rock Nine, as the teens came to be known, were African-American students who sought to attend Little Rock Central High School in the fall of 1957. The Supreme Court had ruled segregated schools unconstitutional in its 1954 *Brown v. Board of Education* ruling; three years later, states in the South finally began to face the reality of federally mandated integration. It was historic, and dramatic – and for weeks on end, it was profoundly ugly.

Reporters and photographers from across the country travelled to Little Rock, expecting to chronicle (record) the cultural poison unleashed (let loose) in the South each time strides were made toward full desegregation. In Little Rock, on September 4, 1957 on the first day of school – the media recorded the scene as 15-year-old Elizabeth Eckford, the first of the nine to arrive, was waved off of school grounds by Arkansas National Guardsmen, their rifles raised.

Arkansas governor Orval Faubus had ordered this intervention by guardsmen under the pretence of preventing bloodshed ...

[From: <http://life.time.com/history/little-rock-nine-1957-photos>. Accessed on 15 March 2014]

**Visual Source:** This photograph shows the National guardsmen stopping Elizabeth Eckford from entering Central High School in Little Rock Arkansas.



[From: <http://life.time.com/history/little-rock-nine-1957-photos>. Accessed on 15 March 2014]

### SOURCE 3B

The following is part of the telegram written by Martin Luther King Junior, which appeared in the *Atlantic Daily World*. He gave advice to Little Rock Minister Roland Smith and Daisy Bates, president of the National Association for the Advancement of Coloured People (NAACP).

I urge the people of Little Rock to adhere rigorously (strictly) to a way of non-violence at this time. I know this is difficult advice at a time when you are being terrorised, stoned, and threatened by ruthless mobs. But non-violence is the only way to a lasting solution of the problem.

You must meet physical force with soul force. You have no alternative but to continue the struggle for integrated schools, but do it with a thorough commitment to Christian principles. If the white mobs of Little Rock choose to be un-Christian and disgracefully barbaric in their acts, you must continue to be Christian and dignified in yours.

History is on our side. World opinion is with you. The moral conscience of a million white Americans is with you. Keep struggling with the faith and the tragic midnight of anarchy (disorder) and mob rule which encompasses (surrounds) your city at this time will be transformed into the glowing daybreak of freedom and justice.

[From: <http://mlk-kppol.stanford.edu/index.php/encyclopedia/documents>. Accessed on 15 March 2014]

**SOURCE 3C**

This is an extract from a speech delivered by Governor Orval Faubus addressing Little Rock residents in September 1957.

... The Supreme Court shuts its eyes to all the facts, and in essence said – integration at any price, even if it means destruction of our school system, our educational processes, and the risk of disorder and violence that could result in the loss of life – perhaps yours.

This price, you as people are unwilling to pay. This price I could not see you pay without first offering to you a legal plan whereby a catastrophe (disaster) can be avoided, and still provide the opportunity of an education of our children.

This plan I now explain to you in detail. This plan is within the law. Even the Supreme Court, in the so-called integration cases, has not ruled contrary. This plan is based upon our own State Constitution, written and adopted in 1874, and Arkansas Statutes enacted in 1875.

First. The federal government has no authority to require any state to operate public schools.

Second. The federal government has no authority to tell a state government for what purposes it may levy taxes or how money may be expended (spent).

Third. In all cases involving the public school and integration, the federal courts have said only that an agency of the state cannot maintain segregated schools. This ruling does not apply to private schools. We have a perfect right to close these schools.

[From: [libinfo.uark.edu/specialcollections/.../faubusspeech](http://libinfo.uark.edu/specialcollections/.../faubusspeech). Accessed on 15 March 2014]

**ACKNOWLEDGEMENTS**

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

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