



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2014

**HISTORY P1
ADDENDUM**

MARKS: 150

TIME: 3 hours



This addendum consists of 11 pages.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question from this section.

**QUESTION 1: HOW DID THE CONSTRUCTION OF THE BERLIN WALL
IMPACT ON EAST-WEST RELATIONS DURING THE COLD
WAR?****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 1C

This source focuses on the effects of the building of the Berlin Wall.

The very presence of Berlin was threatening the fabric of the East German state. Between 1949 and 1958, 2 189 000 East Germans 'voted with their feet' and fled to West Germany ... A high proportion of the fugitives were young, skilled or professional people without whom East Germany could not develop her economy. In addition, this loss was a continued reminder that the communist regime was not popular in the GDR, no matter what the authorities claimed. In the first six months of 1961, 103 000 people fled from East Berlin to West Berlin. The Russians could not allow their client state to be damaged in this way.

[From: *Cold War to Détente* by C. Brown and PJ Mooney]

QUESTION 2: WHY DID ANGOLA BECOME THE FOCAL POINT OF THE COLD WAR IN AFRICA DURING THE 1970s AND 1980s?

SOURCE 2A

This source focus on the origins of the Angolan Civil War and the role Portugal played in planting the seeds of conflict in Angola.

The origins of the Angolan conflict had little specifically to do with the presence of oil, or other natural resources. The key casual factors were the nature of Portuguese colonialism, particularly its failure to prepare for a stable transition to independence, and the development of rival nationalist movements, each with different ethno-regional strongholds, competing external backers and leaderships bent on achieving absolute power at the expense of their rivals.

Unlike the main colonial powers in Africa, Britain and France, which from the mid-1950s began to prepare their colonies for nationhood, the Portuguese regime in Lisbon regarded its African 'provinces' as integral parts of Portugal. Salazarism was an authoritarian political system at home as well as in Africa, and thus there was no democratic tradition in the African colonies prior to the sudden disintegration (collapse) of the empire between in 1947 – 1975. In three of the Portuguese colonies, independence followed an armed liberation struggle. Three principal nationalist movements took shape in Angola in the 1950s and 1960s.

[From: *Angola from Afro-Stalinism to Petro-Diamond Capitalism* by T. Hodges]

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 2D

This source focuses on the role of USA in the Angolan conflict.

Recently declassified (made available for the general public) documents have exposed the US government's bloody role in the decades-long civil war in Angola. More than half a million Angolans were killed and an estimated 4 million – nearly one third of the country's population – were forced to flee their homes. The US government led the way in pouring fuel on the fire. It spent millions to support UNITA 'rebels' against the new government ... which was seen as 'communist' because of it received limited support from Cuba and the former USSR. The US has long admitted that it sponsored covert (secret) operations in Angola, but always claimed it was responding to an airlift of Cuban soldiers into the country to support the MPLA. But US documents released last month show the truth – that the Ford administration intervened in Angola weeks before Cuban forces landed.

[From an article called: '*They fuelled a Savage War: US Operation in Angola exposed*' by Elizabeth Schulte published in www.socialistworker.org – Accessed on 7 November 2013]

QUESTION 3: TO WHAT EXTENT WAS DESEGREGATION IN SCHOOLS ACHIEVED IN USA DURING THE 1950s?

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.]

ACKNOWLEDGEMENTS

Extracts and visual sources used in the addendum were taken or adapted from the following publications:

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