basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

MAY/JUNE 2026

ADDENDUM

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QUESTION 1: HOW DID THE NORTH ATLANTIC TREATY AND THE WARSAW PACT INTENSIFY THE COLD WAR BETWEEN THE USA AND THE SOVIET UNION IN THE 1940s AND 1950s?

SOURCE 1A

The source below has been taken from an article 'NATO and the Warsaw Pact' by Lieutenant N Wagner and it was published in the *Scientia Militaria* in 1978. It gives reasons for the formation of the North Atlantic Treaty in 1949.

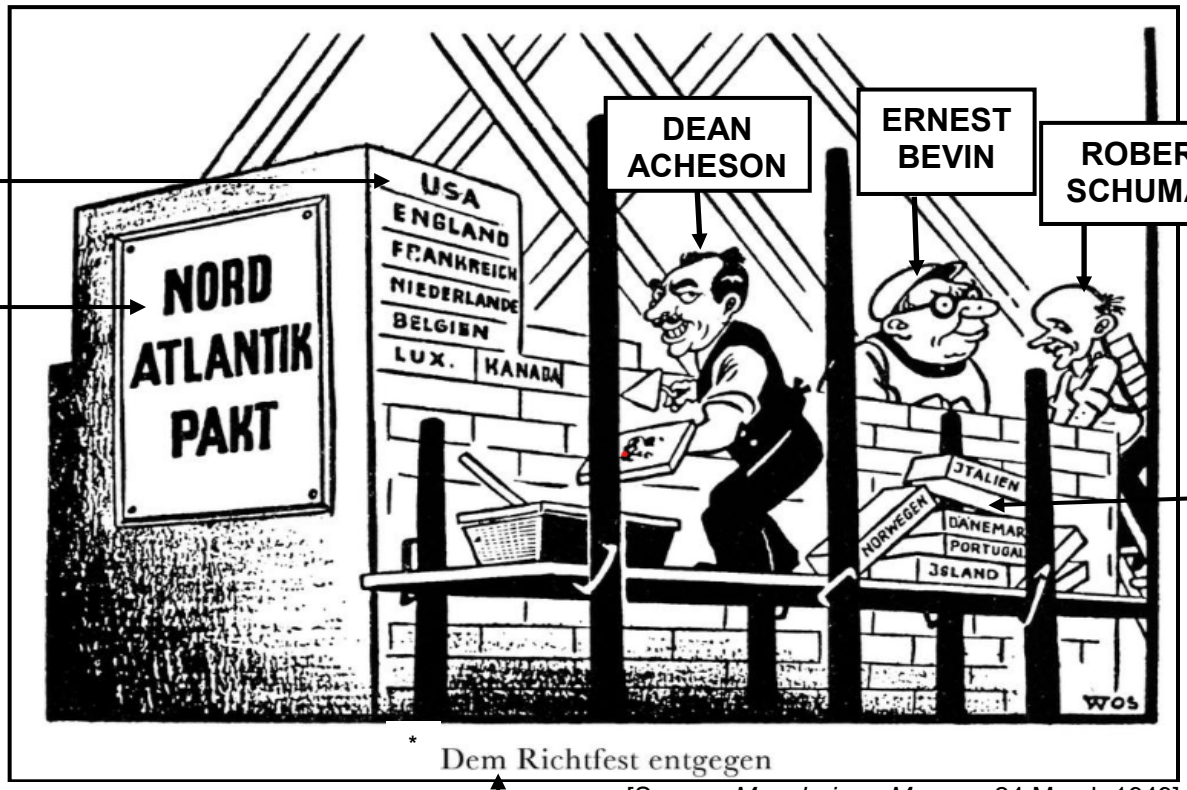
The indiscriminate (unselective) use of the veto in the Security Council of the United Nations by Russia, ostensibly (apparently) to further her own ends, resulted in the inability of this organisation to resolve conflicts and institute adequate arms control. It became obvious to the West that the instrument of world peace and security was thus severely restricted in its task. In addition to this, the Soviet rejection of the American-initiated Marshall Economic Aid Plan in June 1947 and the enforced compliance with this policy by its satellite states, led to the West's suspicions being well founded, especially after the Soviet introduction of the Cominform – its own answer to the Marshall Plan.

It became imperative (important) that the West took cognisance of the Soviet Bloc's intentions. The idea of a defensive alliance amongst the nations of the West within the framework of the United Nations, was initially suggested by Churchill in 1946 and taken up a year later by Mr Louis St Laurent, Canadian Secretary of State for External Affairs. The more concrete form of a proposal for a type of Western Union was put forward by Mr Ernest Bevin in a speech in the House of Commons in January 1948. He mentioned the Dunkirk Treaty of March 1947, wherein a firm basis had been laid for mutual assistance between France and Britain, primarily for their protection against a resurgent (rising) Germany and spoke of the need to conclude similar pacts with the Benelux countries (i.e. Belgium, Netherlands and Luxembourg).

[Source: 'NATO and the Warsaw Pact', *Scientia Militaria*, *South African Journal of Military Studies*, Vol. 8, No. 4, 1978]

SOURCE 1B

The cartoon below, titled 'Heading for the topping-out ceremony', was drawn by a German cartoonist, Wos, and appeared in the German newspaper *Mannheimer Morgen* on 24 March 1949. It illustrates the role of the United States in establishing a defensive alliance among the Western countries. From left to right: Dean Acheson – US Secretary of State, Ernest Bevin – British Foreign Secretary and Robert Schuman – French Foreign Minister.



* Dem Richtfest entgegen

[Source: *Mannheimer Morgen*, 24 March 1949]

***DEM RICHTFEST ENTGEGEN: 'Heading for the topping-out ceremony'**

**NORD ATLANTIK PAKT:
NORTH ATLANTIC PACT****

**USA
ENGLAND
FRANKREICH – FRANCE
NIEDERLANDE – NETHERLANDS
BELGIEN – BELGIUM
LUX – LUXEMBOURG
KANADA – CANADA**

**ITALIEN – ITALY
NORWEGEN – NORWAY
DÄNEMARK – DENMARK
PORTUGAL
ISLAND – ICELAND**

****PACT = TREATY**

SOURCE 1C

The extract below is from a speech delivered by United States President Harry Truman during the signing of the North Atlantic Treaty in Washington on 4 April 1949. It appeared in *The New York Times* on 5 April 1949. It outlines how member states of the North Atlantic Treaty were to conduct themselves in accordance with provisions of the United Nations Charter.

This Treaty is a simple document. The nations who sign it, agree to abide by the peaceful principles of the United Nations; to maintain friendly relations and economic co-operation with one another; to consult together whenever the territory or independence of any of them is threatened; and to come to the aid of any one of them who may be attacked.

Through this Treaty, we undertake to conduct our international affairs in accordance with the provisions of the United Nations Charter. We undertake to exercise our right of collective or individual self-defence against armed attack, in accordance with Article 51 of the Charter, and subject to such measures as a Security Council may take to maintain and restore international peace and security.

In this Treaty, we seek to establish freedom from aggression and from the use of force in the North Atlantic community. This is the area which has been at the heart of the last two world conflicts. To protect this area against war will be a long step towards permanent peace in the whole world. There are those who claim that this Treaty is an aggressive act on the part of the nations which ring the North Atlantic. That is absolutely untrue. The Pact will be a positive, not a negative, influence for peace and its influence will be felt not only in the area it specifically covers, but throughout the world. Its conclusion does not mean a narrowing of the interests of its members.

The nations represented here are bound together by ties of long standing. We are joined by common heritage of democracy, individual liberty and the rule of law. These are the ties of a peaceful way of life.

[Source: *The New York Times*, 5 April 1949]

SOURCE 1D

The source below, titled 'The Warsaw Pact in Evolution', has been taken from an article written by TW Wolfe and published in the journal *The World Today*. It gives reasons why Eastern European countries formed the Warsaw Pact in 1955.

The Warsaw Pact was established in 1955, bringing together several Eastern European countries in response to the geopolitical landscape of the time. The founding members included the Soviet Union, Poland, East Germany, Czechoslovakia, Hungary, Romania and Bulgaria. Each nation sought to strengthen its military and political ties in the face of perceived (apparent) threats from the West.

These nations were united by a common ideology of Marxism-Leninism, fostering a sense of solidarity among them. The Soviet Union, as the dominant force, played a crucial role in coordinating the Pact's activities and ensuring compliance (obedience) from its allies.

The inclusion of East Germany marked a significant extension of Soviet influence in Central Europe. Romania and Hungary, with their historical ties to the Soviet Union, further solidified (strengthened) the military alliance. The Warsaw Pact thus formed a collective defence mechanism, counterbalancing NATO's presence in Europe and reflecting the prevailing tensions of the Cold War era. The emergence of the Warsaw Pact in 1955 was shaped by several pivotal events that heightened tensions in Europe. The most significant catalyst (spark) was the rearmament of West Germany, which joined NATO in 1955, alarming Eastern Bloc countries. This move prompted a need for a cohesive (unified) military response among communist nations. In response to NATO's establishment in 1949, the Soviet Union sought to create a counterbalance that would consolidate its influence over Eastern Europe.

[Source: *The World Today*, Vol. 22, No. 5, 1996]

QUESTION 2: WHY DID THE SOVIET UNION SUPPORT THE POPULAR MOVEMENT FOR THE LIBERATION OF ANGOLA (MPLA) IN THE ANGOLAN CIVIL WAR FROM 1975?

SOURCE 2A

The source below has been taken from an article, 'A Clandestine Civil War: How the secret U.S. involvement in the Angolan Civil War had a hidden agenda', written by S Floyd and published in the *Menlo Round Table Journal*, 2022. It explains the reasons why the USSR supported the MPLA during the Angolan Civil War from 1975.

By the time of the 20th century, ideologies originating in Europe spread quickly around the colonial world. Of particular concern, of course, was communism … The fear was that communism would spread to other African countries like wildfire. This was just one reason why Angola was a perfect storm for a proxy (on behalf of) war.

Not only was the US getting involved in Angola, so was the Soviet Union, Cuba, Portugal, South Africa, China and Zaire, not to mention the domestic sides, the National Liberation Front of Angola (FNLA), the Popular Movement for the Liberation of Angola (MPLA) and the National Union for the Total Independence of Angola (UNITA). All of these foreign and domestic groups were fighting for the political and economic power that came with control over Angola. More specifically, Angola was a gateway into Southern Africa, a more diplomatically isolated area that also has one of the biggest oil reserves in Africa and a seemingly endless supply of untapped natural resources that could be used to produce nuclear weapons.

For their part, the USSR was reportedly willing to go to great lengths to support a Popular Movement for the Liberation of Angola (MPLA) victory, despite saying their support would not interfere with the new US-brokered (negotiated) policy of détente (agreement). The Soviet Union's actions seemed to show complete disregard for their communist agenda, as they did not seem to care about the political ideology of the MPLA. Instead, they pushed the agenda that their role in Angola was as a legitimate world power in a post-war period.

[Source: *Menlo Round Table Journal*, Spring 2022]

SOURCE 2B

The source below has been taken from an article, 'Angola, National Liberation and the Soviet Union', written by D Papp. It appeared in the *US Army War College Journal* in 1978. It examines how the Soviet Union supported the MPLA in Angola.

On 7 November 1975, four days before Angolan independence was to be granted, Arvid Pelshe, Soviet Communist Party Politburo member and chairman of the Party Control Commission, delivered an address commemorating the 58th anniversary of the Soviet revolution. In his address, Pelshe confirmed continuing Soviet support for 'fighters for freedom' and 'the patriots in Angola'.

Immediately after Angolan independence, the Soviet Union massively increased its military aid to the MPLA. Some estimates of Soviet aid to the Popular Movement for the Liberation of Angola (MPLA) exceed $300 million. Anti-aircraft guns, 120-millimetre and 144-millimetre artillery, 122-millimetre rockets, armoured cars, T-34 and T-54 tanks and Mig 21 fighters were delivered to MPLA-controlled ports and airports aboard Cuban and Soviet vessels and long-range Soviet Antonov 22s. Reportedly, Soviet officials asked for control of Luanda airport to better protect the transports, but the MPLA leadership refused.

The MPLA's Peoples' Republic of Angola was not the only proclaimed government in Angola. The Portuguese High Commissioner, Cardoso, had carried out his promise that if he could not hand over power to 'two or three' of the Angolan movements, he would 'just get on the plane and leave'. Neto's government in Luanda was therefore not officially given power. Jonas Savimbi, in Huambo (formerly Nova Lisboa), proclaimed a coalition FNLA-UNITA state, the Peoples' Democratic Republic of Angola.

To the Kremlin, the MPLA remained the 'vanguard' (front line) and leader of the Angolan people.

[Source: *US Army War College Journal*, Vol. 8, No. 1, 1978]

SOURCE 2C

The cartoon below, by CP Thomas, was published in the *Milwaukee Sentinel* on 18 November 1975 in the US. It depicts the Soviet leader, Leonid Brezhnev, with Fidel Castro from Cuba, observing a Soviet military tank heading towards Angola, during the Angolan Civil War in 1975.



[Source: *Milwaukee Sentinel,* 18 November 1975]

FIDEL CASTRO – LEADER OF CUBA

LEONID BREZHNEV – SOVIET LEADER

SOURCE 2D

The source below has been taken from an article, 'The Real Nature of the Soviet-Cuban Occupation of Angola', written by JK Chitunda, UNITA's information officer in December 1978, and it appeared in *Ikwezi*, a political newsletter. It reflects on UNITA's official position against the MPLA and its foreign allies.

The Soviet-Cuban occupation of Angola has been profoundly destructive in our country. It has thwarted (prevented or hindered progress) the triumph of democracy; it has imposed on Angola a regime of a lonely, unpopular pro-Soviet clique (group); it has paralysed the productive forces and destroyed the economy of the country; it is perpetrating war, violence and bloodshed; it has demanded of the Angolan people a price that is extraordinarily high for their liberty, dignity and national independence; it has been promoting disunity among the people.

The Soviet social imperialists have been orchestrating a vicious, intensive propaganda campaign throughout the world to justify their expansionist imperialist adventures and to mystify (confuse) our resistance to their aggression. And the wounds of bitterness and disharmony inflicted in all walks of life by this Soviet-Cuban occupation in Angola will bleed and pain still long after these forces of occupation are gone, thus rendering extremely difficult Angola's task of national reconstruction.

But a historical precedent (example) has now been established in Angola: for the first time in history, a well-structured, highly effective revolutionary guerrilla army is challenging the Soviet-Cuban expeditionary (military forces deployed away from home) forces; a truly people's armed resistance movement is destroying the myth of the invincibility of these Soviet-Cuban expeditionary armies; the mask is falling and the real imperialist-fascist nature of the USSR and Cuba is being exposed.

[Source: *Ikwezi*, No. 10, December 1978]

QUESTION 3: WHAT EXPERIENCES DID ELIZABETH ECKFORD FACE DURING AN ATTEMPT TO DESEGREGATE CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

SOURCE 3A

The source below has been taken from the US Supreme Court ruling, the *Brown v. Board of Education of Topeka 347 U.S. 483*, passed in 1954. It explains why the doctrine of 'separate but equal' was declared unconstitutional on the grounds that it provided inferior education to African Americans.

Today it (education) is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools, solely on the basis of race, even though the physical facilities and other 'tangible' (touchable) factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. […]

To separate [black children] from others of similar age and qualifications, solely because of their race, generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. […]

We conclude that in the field of public education, the doctrine of 'separate but equal', has no place. Separate educational facilities are inherently (essentially) unequal. Therefore, we hold that the plaintiffs (complainants) and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment*.

[Source: *Brown v. Board of Education of Topeka, 347 U.S. 483*, 1954]

***Fourteenth Amendment:** A law in America that states that all American citizens are entitled to the same rights and protections

SOURCE 3B

The source below is a personal account of Elizabeth Eckford's experiences when she attempted to enter Central High School on 4 September 1957. It appeared in the *Facing History & Ourselves* magazine on 16 April 2025.

I am part of a group that became known as the Little Rock Nine. Prior to the segregation of Central, there had been one high school for whites, Central High School, and one high school for blacks, Dunbar. I expected that there may be something more available to me at Central that was not available at Dunbar, that there might be more courses I could pursue, that there were more options available. I was not prepared for what actually happened.

The night before, the governor went on television and announced that he had called out the Arkansas National Guard. I thought that he had done this to ensure the protection of all the students. We did not have a telephone. So inadvertently (accidentally), we were not contacted to let us know that Daisy Bates of the NAACP* had arranged for some ministers to accompany the students in a group, and so it was that I arrived alone. Got off the bus, and I noticed along the street that there were many more cars than usual, and I remember hearing the murmur (mumble) of a crowd.

… when I got to about the middle and I approached the guard, he directed me across the street into the crowd. It was only then that I realised that they were barring me, that I wouldn't go to school. As I stepped out into the street, the people who had been across the street started surging (moving) forward behind me, and so I headed in the opposite direction to where there was another bus stop. Safety, to me, meant getting to that bus stop. I feel like I sat there for a long time before the bus came. In the meantime, people were screaming behind me; what I would have described as a crowd before, to my ears sounded like a mob.

[Source: *Facing History & Ourselves,* 16 April 2025]

***NAACP:** National Association for the Advancement of Coloured People

SOURCE 3C

The source below is a photograph taken by L Dinkins that appeared in a book titled *Elizabeth and Hazel: Two Women of Little Rock*, written by D Margolick. It depicts Elizabeth Eckford at the bus stop after she had been prevented from entering Central High School on 4 September 1957.



[Source: *Elizabeth and Hazel: Two Women of Little Rock* by D Margolick]

SOURCE 3D

The source below is part of a speech delivered by former President Bill Clinton at Little Rock Central on 25 September 1997 to commemorate the 40th anniversary of the integration of the school. It was published in the book *Eyes on the Prize: America's Civil Rights Movement 1954–1985.* It evaluated the impact that the incident at Central High School had on the US forty years later.

On 4 September 1957, Elizabeth Eckford walked through this door for her first day utterly alone. She was turned away by people who were afraid of change, instructed by ignorance, hating what they simply could not understand. Elizabeth Eckford, along with her eight schoolmates, (was) turned away on 4 September, but the Little Rock Nine did not turn back.

Forty years ago today, they climbed these steps, passed through this door and moved our nation. Well, 40 years later, we know that we all benefit, all of us, when we learn together, work together and come together. That is, after all, what it means to be an American. Forty years later, we know, notwithstanding some cynics, that all our children can learn, and this school proves it.

Forty years later, we know when the constitutional rights of our citizens are threatened, the national government must guarantee them. Forty years later we know there are still more doors to be opened, doors to be opened wider, doors we have to keep from being shut again now.

Forty years later, we know freedom and equality cannot be realised without responsibility for self, family and the duties of citizenship, or without a commitment to building a community of shared destiny, and a genuine sense of belonging.

Forty years later, we know the question of race is more complex and more important than ever, embracing no longer just blacks and whites, or blacks and whites and Hispanics and Native Americans, but now people from all parts of the earth coming here to redeem the promise of America.

[Source: *Eyes on the Prize: America's Civil Rights Movement 1954–1985* by J Williams]

ACKNOWLEDGEMENTS

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

Brown v. Board of Education of Topeka, 347 U.S. 483, 1954

Facing History & Ourselves, 16 April 2025

Ikwezi, 10 December 1978

Mannheimer Morgen, 24 March 1949

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