



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

2016

ADDENDUM

This addendum consists of 14 pages.

QUESTION 1: WAS THE UNITED STATES OF AMERICA (USA) SUCCESSFUL IN PREVENTING THE SPREAD OF COMMUNISM TO GREECE FROM 1947 ONWARDS?**SOURCE 1A**

This source by Denise M Bostdorff outlines why the United States of America decided to help Greece and Turkey with economic and military aid in 1947.

A bitter winter in 1947 devastated the British economy and in February Prime Minister Clement Attlee and his government decided they could no longer support the Greek government or continue sending aid to its neighbour, Turkey. The British Embassy contacted Secretary of State George Marshall's office on Friday 21 February with diplomatic notes explaining that British aid would stop on 31 March. Because Marshall had already left town for a speaking engagement, copies of the notes were left with Loy Henderson, the Director of African Affairs; these notes were later delivered to Marshall. Henderson and his colleague, Jack Hickerson, the Director of European Affairs, thereafter took copies of the notes to Dean Acheson, the Deputy Secretary of State [for the USA] ...

The British request that the Americans assume responsibility for Greece found a most responsive audience in Henderson, who had long argued for a hard line with the Soviets, and with Acheson, who had a close relationship with Henderson and had been won over by his arguments. Indeed, the day before the news of the British withdrawal, Henderson had submitted a report to Acheson that encouraged the support of Greece.

Acheson edited the document to convey a greater sense of urgency. For example, Acheson changed the title from 'Critical Situation in Greece' to 'Crisis and Imminent Possibility of Collapse in Greece'. Marshall, while agreeing that Greece needed help, was less dramatic than Acheson who depicted Greece as a major crisis that urgently demanded a quick response. When Acheson called Truman that weekend the President was already prepared to offer substantial aid to Greece and Turkey.

[From <http://archive.vod.umd.edu/internat/truman1947int.htm>.
Accessed on 22 October 2015.]

SOURCE 1B

This source is an extract from President Harry S Truman's address before a joint session of the US Congress on 12 March 1947. His address, which became known as 'The Truman Doctrine', was the guiding force of the United States of America's foreign policy during the Cold War.

It is important to note that the Greek government has asked for our aid in utilising effectively the financial and other assistance we may give to Greece, and in improving its public administration. It is of utmost importance that we supervise the use of any funds made available to Greece, in such a manner that each dollar spent will count towards making Greece self-supporting, and will help to build an economy in which a healthy democracy can flourish.

No government is perfect. One of the chief virtues (qualities) of a democracy, however, is that its defects are always visible and under democratic processes it can be pointed out and corrected. The government of Greece was not perfect. In the elections that were held last year, eighty-five per cent (85%) of the members of the representatives that were elected to the Greek Parliament were democrats. Foreign observers, including 692 Americans, considered this election to be a fair expression of the views of the Greek people.

Although democracy prevailed, the United States of America will not condone (tolerate) everything that the Greek government has done or will do. 'We have condemned in the past, and we condemn now, extremist (radical) measures of the right or the left. We have in the past advised tolerance, and we advise tolerance now ...'

[From <http://www.learner.org/workshops/primarysources/coldwar/docs/truman.html>.
Accessed on 2 October 2015.]

SOURCE 1C

This extract is taken from an article that was published in *Pionerskaya Pravda* in 1947. It highlights how the Soviets viewed the United States of America's assistance to Greece and Turkey.

President Truman has announced the following principles of American foreign policy: The United States will support with weapons and money the reactionaries and fascists everywhere who are hateful to their own people, but who on the other hand, are ready to place their country under American control.

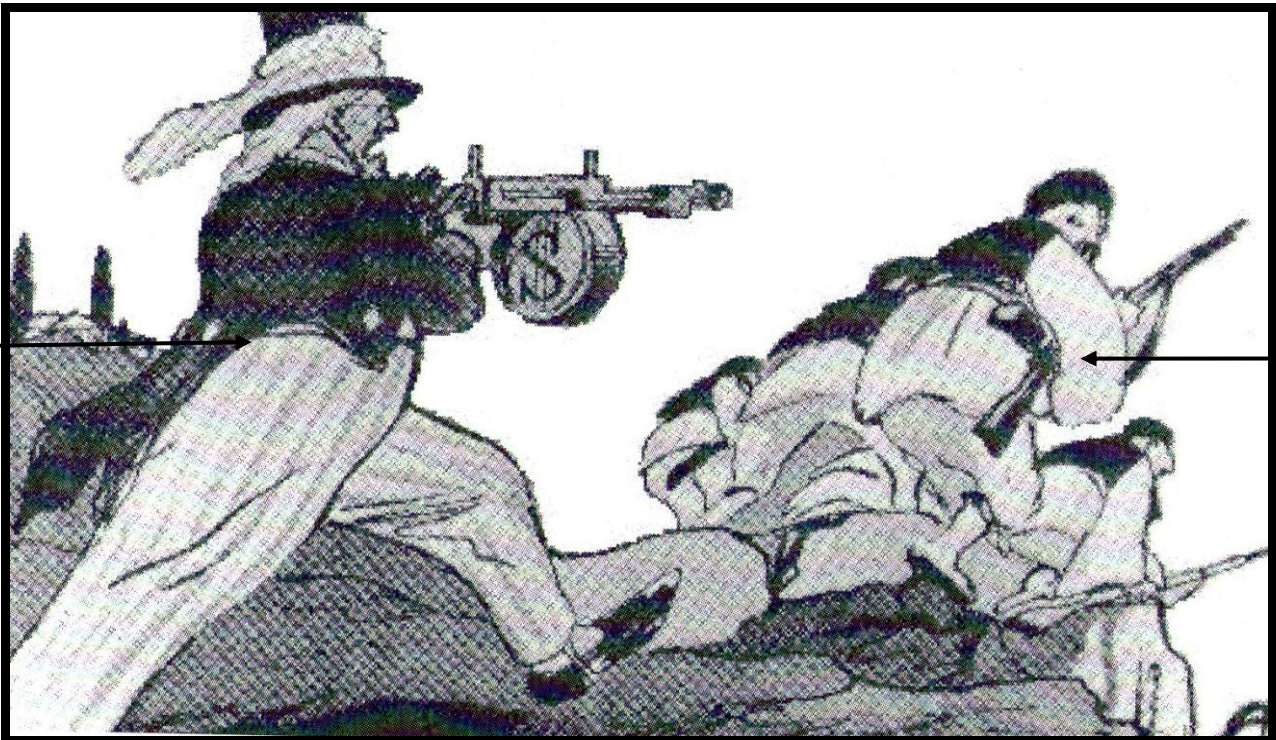
Two countries suitable for this were found at once, Greece and Turkey. Now they both have in fact come under American domination. Americans are building their military bases there, American capitalists are opening businesses and buying up all that seems to them profitable. For this the Greek and Turkish reactionaries who are in power are receiving from the Americans money and weapons for the struggle against their own people.

But Greece and Turkey are too small, and American appetites are great. American expansionists (those in favour of American expansion or domination) are dreaming of all Europe, or at least Western Europe. Directly to propose that the European countries become American colonies such as Greece and Turkey is somewhat inconvenient. And so the Marshall Plan was developed in America. It was announced that the United States wanted to help the European countries to reconstruct their war-destroyed economies. Many believed this. But it was soon evident that the Marshall Plan was simply a cunning (clever) way of subjecting all of Europe to American capital (money).

[From *Russia: A Modern History* by D Warnes]

SOURCE 1D

This source is a Russian cartoon. It shows Uncle Sam (USA) supporting the Greek government by forcing out communist 'insurgents' (rebels). The cartoonist is unknown.



[From <http://www.johndclare.net/cold-war8.htm>. Accessed on 17 September 2015.]

**Uncle Sam (USA) is using
a gun with a dollar sign
(American currency) on it.**

**Greek communist
insurgents**

QUESTION 2: HOW DID VARIOUS HISTORIANS VIEW THE BATTLE OF CUITO CUANAVALÉ?**SOURCE 2A**

This source by Gary Baines explains the different ways in which the Battle of Cuito Cuanavale is remembered.

With the approach of the 25th anniversary of the Battle of Cuito Cuanavale, the controversy (dispute) over who won this pivotal (key) engagement in southern African history is being revisited.

... The Battle of Cuito Cuanavale lasted from September 1987 to July 1988, in three phases ... The SADF won a tactical victory at the Lomba River, where the FAPLA (the military wing of the MPLA) advance was stopped in its tracks. But the repulse (resistance) of its subsequent (later) frontal attacks on well-fortified positions at Tumpo proved a decisive setback in the SADF's bid to capture Cuito Cuanavale and its airstrip. The stalemate was broken by a Cuban force which outflanked (outmanoeuvred) the SADF and advanced on Namibia's southern border. The loss of the South African Air Force's superiority (dominance) meant that the ground forces had to withdraw or face the prospect of incurring (suffering) heavy losses during a disorderly dash south ...

SADF apologists (supporters) invariably cite statistics to 'prove' that its enemies at Cuito Cuanavale sustained far greater losses in personnel and material than it did. This was undoubtedly the case. But the outcome of a battle cannot be measured by such statistics ...

The SADF ... might have won many engagements, though not the war, because Pretoria (South Africa's administrative capital) was compelled to accept a SWAPO government in Namibia, which it had fought so long to avert (prevent). Although the SADF insisted that it was never defeated, the political system of white power and privilege that it had defended for so long was dismantled (undone).

[From <http://www.historytoday.com/gary-baines/replaying-cuito-cuanavale#comment-0>.
Accessed on 20 October 2015.]

SOURCE 2B

This extract by Andreas Velthuis is taken from an article published in the *South African Journal of Military Studies*. It comments on the long-term significance of the Battle of Cuito Cuanavale in the southern African region.

The result of the Battle of Cuito Cuanavale gave SWAPO (South West Africa People's Organisation), and others struggling for independence, renewed confidence. The military balance in southern Africa was changed in favour of liberation and the self-determination of blacks. The severe economic constraints (restrictions) on South Africa, coupled with its military setback in Angola and the realisation that it could not win the war, shifted the balance in favour of Namibian independence. The Cuban presence on the Namibian border in 1988 meant that, for the first time, South Africa had a military disadvantage with the much feared threat of a conventional war in Namibia becoming a possibility. This was to have a decisive influence on negotiations for peace in Angola and independence for Namibia. While the negotiations agreed on Cuban troop withdrawal from Angola and relocation of ANC military camps to Uganda, this was no setback compared to the enormity (scale) of the strategic gains for liberation movements.

According to Ronnie Kasrils, irrespective of what side of the battle lines the protagonists (leading characters) served, the closure of the shameful era of colonialism and apartheid in our region, so interlinked (connected) with the breakthrough at Cuito Cuanavale, had freed all and opened the way for progressive advancement to the benefit of everybody. Many of those generals and politicians, who to this day still stubbornly (persistently) claim that the SADF was victorious at Cuito Cuanavale, are in fact enjoying favourable business opportunities with their former Angolan adversaries (enemies).

[From *Scientia Militaria*, *South African Journal of Military Studies*, Vol. 37, No. 2, 2009]

SOURCE 2C

This extract is taken from an article entitled 'The Battle of Cuito Cuanavale – Cuba's Mythical Victory' written by Richard Allport. It argues that the South African Defence Force (SADF) and its allies suffered fewer losses during the Battle of Cuito Cuanavale and therefore should be regarded as the winners.

THE MYTH (NOT TRUE)

In 1988 the Angolan Minister of Defence and other official Angolan and Cuban sources claimed that a South African offensive consisting of up to 9 000 troops with 500 tanks, 600 artillery field guns and scores of aircraft had attacked the town of Cuito Cuanavale in Angola. According to their version the attack had failed thanks to a valiant (brave) defence effort by Cuban and Angolan troops, and the South Africans had lost 50 aircraft, 47 tanks and hundreds of men.

THE REALITY (THE TRUTH)

The Cuban propaganda version of this 'heroic battle' was widely believed in the West, and it was not until after the war had ended that the facts emerged. By the end of 1987, when the Cubans and Angolans were supposed to have achieved their great victory, they were already negotiating for peace in Angola, with their Soviet backers openly stating that the war there could not be won ... The South Africans had been the real victors in the Cuito Campaign ...

The results of the campaign up to April 1988 were 4 785 killed on the Cuban/Faplan side, with 94 tanks and hundreds of combat vehicles destroyed, against 31 South Africans killed in action, 3 tanks destroyed (SADF tanks entered the war after the Lomba River Campaign) and 11 SADF armoured cars and troop carriers lost. A total of 9 Migs (planes) were destroyed and only 1 Mirage (plane) from the South African Air Force (SAAF) was shot down.

After 13 years in Angola the Cubans had still not achieved their aim of destroying UNITA and marching into Namibia as 'liberators'. They had badly underestimated the South Africans and discovered to their cost that they were facing highly-trained, battle-hardened troops.

[From <http://www.rhodesia.nl/cuito.htm>. Accessed on 20 October 2015.]

SOURCE 2D

This photograph by the South African journalist John Liebenberg, shows a South African Defence Force convoy withdrawing from Angola into Namibia on 30 August 1988. The convoy passes under a banner which reads 'WELCOME WINNERS/WELKOM WENNERS'.



[From <http://www.historytoday.com/gary-baines/replaying-cuito-cuanavale#comment-0>.
Accessed on 20 October 2015.]

QUESTION 3: WHAT CHALLENGES DID THE LITTLE ROCK NINE EXPERIENCE DURING THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?**SOURCE 3A**

This source focuses on Daisy Bates' explanation of how Governor Faubus tried to stop the integration of Central High School in September 1957. Daisy Bates was the president of the National Association for the Advancement of Coloured People (NAACP) and a mentor to the Little Rock Nine.

Faubus' alleged reason for calling out the troops was that he had received information that caravans of automobiles filled with white supremacists (racists) were heading towards Little Rock from all over the state. He therefore declared Central High School off limits (closed) to Negroes* (African Americans). For some inexplicable (unexpected) reason he added that Horace Mann, a Negro* high school, would be off limits to whites.

Then, from the chair of the highest office of the State of Arkansas, Governor Orval Eugene Faubus delivered the infamous words, 'blood will run in the streets' if Negro* pupils should be integrated into Central High School.

In a half dozen ill-chosen words, Faubus made his contribution to the mass hysteria (panic) that was to grip the city of Little Rock for several months.

The citizens of Little Rock gathered on 3 September to gaze upon the incredible (unbelievable) spectacle (scene) of an empty school building surrounded by 250 National Guard troops. At about eight fifteen (08:15) in the morning Central High School students started passing through the line of National Guardsmen, all but (except) the nine African American students.

I had been in touch with their parents throughout the day. They were confused, and they were frightened. As the parents voiced their fears, they kept repeating Governor Faubus' words that 'blood would run in the streets of Little Rock' should their teenage children try to attend Central High, the school to which they had been assigned by the school board.

[From <http://www.centralhigh57.org>. Accessed on 6 September 2015.]

***Negro: A derogatory term used to refer to African Americans**

SOURCE 3B

This source is taken from a lesson entitled, 'Every Person Has a Story of Courage: The Little Rock Nine'. It was planned for American History students from Grades 5 to 12 and focused on issues related to the integration of Central High School.

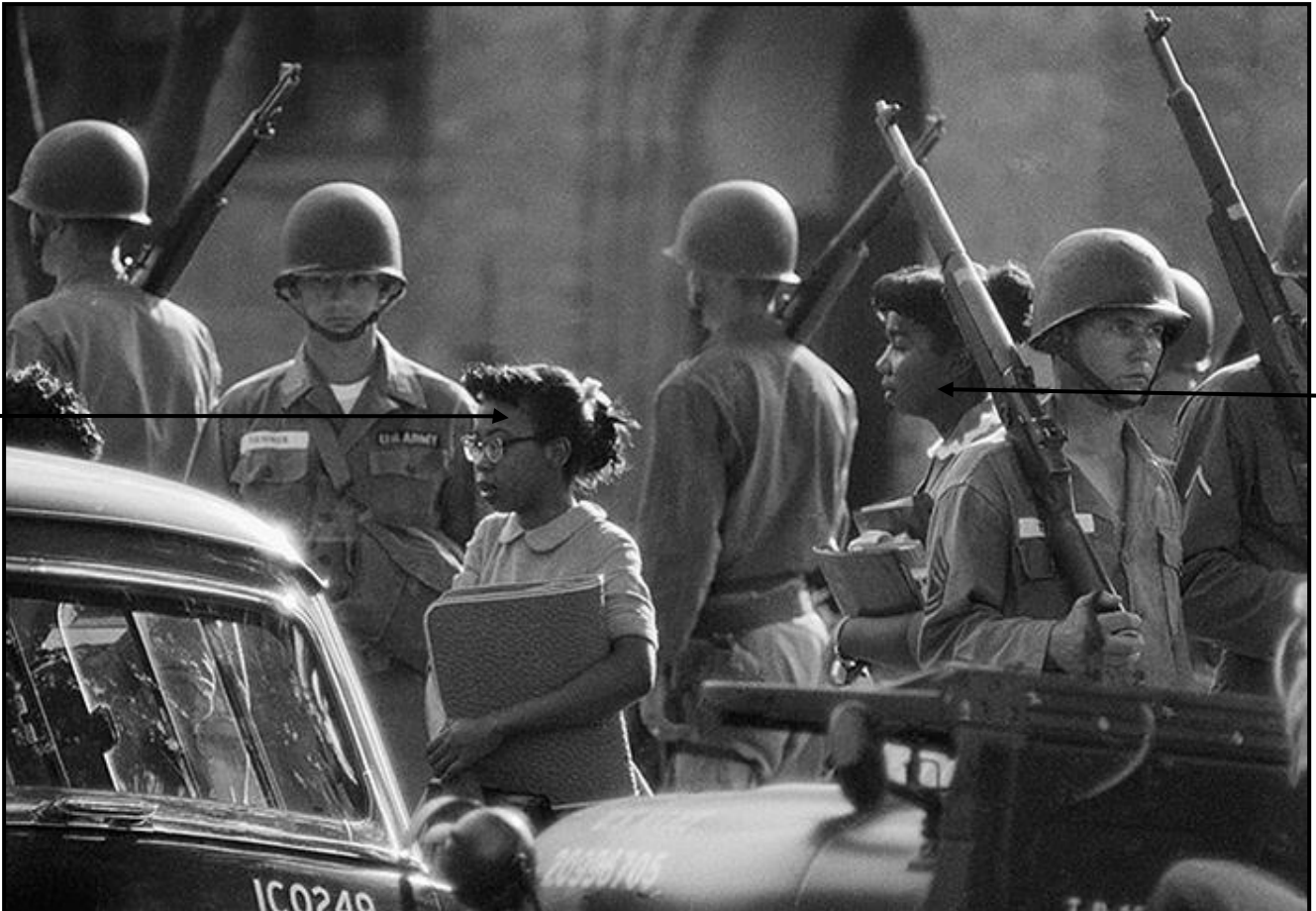
The following Monday, 23 September, Little Rock police were left to control an unruly mob that quickly grew to over 1 000 people as the nine African-American students entered the school through a side door two weeks after school began. The crowd's attention was diverted when some of the protestors chased and beat four African-American reporters outside the school. By lunchtime police and school officials feared that some in the crowd might try to storm the school and removed the nine students for their safety. Little Rock Mayor Woodrow Mann asked the Federal Government for assistance and President Eisenhower issued Executive Order 10730, sending in units of the US Army's 101st Airborne Division and federalising the Arkansas National Guard.

US army troops escorted the 'Little Rock Nine,' as they became known, into Central High School on 25 September 1957. After weeks of turmoil (disorder) and trying to keep up with their work without attending school, the students went to their classes guarded by soldiers. Governor Faubus appeared on television saying that Little Rock was 'now an occupied territory'. By 1 October most of the enforcement duty was turned over to the Arkansas National Guard troops while the US army troops were completely removed by the end of November. On 25 October, one month after they arrived with a federal troop escort, the Little Rock Nine rode to school for the first time in civilian vehicles.

[From <http://www.nps.gov.chs/learn/education>. Accessed on 19 February 2016.]

SOURCE 3C

This photograph shows two of the Little Rock Nine students, Thelma Mothershed and Melba Pottilo, leaving school on 25 September 1957. They were escorted by heavily armed federal troops from Central High School to an army car.



From <http://www.theguardian.com/world/gallery/2010/sep/07/little-rock-nine-desegregation-pictures>.
Accessed on 22 December 2015.]

Thelma Mothershed**Melba Pottilo**

SOURCE 3D

This source is an extract from a 1999 interview with Jane Emery (a white American student and co-editor of *The Tiger*, the school newspaper of Central High). She focuses on how she decided to support Ernest Green while he graduated from Central High School in May 1958.

... Towards the end-of-the-year graduation Mrs Huckaby [the principal of girls at Central High School] called five of us into her room ... and she said ... [during graduation] one of the five of us would be walking with Ernest Green. And so we could decide what we wanted to do, and Ernest understood if we were uncomfortable ...

There were five of us brought in ... And I was the middle person, so of the five people, I would be the one, and so since they didn't know who was going to be absent, they would call five of us. And I didn't realise that I was going to be it. And I said, 'I have no problem, I will walk with him,' and I really thought that was silly. And I didn't think anything about it.

[Then] we started getting obscene (rude) phone calls [at] my home. My mother really got scared. I mean things like ... 'Are you a Nigger* (African American) lover, are you going to walk with him? You want your daughter to marry a Nigger (African American)?' And it went on 'til late at night and my mother took the phone off the hook, but she was absolutely scared to death, you know like the house was going to be blown up ... I was angry at the [white Americans] who did that, they really angered me. So, that just made me more determined that I was going to walk with him. And I walked with him, that was the first time I ever talked to him.'

[From https://www.facinghistory.org/sites/default/files/publications/Little_Rock.pdf.
Accessed on 4 January 2016.]

***Nigger: A derogatory term used to refer to African Americans**

ACKNOWLEDGEMENTS

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

<http://www.centralhigh57.org>

<http://archive.vod.umd.edu/internat/truman1947int.htm>

<http://www.historytoday.com/gary-baines/replaying-cuito-cuanavale#comment-0>

<http://www.johndclare.net/cold-war8.htm>

<http://www.learner.org/workshops/primarysources/coldwar/docs/truman.html>

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<http://www.theguardian.com/world/gallery/2010/sep/07/little-rock-nine-desegregation-pictures>

https://www.facinghistory.org/sites/default/files/publications/Little_Rock.pdf

[http://www.nps.gov.chs/learn/education](http://www.nps.gov/chs/learn/education)

Scientia Militaria, *South African Journal of Military Studies*, Vol. 37, No. 2, 2009

Warnes, D. 1984. *Russia: A Modern History* (Unwin Hynman Limited, London)