

NAMIBIA SENIOR SECONDARY CERTIFICATE

HISTORY HIGHER LEVEL

8331/2

PAPER 2

2 hours 15 minutes

Marks 60

2019

Additional Material: Answer Book

INSTRUCTIONS AND INFORMATION TO CANDIDATES

- Write your answers in the Answer Book provided.
- Write your Centre Number, Candidate Number and Name in the space provided on the Answer Book.
- Write in dark blue or black pen.
- Do not use correction fluid.
- This paper has **three** options.

DEPTH STUDY A: AFRICA AND WESTERN IMPERIALISM

(pages 2 - 5)

DEPTH STUDY B: GERMANY BETWEEN THE WARS, 1918 - 1945

(pages 6 - 8)

DEPTH STUDY C: THE USA, 1919 - 1974

(pages 9- 11)

- Choose only **one** of these options, and then answer **all** the questions on that topic.
- The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **11** printed pages and **1** blank page.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

DEPTH STUDY A: AFRICA AND WESTERN IMPERIALISM

Study the sources and then answer the questions which follow.

To what extent was the achievement of independence of Rhodesia (Zimbabwe) the result of African Resistance?

INTRODUCTION

Zimbabwe achieved its independence in 1980. Inside the country the struggle for independence had been led by the Patriotic Front made up of two African nationalist groups - the Zimbabwe African People's Union (ZAPU), led by Joshua Nkomo, and the Zimbabwe African National Union (ZANU), under Robert Mugabe. However, factors outside the country also helped bring about independence. These included economic sanctions, the independence in 1975 of the neighbouring former Portuguese colony of Mozambique, and the pressure applied by South Africa and the United States. How important was resistance from within Zimbabwe?

SOURCE A

In 1974, the major African nationalists groups - Zimbabwe African People's Union (ZAPU) and the Zimbabwe African National Union (ZANU), which split away from ZAPU in 1963 were united into the "Patriotic Front" and combined their military forces. In 1976, under pressure from sanctions, related economic hardships, the pressure of guerrilla activity, independence and majority rule in the neighbouring former Portuguese territories, and a UK - US diplomatic initiative, the Smith government agreed in principle to majority rule and to a meeting in Geneva with black nationalist leaders to seek an end to the conflict.

From a recent account of events in Zimbabwe in the 1970s.

SOURCE B



The caption of this cartoon reads 'Careful!' The cartoon was published in Britain in December 1965. The man sitting is Ian Smith.

SOURCE C

Hardliners in the Rhodesian Front still insisted that the war could be won. Raids on the neighbouring states were intensified, but already large parts of the country could only be entered by the security forces in strength. Government infrastructure - schools, clinics and local government - had been wiped out in the more isolated areas where most of the Africans lived. Guerrillas especially in north-eastern Rhodesia, along the long border with Mozambique, were building up administrative systems to support Mugabe's party. The Marxist government in Mozambique fully backed Mugabe and sent in at least 500 Mozambican regular troops to assist. White power was being swamped by the sheer numbers of the guerrillas.

Short of international recognition and the removal of sanctions, the shaky government, controlled and protected as it was by the Rhodesian security forces, could not survive. Only massive South African military intervention could have propped it up. The South African government never recognised the Smith regime nor did any other state.

From a recent account of the situation in Zimbabwe in the 1970s.

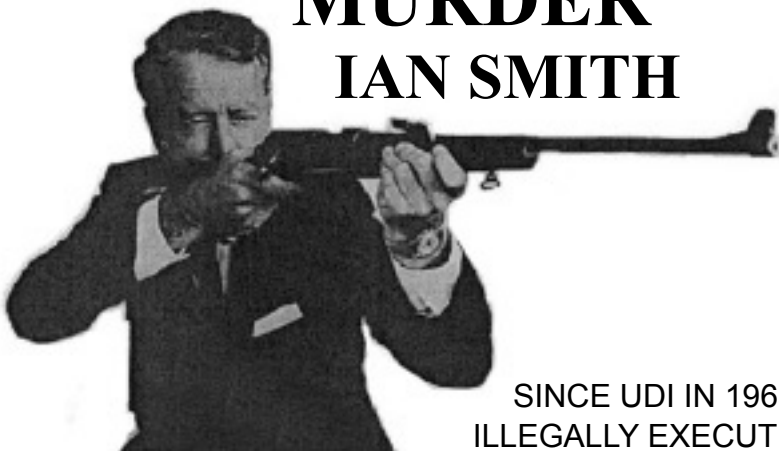
SOURCE D

By 1970 the government was firmly in control of the African population. The guerrillas had waged large scale battles which the state (with its air superiority and better weaponry and training) won decisively. By 1972, the ZANU liberation forces had infiltrated the north-east of the country to a large extent and began employing hit and run tactics which the state struggled to counter. In 1975 the former Portuguese colony of Mozambique became an independent nation and a strong supporter of the guerrillas. 764 miles of border opened up to guerrilla incursions and Smith became incredibly reliant on South Africa. However, South Africa realised Rhodesia's future was fragile and reduced its support, seeking instead to build stronger ties with the other independent black states. South Africa could see white Rhodesia could not last when four of its five neighbours were hostile to the white minority rule, even if the Rhodesian Front couldn't see it themselves.

An account of the situation in Rhodesia from a recent website.

SOURCE E

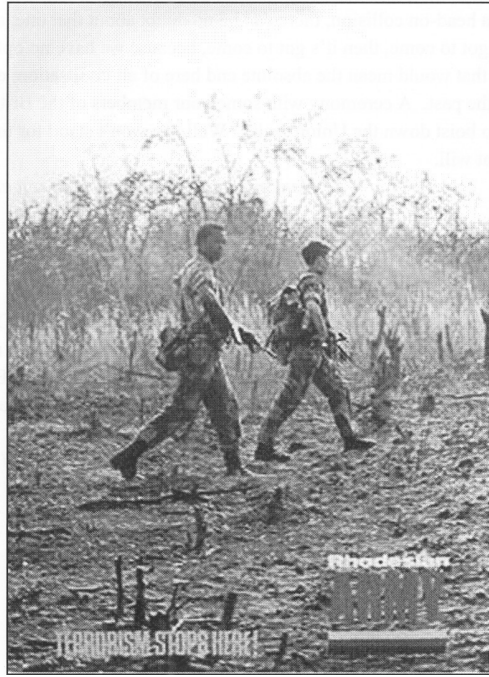
WANTED FOR MURDER IAN SMITH



SINCE UDI IN 1965 THE SMITH REGIME HAS
ILLEGALLY EXECUTED OVER 150 AFRICANS
AND ITS SECURITY FORCES HAVE ADMITTED TO SHOOTING
DEAD OVER 600 UNARMED AFRICAN CIVILIANS

A poster published in Britain in 1970s.

SOURCE F



Two soldiers, one black and one white, are shown on patrol together above the slogan 'Terrorism stops here!' A recruiting poster for the Rhodesian Army from 1978.

SOURCE G

The wind of change is blowing through this continent. Whether we like it or not, this growth of national consciousness is a political fact, and our national policies must take account of it.

From a speech by British Prime Minister, Harold MacMillan, to the Parliament of South Africa in February 1960.

SOURCE H



"D-down on your knees - you f-frightened little man of Salisbury!"

A cartoon published in Britain in November 1965. The man in the middle is Harold Wilson, Prime Minister of Britain.

In answering the questions which follow, you must use your own knowledge of the period to help you interpret and evaluate the sources. Where you are asked to use specific sources you must do so to score high marks. You may use any of the sources to help you answer the question, in addition to the sources to which you are specifically directed.

1 Study Source A.

What can you learn from this source about the struggle for independence? Use the source to explain your answer. [7]

2 Study Source B.

What is the message of Source B? Use the source and your knowledge to explain your answer. [8]

3 Study Sources C and D.

How far do these sources agree? Use the sources to explain your answer. [8]

4 Study Source E.

Why was this source published in the 1970s? Use the source and your own knowledge to explain your answer. [8]

5 Study Source F.

How useful is this source as evidence about the situation in Zimbabwe in 1978? Use the source and your knowledge to explain your answer. [8]

6 Study Sources G and H.

After reading Source G, are you surprised by Source H? Use the sources and your knowledge to explain your answer. [9]

7 Study all the sources.

‘Resistance within Zimbabwe was the reason why independence was achieved.’
How far do these sources support this statement? Use the sources to explain your answer. [12]

DEPTH STUDY B: GERMANY BETWEEN THE WARS, 1918 - 1945**Did hyperinflation affect all Germans the same?**

Read the introduction and study the sources carefully, and then answer all the questions which follow.

INTRODUCTION

In 1923 the German government began to print money to pay off its debts. Before long this was causing hyperinflation in Germany with prices and wages soaring and money soon becoming worthless. Many of the German people suffered badly from this but were all Germans affected to the same extent?

SOURCE A

Two women were carrying a laundry basket filled to the brim with banknotes. Seeing a crowd standing round a shop window, they put down the basket for a moment to see if there was anything they could buy. When they turned round a few moments later, they found the money there untouched. But the basket was gone.

The memories of a German writer in 1923.

SOURCE B

A cartoon published in Germany in 1923. It shows a mother and child. The caption said 'Paper money! Bread! Bread!'

SOURCE C

Believe me, our misery will increase. The State itself has become the biggest swindler. Horrified people notice that they can starve on millions of marks. We will no longer submit. We want a dictatorship!

An extract from a speech by Adolf Hitler in 1924.

SOURCE D

A German landowner bought, on credit, a whole herd of valuable cattle. After a certain time he sold one cow from the herd. Because of the depreciation of the mark, the price he got for it was enough to pay off the whole cost of the herd.

The memories of a German writer, 1923.

SOURCE E

My husband set up his practice as an eye surgeon. My own income was fixed at 30 000 marks. However, 80 per cent of my husband's patients paid their fees three months after the treatment. We were virtually without any income. My brother-in-law owned a factory and, like all businessmen, was well off. His wife and I had our babies within a few days of each other and I remember how I was lying in a borrowed iron bedstead with my baby in a borrowed cradle, while she had everything for herself and her baby in pure silk. And yet we both came from the same sort of family background.

A middle-class housewife remembering her experience of hyperinflation in 1923.

SOURCE F

Commodity	1918	1922	August 1923	November 1923
1 egg	0,25	180	5 000	80 000 000
500g butter	3,00	2 400	150 000	6 000 0000 000
1 kg bread	0,53	163	69 000	201 000 000

Food prices (in Reichsmarks) in Germany, 1918-1923.

SOURCE G

There was the widow of a policeman who was left with four children. She had been awarded three months of her late husband's salary. The papers were sent on, as required, to Weisbaden. There they were again checked, rubber-stamped and sent back to Frankfurt. By the time all this was done, and money finally paid out to the widow, the amount would only have paid for three boxes of matches.

From memoirs of a woman who ran a Quaker relief centre, which offered help to the poor in 1923.

SOURCE H

It was in many ways a cheerful time for the young. When I grew up we were taught to save money and not throw it away. But in the worst days of the inflation this principle was turned upside down. We knew that to hold on to money was the worst thing we could do. So this allowed us, with a good conscience, to spend whatever we had available.

A German remembering when he was young in 1923.

In answering the questions which follow, you must use your own knowledge of the period to help you interpret and evaluate the sources. Where you are asked to use specific sources you must do so to score high marks. You may use any of the sources to help you answer the question, in addition to the sources to which you are specifically directed.

1 Study Source A.

What can you learn from Source **A**? Use the source to explain your answer. [7]

2 Study Source B.

What is the message of Source **B**? Use the source and your knowledge to explain your answer. [8]

3 Study Source C.

Why did Hitler say this in 1924? Use the source and your knowledge to explain your answer. [8]

4 Study Sources D and E.

How far do these two sources agree about life in Germany in 1923? Use the sources and your knowledge to explain your answer. [8]

5 Study Source F.

How useful is this source as evidence about the hyperinflation? Use the source and your knowledge to explain your answer. [8]

6 Study Sources G and H.

After reading Source **H**, are you surprised by what Source **G** says? Use the sources and your knowledge to explain your answer. [9]

7 Study all the sources.

'The hyperinflation of 1923 brought equal suffering to all sections of the German people.'

How far do the sources support this statement? Use the sources to explain your answer. [12]

DEPTH STUDY C: THE UNITED STATES, 1919 - 1974

To what extent did the Roaring Twenties bring progress for Americans?

Study the sources and then answer the questions which follow.

INTRODUCTION

The 1920s in America is known as the 'Roaring Twenties'. This suggests a time of prosperity and progress. However, did all Americans share in this progress?

SOURCE A

By 1929 millions of Americans were buying new gadgets like washing machines, electric cleaners and telephones. Even poorer families could afford a radio and a fridge. Most Americans were richer than Europeans - for example, one in five Americans had a car whereas in Britain only one in forty-three had a car.

From a British history textbook, 1986.

SOURCE B



An American cartoon published in the 1920s.

SOURCE C

The slogan of progress is changing from a full dinner to a full garage. Our people have more to eat, better things to wear, better homes. We have decreased the fear of poverty. Our hours of work have reduced and our hours of leisure have increased. The radio has brought music and laughter, education and political discussion to almost every fireside.

Herbert Hoover speaking in the 1928 Presidential election campaign.

SOURCE D

By 1929, seventy per cent of American families earned less than \$2 500 a year, placing them at or near the poverty line for a family of four. Eighty per cent of the population had no savings and most of them were in debt for having purchased goods on easy installment terms. Many of the very rich and upper-middle classes had invested their surplus, untaxed wealth in speculative stocks rather than into savings or productive enterprises. Giant corporations controlled more than fifty per cent of the nation's wealth and few of them were willing to lower prices. The European market was dependent on American loans so there was little room for selling surplus production overseas.

From an American economic history textbook, 2001.

SOURCE E

During the 1920s new inventions such as radio, refrigerators and the motor car altered the ways of daily life and generated massive growth in the American economy. Jobs, wages, profits, and the standard of living all increased. Henry Ford brought prices down and created huge numbers of well paid jobs. In 1914 a Ford car had cost \$850, but by 1926 the price had fallen to \$295. By 1929 Americans owned more than twenty-three million cars. However, to continue these good times Americans needed to keep buying goods and by 1929 wages and consumer buying power were not increasing.

From a recent history textbook.

SOURCE F

It seems to be accepted by newspapers and magazines that our young people are going to the devil and that they are getting wilder and wilder. The college boy, it is claimed, drinks and is disrespectful, while the local gangster robs and murders. However, those who make these claims have read in the papers a few sensational cases. In the leading cities of the United States the crimes rates per 1,000 children have gone down since 1924. Youth may really be wild, but there are not more youthful criminals.

An extract from a New York liberal magazine, 1926.

SOURCE G

In my youth I knew women who hid their college degrees as if they were one of the seven deadly sins. The men at the head of business or controlling politics are for the most part middle-aged. Their wives accept that men discuss politics over their wine or cigars, and on joining the ladies, talk of music, or the theatre or the latest scandal. Can you blame either the men or the women if the adjustment to modern conditions is somewhat difficult?

Eleanor Roosevelt talking about women and politics, 1929.

SOURCE H

The old idea used to be that the way a woman helps her husband was by being careful and hard working and by using her old hats and dresses. But the woman who is just a domestic drudge is not a help to her husband. Good looks are a girl's best card. Dress well, make yourself charming, develop the ability to dance and few outdoor sports. Brains seem to be regarded as of no small importance in a wife.

From an advice column in a local American newspaper in the 1920s.

In answering the questions which follow, you must use your own knowledge of the period to help you interpret and evaluate the sources. Where you are asked to use specific sources you must do so to score high marks. You may use any of the sources to help you answer the question, in addition to the sources to which you are specifically directed.

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What can you learn from Source **A**? Use the source to explain your answer. [7]

2 Study Source B.

What is the message of Source **B**? Use the source and your knowledge to explain your answer. [8]

3 Study Source C.

Why did Hoover say this in 1928? Use the source and your knowledge to explain your answer. [8]

4 Study Sources D and E.

How far do these two sources agree about the American way of life? Use the sources to explain your answer. [8]

5 Study Source F.

How useful is this source as evidence about the Roaring Twenties? Use the source and your knowledge to explain your answer. [8]

6 Study Sources G and H.

After reading Source **H**, are you surprised by what Source **G** says? Use the sources and your knowledge to explain your answer. [9]

7 Study all the sources.

‘The Roaring Twenties brought progress for Americans.’

How far do these sources support this statement? Use the sources to explain your answer. [12]

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