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EASTERN CAPE
EDUCATION

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NATIONAL SENIOR CERTIFICATE

GRADE 12

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HISTORY P1 ADDENDUM



This addendum consists of 14 pages.

QUESTION 1: HOW DID THE USA ATTEMPT TO CONTAIN THE SPREAD OF COMMUNISM IN EUROPE IN THE 1940s?**SOURCE 1A**

The source below focuses on the Long Telegram written by George Kennan in 1946 that formed the basis for USA's containment policy.

The Long Telegram was a pivotal (important) communication sent by US diplomat George F. Kennan in 1946, outlining his views on the Soviet Union's intentions and behavior. This 8 000-word message articulated the need for a policy of containment to counter the perceived threat posed by Soviet expansionism. It became a foundational document for US foreign policy during the early cold war, influencing how America responded to Soviet actions.

Kennan emphasized that the Soviet regime was inherently expansionist and would seek to extend its influence wherever possible, leading to the need for a proactive US response. The telegram argued that the US should adopt a strategy of containment rather than direct confrontation or appeasement (conciliation) toward the Soviet Union. Kennan's insights contributed to the formulation of the Truman Doctrine, which promised support to countries resisting communist influence. The Long Telegram set the stage for American strategies in Europe and Asia, shaping how the US engaged in conflicts such as those in Korea and Vietnam.

The Long Telegram laid the groundwork for America's proactive stance against communism, influencing its involvement in numerous international conflicts throughout the cold war era. It justified military interventions and support for anti-communist regimes globally, evident in events like the Korean War and Vietnam War. By framing these conflicts as battles against a monolithic communist threat, US policymakers were able to garner (gather) domestic support for extensive military and economic engagements worldwide, which ultimately defined much of international relations in that era.

[From <https://library.fiveable.me/key-terms/ap-euro/long-telegram> accessed on 7 January 2025.]

SOURCE 1B

The source below is part of a speech made by American President Harry Truman before a joint session of Congress on 12 March 1947. The speech outlined what later was known as the Truman doctrine.

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might as well spread throughout the entire Middle East.

Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.

... Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East. We must take immediate and resolute action.

... In addition to funds, I ask the Congress to authorise the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished. I recommend that authority also be provided for the instruction and training of selected Greek and Turkish personnel.

Finally, I ask that the Congress to provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment, of such funds as may be authorised.

... The seeds of totalitarian regimes are nurtured (developed) by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

[From Plain Speaking: An Oral biography of Harry S. Truman. Merle Miller, 1974.]

SOURCE 1C

This source below focuses on the Marshall Plan that was implemented to rebuild the European economies from 1948.

The Marshall Plan gave dollars to cash-strapped European countries, enabling them to rebuild their own industrial capacity. The Marshall Plan also addressed the issue of political security.

In France and Italy, stalled agricultural production and shortages of important goods was giving momentum to communist organisers, who tapped into the unrest and organised strikes and protests against the French and Italian governments. This trend greatly alarmed the United States. The CIA issued a report saying that greater danger for the US lay in the possibility of Western European economic collapse and a communist expansion. The Marshall Plan offered the United States a route to stability. The aid was available to all European countries. But it wasn't only meant to defuse internal conflicts within countries – it was a strategic attempt to fend off aggression from the communist Soviet Union.

The Soviet Union rejected the American aid and forced Eastern European countries under its influence to reject the offer as well. But countries in Western Europe received it enthusiastically, and the plan's popularity swung political opinions to the center, snugly next to the US government, and out of reach of the Soviets. For this reason, the implementation of the Marshall Plan is seen as a defining moment of the early Cold War. Bags of wheat from the US Midwest fed starving Germans, money invested into infrastructure built vast hydroelectric dams across Austria, and funds helped rebuild Italy's Fiat automobile plant, all the while the US's greatest fear, communism, was locked out of Western Europe.

[From <https://www.marshallfoundation.org/the-marshall-plan/history/>: accessed on 6 January 2025.]

SOURCE 1D

The source below is the Truman doctrine cartoon by Granger, showing how the USA implemented its new foreign policy.



[From <https://www.granger.com/results.asp?image=0034161> accessed on 6 January 2025.]

QUESTION 2: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA IN 1975?

SOURCE 2A

The following extract explains the circumstances under which the Alvor Agreement was signed by the three Angolan liberation movements on 15 January 1975.

Under pressure from the OAU, the three nationalist leaders, Holden Roberto (FNLA), Agostinho Neto (MPLA) and Jonas Savimbi (UNITA), were brought together in Kenya in January 1975, where they agreed to mutual recognition and to open negotiations on the transition (change) from Portuguese rule to independence. On 10 January 1975 the negotiations moved to the Algarve in Portugal, and they were concluded there on 15 January 1975 with a settlement known as the Alvor Agreement.

According to the Alvor Agreement Angola was to be administered by a coalition government composed of the three nationalist groups and the Portuguese until Independence Day set for 11 November 1975. Elections for a constituent assembly were to be held in October. During the transitional (change-over) period Portugal would retain a 24 000-man army in Angola. Meanwhile the three nationalist movements would contribute 8 000 men each towards establishing a national army.

The nationalists also agreed to place a freeze on their military positions as at January 1975. At the time of the Alvor Agreement the FNLA had a distinct military advantage. It possessed an armed force, estimated at 15 000 troops, which was relatively well equipped, and it was further supported by Daniel Chipenda's guerrilla army, several thousand strong, which had defected from the MPLA. The MPLA, by comparison, had about 3 000 trained guerrillas under its command, although it was rapidly expanding its forces through recruitment, mainly in the Luanda area. UNITA was also heavily recruiting among the Ovimbundu.

On 31 January 1975 the new transitional (in-between) government took office in a climate rife (widespread) with suspicion and mistrust.

[From The First Dance of Freedom by Martin Meredith]

SOURCE 2B

This is an extract from a book, *Africa since 1940*, written by Frederick Cooper, explaining the international support that the three nationalist movements in Angola received during the civil war. This brought an end to the transitional government that was established by the Alvor Agreement which was signed on 15 January 1975.

The anti-colonial war immediately became a civil war. The FNLA was supported by Zaïre and the CIA (the USA's Central Intelligence Agency), which saw it as the least Marxist of the three but never got out of its ethnic confines (borders) and soon faded.

UNITA had support from Zambia and then from South Africa ... [then] Savimbi flipped (changed) his ideological stance from Maoism (the policy of communist China) to Reaganism (the policy of capitalist USA) with scarcely the blink of an eye and the United States added its support ... In addition to gathering support from South Africa and the United States, UNITA organised diamond smuggling into Zaïre, getting guns and spoils for Savimbi's henchmen (loyalists) in return ... UNITA provided rewards for young men who would smuggle and fight, and this provided the only means of earning a livelihood in an area otherwise devastated by terror and counter-terror.

The MPLA won the first round of the civil war by retaining Luanda and pushing outward, aided by Cuban troops and indirect Soviet support. It also enjoyed revenues from French and American oil companies, who were willing to pay the state regardless of its rhetoric (ideology). That rhetoric was Marxist-Leninism.

[From *Africa since 1940* by Frederick Cooper.]

SOURCE 2C

This is a photograph of the Angolan commander and Cuban major general of the Eastern Front, Dangereaux Kimenga and Carlos Fernández Gondín, in 1975. Cuba helped MPLA during the Angolan Civil War.



[From <https://globaldialogue.isa-sociology.org/articles/pioneering-south-south-cooperation-of-angola-and-cuba-1975-1991> accessed on 7 January 2025.]

SOURCE 2D

The following letter was sent by Jonas Savimbi, leader of UNITA, to President Kenneth Kaunda of Zambia after the MPLA attack on Huambo (UNITA's base in Southwest Angola) in 1976.

UNITA lost 600 men in the battle for Huambo. The machine of war that Cuba and the Soviet Union have assembled in Angola is beyond imagination. To prevent the total destruction of our forces we have decided to revert immediately to guerrilla warfare. The friends (the CIA and United States) that have promised to help us did not fulfil their promises and we must face our own fate with courage and determination.

I have a request for Your Excellency: ... I am sending with this my mother who is seventy-one years old so that she will be able to die in Zambia. My sister and three children and my two children are with my mother. Accompanying them are the wife of the Secretary General with two children and the wife of our commanding General with four children.

The Political Bureau of the Central Committee of UNITA joins me to thank you once more for everything. Whatever stand your government takes on Angola, we will accept with resignation (acceptance). It is paramount that Zambia survives and the love and admiration we have shared with my colleagues for your leadership and wisdom will be sufficient to comfort us in the dark days of our country.

... I have always tried to the best of my ability and courage to serve the interests of Angola and Africa. I am not a traitor to Africa and the hard days that we expect ahead will prove to the world that I stand for my principles. In Angola might has made right but I will remain in the bush to cry for justice.

God bless your beloved country,
God bless you.
Savimbi Jonas.

[From *In Search of Enemies – A CIA Story* by John Stockwell.]

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 Little Rock Nine.

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 Faubu 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/the_tiger.htm Accessed on 7 January 2025.]

NEGRO* refers to a derogatory name used for African Americans in the USA during the 1960s.

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 1 200 members of the US 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 <https://dunnhistory.com> › national-black-history › the-de.. accessed on 7 January 2025.]

SOURCE 3C

The source below is the picture of Elizabeth Eckford being jeered at by the white segregationists on her first day at Central High School in Little Rock on 4 September 1957.



[From <https://iforcolor.org/the-little-rock-nine/> accessed on 7 January 2025.]

SOURCE 3D

This source focuses on Elizabeth Eckford's experiences on 4 September 1957, her first day at Central High School.

The first scene Eckford saw when she got off the bus a block from Central High School was a sea of angry faces. She tried to walk to the school, but a jeering (mocking) mob blocked her path. All alone, her knees shaking, she pushed through the mob. She was trying hard not to show her fright. "It was the longest block I ever walked in my whole life," she said later. Eckford was one of nine students who had volunteered to be among the first African Americans to attend Central High School. When she left for school that morning, Eckford thought there might be trouble. But she didn't know that she would see hundreds of angry white people who had been waiting for her since early morning. Suddenly a shout went through the crowd. Elizabeth Eckford was attempting to enter the school.

Eckford turned back to the National Guards, but they did nothing. She walked back to the bus stop and sat down on the bench. Again, the mob surrounded her. Get a rope. Drag her over to this tree! Let's take care of the nigger*. A white woman fought her way through the mob, screaming, 'Leave this child alone. Why are you tormenting (upsetting) her? Six months from now, you will hang your heads in shame.' The woman, Grace Lorch, sat down with Eckford on the bench. She put her arm around the girl and stayed there until the bus arrived.

Mrs Lorch rode with Eckford until she got off at the school where her mother taught.

[From <https://www.speakeasy-news.com/little-rock-school-integration-1957> accessed on 7 January 2025.]

ACKNOWLEDGEMENTS

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

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