

NAMIBIA SENIOR SECONDARY CERTIFICATE

HISTORY ORDINARY LEVEL

4333/2

PAPER 2

2 hours 15 minutes

Marks 50

2018

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: GERMANY, 1918 – 1945 (pages 2 - 4)
DEPTH STUDY B: USA, 1919 – 1941 (pages 5 - 8)
DEPTH STUDY C: AFRICA AND WESTERN IMPERIALISM (pages 9 - 12)

- 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 **12** printed pages.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

DEPTH STUDY A: GERMANY, 1918 – 1945

How important was propaganda to the Nazis?

Study the sources and then answer the questions which follow.

INTRODUCTION

The Nazis made extensive use of propaganda to win the support of the German people. This propaganda consisted of mass rallies as well as posters, radio broadcasts and use of the cinema.

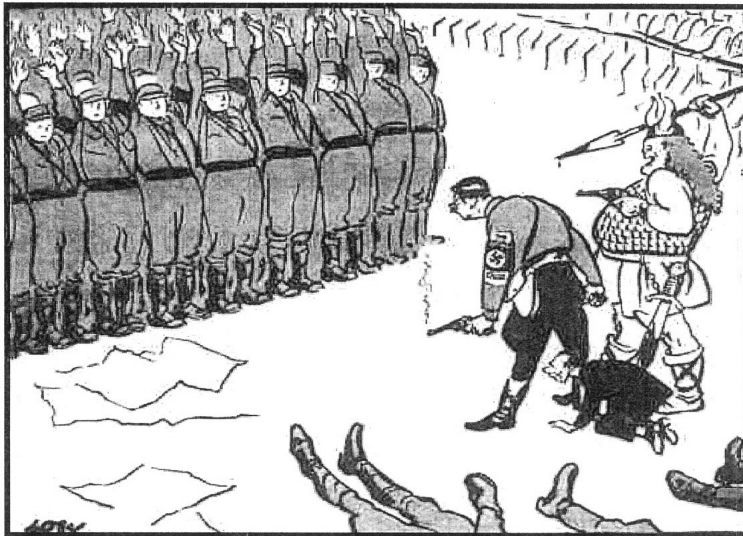
Was propaganda the only method used by the Nazis to stay in power?

Source A

During the 1930s, I myself was to learn how easily one is taken in by an untruthful and censored press and radio in a totalitarian state. Though, unlike most Germans, I was able to read foreign newspapers every day, listened regularly to foreign broadcasts, my job meant the spending of many hours a day in reading through the German press, checking the German radio, consulting with Nazi officials and going to party meetings. It was worrying to find that a steady diet of bias and lies made an impression on one's mind and often misled it. It is difficult to escape the results of continuous propaganda.

William Shirer, an American journalist, writing in 1959. Shirer had lived in Germany during the 1930s.

Source B



A British cartoon about the Night of the Long Knives published in July 1934. The caption reads 'They salute with both hands now'.

Source C

There are cinema evenings to be caught up with, very enjoyable ones - if only there were not each time the bitterness of the Third Reich's self-adulation and triumphalism. The renewal of German art - recent German history as reflected in postage stamps, youth camp, enthusiastic welcome for the Führer in X or Y. Goebbels' speech on culture to the Germanised theatre people, the biggest lecture theatre in the world, the biggest lie in the world, the biggest disgrace in the world. It can't be helped ...

From the diary of Victor Klemperer for 8 August 1937.

Source D

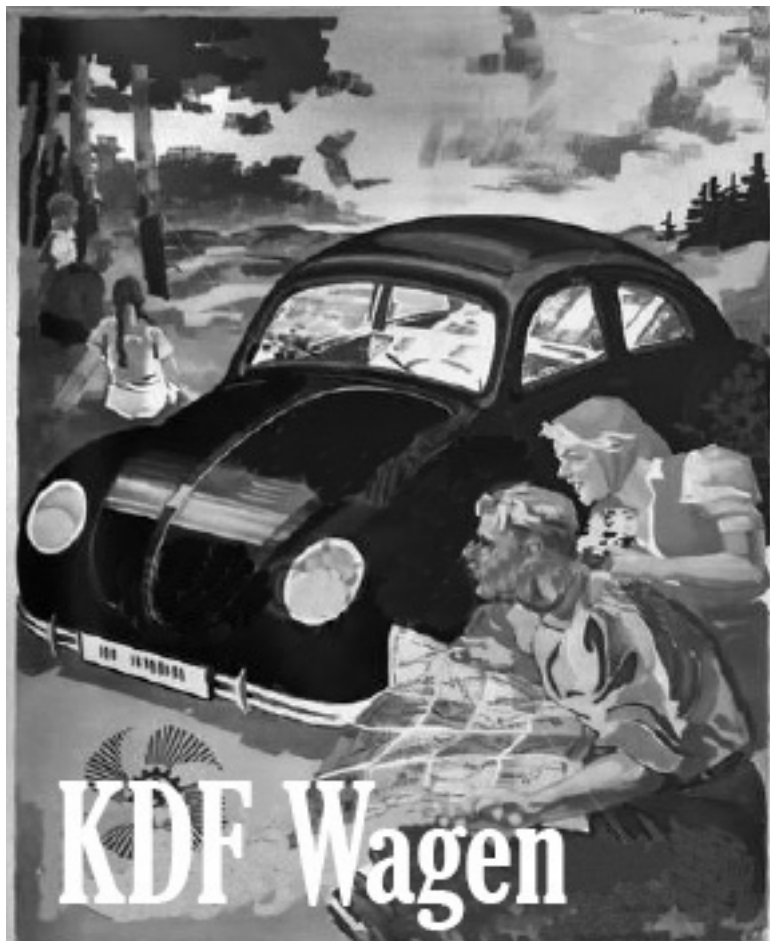
Around the whole stadium there were banners standing out against the darkening sky. Row after row, the seats stepped down to the centre field. Opposite reared a dramatic speaking-stand hung with giant swastikas. Twelve huge SA bands played military marches with terrifying power. Suddenly, the word went round. Hitler is coming! A blare of trumpets pierced the air and a hundred thousand people leapt to their feet in tense expectancy. All eyes were turned on the stand, awaiting the approach of the Fuhrer. There was a low rumble of excitement and then, releasing its pent-up emotion, the crowd burst into a tremendous ovation. The "Heils" swelling until they were like the roar of a mighty waterfall.

An eye-witness description of a Nazi rally.

Source E

The supervision of the Nazi regime is now so well organised. Every staircase has an informer. This informer runs around with all sorts of forms and tries to find out about everything under the sun. He is supposed to talk to the housewives about prices and food shortages, he pushes into people's homes, finds out what newspapers people read, what their lifestyle is like.

An account of Nazi informers by a member of the Social Democratic Party which was banned by the Nazi government. This was part of an SDP report sent from Germany to exiled members.

Source F

A poster published in 1938 by the Strength Through Joy organisation. 'KDF' is short for 'Strength Through Joy' and 'Wagen' is German for 'car'.

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 questions, in addition to sources to which you are specifically directed.

Answer **all** the questions.

1 Study Source **A**.

What can you learn from this source about Nazi propaganda? Use the source and your knowledge to explain your answer. [7]

2 Study Source **B**.

What is the message of this source? Use the source and your knowledge to explain your answer. [7]

3 Study Sources **C** and **D**.

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

4 Study Source **E**.

How useful is this source about Nazi Germany? Use the source and your knowledge to explain your answer. [8]

5 Study Source **F**.

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

6 Study **all** the sources.

‘The Nazis stayed in control because of their use of propaganda’.

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

[50]

DEPTH STUDY B: USA, 1919-1941**Were the Roaring Twenties good for all Americans?**

Study the sources and then answer the questions which follow.

INTRODUCTION

The 1920s in America are known as the Roaring Twenties when living standards went up, cars became common and new fashions and music swept across the country. However, did everybody benefit from the Roaring Twenties?

Source A

Prosperity was concentrated at the top. While from 1922 to 1929 real wages in manufacturing went up 1.4% per year, people who bought stocks and shares gained 16.4% a year. One-tenth of 1% of the families at the top received as much income as 42% of the families at the bottom. Every year in the 1920s, about 25 000 workers were killed at their workplace and 100 000 permanently disabled. Two million people in New York lived in buildings condemned as firetraps.

From a history book published in 1980.

Source B

We must remember that prohibition is the greatest effort for human advancement and betterment ever attempted in history. Therefore, the most pleasing feature of the situation is that so large a majority of our people obey this law despite a very considerable number of citizens of influence and power who, by breaking the law, are embarrassing the government in its great task.

What has the experience of these seven years taught us? We have learned: (1) size of the task; (2) power of propaganda; (3) inadequacy of our legislation. In spite of this, real progress is being achieved. What of the prospect for the future? Our campaign for the immediate future must be based upon one statement - is the nation able to enforce its own laws in the face of an unsympathetic and actively hostile minority.

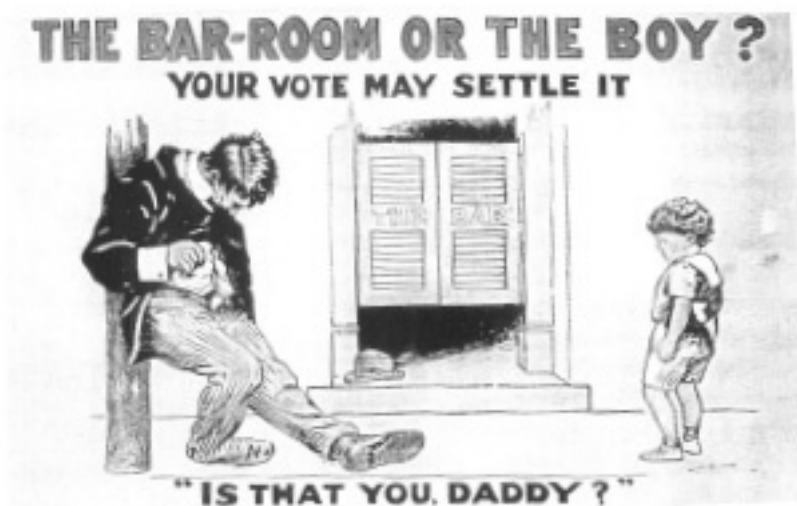
From a speech about prohibition to the Women's Christian Temperance Union in 1927.

Source C

I learned that not everything in America was what it seemed to be. For instance, a spare tyre could be filled with substances other than air and that the Teddy Bears, suddenly popular among the ladies, very often had hollow metal stomachs. Where do all these people get the liquor? Very simple. Prohibition has created a new, a well loved and very profitable occupation, that of the bootlegger. Everyone knows this, even the government. This profession is loved because it is essential, and it is respected because it is clothed with an element of danger with a sporting risk.

Prohibition has in some respects been successful. The filthy saloons in which the labourer once drank half his wages, have disappeared. Now, he can buy his own car and ride off for a weekend or a few days with his wife and children in the country. The number of crimes caused by drunkenness has declined. But a large part of the population has become accustomed to break the law and the taste for alcohol has spread ever more widely among the youth.

A German visitor to the United States, writing in 1927.

Source D

An Anti-Saloon League poster published during the 1920s.

Source E

We have increased home ownership. Today there are almost nine automobiles for every ten families. Our people have more to eat, better things to wear, and better homes. The job of every man and woman has been made secure. We have decreased the fear of poverty, the fear of unemployment. We have steadily reduced the sweat in human labour. The radio has brought music and laughter, education and political discussion to almost every fireside.

*Herbert Hoover speaking during the Presidential campaign of 1928.
Hoover was the Republican candidate.*

Source F



A cartoon about the situation faced by American farmers, published 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 questions, in addition to sources to which you are specifically directed.

Answer **all** the questions.

1 Study Source **A**.

What can you learn from this source about America in the 1920s? Use the source and your knowledge to explain your answer. [7]

2 Study Sources **B** and **C**.

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

3 Study Source **D**.

What is the message of this source? Use the source and your knowledge to explain your answer. [7]

4 Study Source **E**.

How useful is this source about America in the 1920s? Use the source and your knowledge to explain your answer. [8]

5 Study Source **F**

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

6 Study **all** the sources.

‘The Roaring Twenties were good for all Americans.’

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

[50]

DEPTH STUDY C: Africa and Western Imperialism

Was De Gaulle's decision to hand independence to Algeria justified?

Study the sources and then answer the questions which follow.

INTRODUCTION

From 1954 to 1962 the Algerian nationalist National Liberation Front fought the French for Algerian independence. The war was vicious with both sides committing atrocities. The war divided France. De Gaulle, who had opposed independence, became President of France in 1958 and soon realised that independence was inevitable. When he began peace talks he was opposed by the O.A.S which consisted of French soldiers. It carried out terrorist acts in France and Algeria to stop independence.

Was De Gaulle right to give Algeria independence?

Source A

The million French in Algeria had relatives all over France. No French government could face the unpopularity of abandoning the hopeless Algerian war. The French people wanted a strong ruler to rescue them. General De Gaulle promised victory in Algeria and in 1958 he was appointed as head of the French government. However, as soon as he was in power he began to attack the alliance of right-wing generals and colons which was opposed to Algerian independence. In 1962 he arranged a ceasefire with the FLN and in the same year Algeria became independent. The Algerian government claims that one million Algerians lost their lives in the armed struggle for independence.

From a textbook on African history, first published in 1967.

Source B

To the Algerian People!

After decades of struggle, the National movement has reached its final phase of fulfilment. The people are united behind independence and action. Abroad, the atmosphere is favourable, especially with the support of our Arab and Moslem brothers.

Our goal: National independence through the restoration of the Algerian state and the preservation of all fundamental freedoms. The destruction of all corruption.

Methods: Struggle by every means until our goal is won through political and direct action. To limit the bloodshed, we propose discussions with the French authorities.

A proclamation by the National Liberation Front, November 1954.

Source C

To Algerians I say have no fear, France protects all its children. All the inhabitants of Algeria are an integral part of France, All must know, here and elsewhere, that France will not leave Algeria. Whatever happens, the fate of Algeria is France. This means a choice has been made - the choice is called integration. This must not be applied in a mechanical way. We must take the fullest possible account of the geography, the history and the culture of this region. But given all this, we must make Algeria fully French.

From a speech by Jacques Soustelle to the Algerian Assembly in February 1955. Soustelle was Governor General of Algeria at the time but later disagreed with De Gaulle and joined the O.A.S.

Source D

Today I wear my uniform to show that I am of the army, as well as president of France. Some have taken the path of violence, they have arisen with weapons in their hands against the authority of France. They have tried to destroy our national unity. There isn't a single man of good sense who will not be aware of the consequences that might flow from this. In the face of these blows to France, I address myself to the French of Algeria. On numerous occasions I have found myself among them. In 1958 I took the leadership of France in order to unite France on both sides of the Mediterranean. And now an effort is being made to disrupt this unity which I hold dear to my heart.

A television broadcast by President De Gaulle to the people of France, 1959.

Source E

I have taken, in the name of France, the following decision - the Algerians will have the free choice of their future. When we have put an end to the fighting, the population will have become conscious of what is at stake and realised the progress that is necessary in political, economic, social, educational, and other areas. Then it will be the Algerians who will tell us what they want to be, French or Algerian. How can you listen to the liars and conspirators who tell you that if we grant free choice to the Algerians, France and De Gaulle will abandon you?

From a television broadcast by President De Gaulle to the French nation, January 1960.

Source F



A poster published in Algeria, 1961.

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 questions in addition to sources to which you are specifically directed.

Answer **all** the questions.

1 Study Source A.

What can you learn from this source about the French attitudes towards Algeria?
Use the source and your knowledge to explain your answer. [7]

2 Study Source B.

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

3 Study Source C.

Do you trust this source? Use the source and your knowledge to explain your answer. [7]

4 Study Sources D and E.

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

5 Study Source F.

Why was this source published in 1961? Use the source and your knowledge to explain your answer. [8]

6 Study all the sources.

‘De Gaulle’s decision to give Algeria its independence can be justified’.
How far do the sources support this statement? Use the sources to explain your answer. [12]

[50]