

**NAMIBIA SENIOR SECONDARY CERTIFICATE**

**HISTORY HIGHER LEVEL**

**8331/2**

PAPER 2

2 hours 15 minutes

Marks 60

**2017**

Additional Materials: Answer Book

**INSTRUCTIONS AND INFORMATION TO CANDIDATES**

- Write your answers on the Answer Book provided.
- Write your Centre Number, Candidate Number and Name on all work you hand in.
- 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 - 6)

**DEPTH STUDY B: GERMANY BETWEEN THE WARS, 1918 - 1945** (pages 7 - 9)

**DEPTH STUDY C: THE USA, 1919 - 1974** (pages 10 - 13)

- 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 **13** printed pages and **3** blank pages.



Republic of Namibia

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

**DEPTH STUDY A: AFRICA AND WESTERN IMPERIALISM**

**To what extent was the winning of independence by Zimbabwe in 1980 the result of the efforts of African nationalists?**

Study the sources and then answer the questions which follow.

**INTRODUCTION**

The road to Zimbabwe's independence was a long and violent one. Rhodesia was governed by a white minority government under Ian Smith who demanded independence. Britain refused to grant independence until there were majority rule. Smith declared a Unilateral Declaration of Independence (UDI) in 1965. This led to sanctions being used against Rhodesia from outside and a guerrilla war being waged inside Rhodesia by African nationalists. This was led by Joshua Nkomo of the Zimbabwe African People's Union (ZAPU) and Robert Mugabe of the Zimbabwe African National Union (ZANU). The civil war lasted until 1979 and independence was achieved in 1980.

Was independence achieved in 1980 because of the efforts of the African nationalists or were other factors such as UDI and the reactions of other countries more important?

**Source A**

In Southern Rhodesia a new era seemed to be dawning under the banner of Partnership. The new Prime Minister, Gafield Todd, wanted to take the sting out of African complaints. He aimed to expand African education and build up a rural and urban middle class in harmony with the whites. For the first time Africans were welcomed as members of the ruling white party; and delegates from the African township branches appeared at United Rhodesia Party Congresses and moved resolutions for the removal of discrimination. More idealistic whites formed multiracial pressure groups of various kinds.

*From a British textbook written in 1968.*

**Source B**

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

*A speech from the British Prime Minister, Harold Macmillan in 1960. Macmillan gave this speech to the Parliament of South Africa.*

**Source C**

*A cartoon published of British Prime Minister Wilson in a British magazine in 1960.*

**Source D**

Britain refused to be stampeded into rash military action by other African States and decided instead to try and bring the Smith regime down by imposing a boycott on all goods to and from Rhodesia. Mr Wilson was quoted as saying: 'We'll bring them to their knees in weeks rather than months'. To the international community Mr Wilson presented the Rhodesian Cabinet as a number of "small and frightened men".

*An extract from a history textbook in the 1970s.*

**Source E**

The Zimbabwe freedom fighters were also helped by their African neighbours. Zambia, now independent, allowed her territory to be used by the freedom fighters for operational and training basis. Tanzania also offered training facilities. After the Front for the Liberation of Mozambique (FRELIMO) had liberated the Portuguese country, Mozambique, it allowed Zimbabweans to use Mozambique for military campaigns. In due course Botswana also allowed Zimbabwe freedom fighters to use her territory.

*An extract from a recent history book*

## Source F



*The British press response to the shooting down of a Rhodesian airliner by guerillas in the 1970s, in which 48 died.*

## Source G

The Rhodesian story was to be decided largely on the battlefield. The war can be divided into three stages: from UDI to 1972, the small Rhodesian security forces were engaged in a conflict they could have won decisively in military terms; from 1972 to 1976, it could be described as a 'no-win' war; and from 1976 to 1980 the Rhodesians were sucked into a war they were manifestly losing. If the Lancaster House talks had not intervened, military defeat was around the corner for white Rhodesia.

The Marxist government in Mozambique fully backed Mugabe and sent in at least 500 Mozambican regular troops to assist ZANU inside Rhodesia. White power was being swamped by the sheer number of the guerillas. As one member of Rhodesian army put it, after a major raid into Mozambique in 1979: 'We knew then that we could never beat them. They had so much equipment and there were so many of them. They would keep coming with more and more'.

*From a recent history book.*

**Source H**

The consequences of UDI were immediate. On the one hand Rhodesia became subject to a broad range of international sanctions, and on the other hand the rebel colony was removed from any open of direct British military or political support. UDI told the black population that white Rhodesia was not going to collapse easily. One of the first actions of the new 'independent' Rhodesian government was to ban the two principal nationalist organisations - ZAPU and ZANU.

Both organisations then turned to what had become known as the Frontline States Tanzania and Zambia - and the new Organisation of African Unity for guidance and support. Both movements set up governments in exile in Zambia and commenced planning an armed insurgency to topple white rule in Rhodesia.

The Rhodesian military machine at that time was very powerful. A police reserve existed as a support element of the civil force that included the highly effective Police Anti-Terrorist Unit. Initial hostile incursions deployed by both nationalists organisations began along the northern frontier of Rhodesia bordering newly independent Zambia. These were initially disorganised, amateurish and experimental, and were dealt with without difficulty by the Rhodesian army.

*From a recent history book.*

**Source I**

The white government used both violence and propaganda to stop Africans from supporting the guerillas. Glorified concentration camps, called protected villages, were set up where people were herded together and surrounded by electric fences. The death penalty was introduced for anyone found assisting the guerillas with food or information or who refused to report the presence of guerillas to the nearest white authorities.

*An extract from a recent history book.*

**Source J**

The main effect of the Federal experiment in the political sphere was to stimulate the growth of nationalism among Africans. The development of African political awareness fostered a dispute between the races where there was a powerful European minority over the problem of who should wield (control) political power.

*From a "History of Central Africa" published for use in Zimbabwe in 1968.*

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 the sources to which you are specifically directed.

Answer **all** the questions.

**1** Study Sources **A** and **B**.

What can you learn from these two sources? Explain your answer using details from the sources and your knowledge. [7]

**2** Study Source **C**.

What is the message of this cartoon? Explain your answer using details from the sources and your knowledge [8]

**3** Study Sources **D** and **E**.

How similar are these two accounts? Explain your answer using details from the sources and your knowledge. [8]

**4** Study Source **F**.

Why was this source published in the 1970s? Explain your answer using details from the source and your knowledge. [8]

**5** Study Sources **G** and **H**.

Is one of these sources more useful than the other as evidence about why the nationalists won the war in Zimbabwe? Explain your answer using details from the sources and your knowledge. [8]

**6** Study Sources **I** and **J**.

Which of these two accounts do you trust more as evidence about the political situations in Zimbabwe from 1968? Explain your answer using details from the sources and your knowledge. [9]

**7** Study **all** the sources.

'The achievement of independence in 1980 by Zimbabwe was the result of the actions of African nationalists.' How far do these sources support the statement? Use the sources to explain your answer. [12]

**[60]**

## DEPTH STUDY B: GERMANY BETWEEN THE WARS, 1918 – 1945

### Was Hitler a successful leader of the Nazi Party in the 1920s?

Study the sources and then answer the questions which follow.

#### INTRODUCTION

In September 1919 Hitler joined the German Worker's Party as a spy. However, he soon found that he agreed with the ideas of Anton Drexler who had set the party up. By 1921 Hitler was leading the newly named National Socialist German Workers Party (Nazi Party). During the 1920s the Nazi Party had some successes and some failures. How effective a leader was Hitler?

#### Source A

Herr Kahr had spoken for half an hour. Then there was movement at the entrance as if people were wanting to push their way in. I saw Hitler emerge between two armed soldiers. Hitler climbed on a chair on my left and then Hitler made a sign to the man on his right, who fired a shot at the ceiling. Hitler called out, 'The National Revolution has broken out. The hall is surrounded.' Maybe he mentioned the exact number. I am not sure.

*An eyewitness account of events in the Munich Beer Hall, 8 November 1923.*

#### Source B

If our putsch was high treason then Lossow, Kahr and Seisser must have been committing high treason along with us, for during all these weeks we talked of nothing but the aims of which we now stand accused.

I alone bear the responsibility for the putsch but I am not a criminal because of that. There is no such thing as high treason against the traitors of 1918. I only wanted what's best for the German people.

*Lossow, Kahr and Seisser were members of the Bavarian government.*

#### Source C



*A German cartoon, published in 1924, of Hitler entering Munich on 9 November 1923.*

**Source D**

Hitler knew how to whip up those crowds jammed closely in a dense cloud of cigarette smoke - not by argument, but by his manner: the roaring and especially the power of his repetitions delivered in a certain infectious rhythm. He would draw up a list of existing evils and imaginary abuses and after listing them, in higher and higher crescendo (gradual increase in loudness), he screamed: 'And whose fault is it? It's all the fault of the Jews!'

*From a book by C. Zuckmayer, published in 1924. Zuckmayer went to Nazi meetings.*

**Source E**

"Instead of working to achieve power by armed coup, we shall have to hold our noses and enter the Reichstag against the opposition deputies. If outvoting them takes longer than outshooting them, at least the results will be guaranteed by their own constitution. Sooner or later we shall have a majority, and after that - Germany."

*Spoken by Hitler to a fellow Nazi during his imprisonment at Landsberg Castle in 1924.*

**Source F**

Nazism appears to be a dying cause. It got support because of the country's problems such as hyper-inflation and the French invasion of the Ruhr. Now that the country's outlook is bright it is dying away. One scarcely hears of Hitler except as the butt of jokes.

*Written by William Shirer, an American journalist living in Germany at the time. This account was written after the 1928 elections.*

**Source G**

It was the greatest good fortune for us Nazis that the putsch collapsed because:

1. Co-operation with General Ludendorff would have been absolutely impossible.
2. The sudden takeover of power in the whole of Germany would have led to the greatest of difficulties in 1923 because the essential preparations had not even begun by the National Socialist Party.
3. The events of 9 November 1923, with their blood sacrifice, have proven the most effective propaganda for National Socialism.

*From a speech by Hitler in 1933.*

**Source H**

We have recognised that the distress of agriculture is inseparably bound up with the political misery of the German people. Let us do away with this Communist-capitalist corrupt system that has made Germany, our homeland, powerless, without honour, defenceless, and has turned free German farmers into poor, misused slaves of the World Stock Exchange.

*From a resolution passed at Nazi meeting for farmers in January 1928.*

**Source I**

A movement which wants to fight Communism must be just as intolerant as Communism itself. It must have no doubts that if we are victorious Communism will be completely destroyed. We too know no tolerance. We shall not rest until the last Communist newspaper has been destroyed, the last Communist organisation wiped out and the last Communist converted or exterminated.

*From a speech by Hitler to Nazi leaders in 1926.*



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 the sources to which you are specifically directed.

Answer **all** the questions.

**1** Study Sources **A** and **B**.

What can you learn from these two sources? Explain your answer using details from the sources and your knowledge. [7]

**2** Study Source **C**.

What is the message of this cartoon? Explain your answer using details from the source and your knowledge. [8]

**3** Study Source **D**.

Why was this source published in 1945? Explain your answer using details from the source and your knowledge. [8]

**4** Study Source **E**.

Are you surprised by this source? Explain your answer using details from the source and your knowledge. [8]

**5** Study Sources **F** and **G**.

How far do these two accounts differ? Explain your answer using details from the sources and your knowledge. [9]

**6** Study Sources **H** and **I**.

Is one of these sources more useful than the other as evidence about Hitler's leadership? Explain your answer using details from the source and your knowledge. [8]

**7** Study **all** the sources.

"Hitler was a successful leader in the 1920s."

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

**[60]**

**DEPTH STUDY C: THE UNITED STATES, 1919 – 1974****How far was corruption the reason why Prohibition failed?**

Study the sources and then answer the questions which follow.

**INTRODUCTION**

Prohibition was introduced into the USA on a national scale in 1920. By 1933 it was generally seen to be a failure and was abolished. During the 1920s speakeasies appeared where people could drink in secret. Illegal alcohol called moonshine was produced while gangsters transported enormous amounts of alcohol for people to drink. Did Prohibition fail because the American people wanted a drink or because of the gangsters and crime or because of corruption?

**Source A**

There had been criminal gangs before Prohibition but in the 1920s their activity and power increased. There were huge profits in alcohol. Gangsters were making about \$2 billion a year from it. Rival gangs fought each other to supply speakeasies with illegal alcohol. Police were bribed. Between 1926 and 1927 there were 130 gangland murders. One of the worst results of Prohibition was the level of corruption it introduced into American society. This included the police, judges and government officials.

*From a recent history book.*

**Source B**

Prohibition was introduced to strengthen what its supporters claimed was the traditional American way of life: hard work saving money, and respect for the family and for God. Alcohol, they said, undermined these decent values. Prohibition was supposed to stop the liquor trade. It failed. Americans did not stop drinking. In some places, Prohibition had the opposite effect. Gangsters supplied what was meant to be illegal.

*From a recent history book.*

**Source C**

*A cartoon published in the USA in the 1920s.*

**Source D**

Many people made their own home brew. In large cities, hardware stores openly displayed copper stills along with yeasts, hops and other ingredients. Other people bought their whiskey from bootleggers who claimed they were selling the best imported brands from Canada and Scotland, and sometimes did. More often they passed off inferior products - at worst substances like Jamaica ginger, better known as 'jake', which paralysed thousands of people, Jackass Brandy, which caused internal bleeding or Yack Yack Bourbon from Chicago, which blended iodine and burnt sugar.

*From a book published by W.E. Leuchtenburg in 1958.*

**Source E**

For the public, breaking the law on Prohibition was more acceptable, as well as 'cleaner', than prostitution or drug trafficking. Much of the public accepted and approved of law-breaking when it involved the manufacture of liquor and beer. Even the murder and maiming of rival gang members seemed, to many Americans, to be a modern version of the Old Wild West shoot-out as shown in films. Such events caused little anger or concern.

*From a history book published in 1976.*

**Source F**

*A cartoon published in the USA in 1926. The title of the cartoon is 'The National Gesture'.*

**Source G**

Ten years ago a dishonest policeman was rare. Now the honest ones are pointed out as rare. Their relationship with the bootleggers is perfectly friendly.

*From a book published in 1925.*

**Source H**

There were over 500 gang murders in the 1920s. Few of them were ever caught. Careful planning and corruption prevented this. To say that Prohibition caused the rise of gangs would be too easy an explanation. There were other causes: the car which made escape easy and the murderous traditions of the Mafia. Yet it is true that the outburst of corruption and crime in Chicago in the 1920s was largely caused by the attempt to ban the temptations of alcohol from the American home.

*From a book written by a journalist who had witnessed what he wrote about. The book was published in 1931.*

**Source I**

In time, I learned that not everything in America was what it seemed to be. I discovered, for instance, that a spare tyre could be filled with substances other than air and that the Teddy Bears that suddenly acquired tremendous popularity among the ladies very often had hollow metal stomachs.

'But,' it might be asked, 'where do all these people get the liquor?' Very simple. Prohibition has created a new, a respected, a well-loved, and a very profitable occupation, that of the bootlegger who provides the forbidden liquor. Everyone knows this, even the government. But profession is beloved because it is essential.

A large part of the population has become accustomed to ignore and break the law without thinking. The worst is, that precisely as consequence of the law, the taste for alcohol has spread ever more widely among the youth. The sporting attraction of the forbidden and the dangerous leads to more drinking. My observations have convinced me that many fewer would drink were it not illegal.

*A visitor to the USA describing his experiences 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 the sources to which you are specifically directed.

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**4** Study Source **F**.

Why was this source published in the 1920s? Explain your answer using details from the source and your knowledge. [8]

**5** Study Source **G**.

Are you surprised by this source? Explain your answer using details from the sources and your knowledge. [9]

**6** Study Sources **H** and **I**.

Is one of these sources more useful as evidence about Prohibition? Explain your answer using details from the source and your knowledge. [8]

**7** Study **all** the sources.

“Prohibition failed because of corruption.”

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

**[60]**

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