

**NAMIBIA SENIOR SECONDARY CERTIFICATE**

**HISTORY ORDINARY LEVEL**

**4333/2**

PAPER 2

2 hours 15 minutes

Marks 50

**2020**

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:** THE 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 successful were the Nazis in winning the support of young people?**

Study the introduction and sources carefully and then answer the questions which follow.

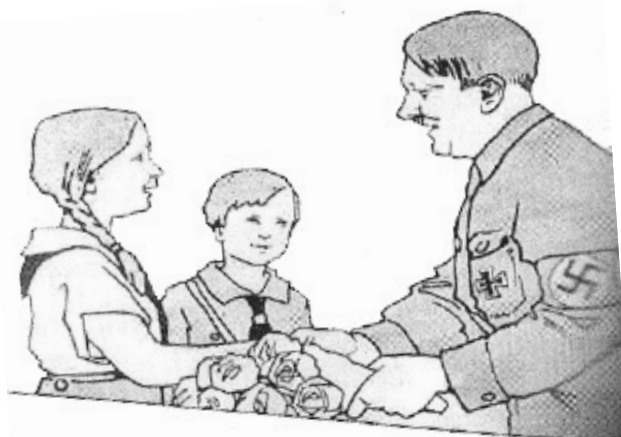
**INTRODUCTION**

Young people were very important to the future of the Nazi Party to Germany. The Nazis organised the Hitler Youth movement where young people learned skills, kept fit and were indoctrinated with Nazi's ideas. Membership was eventually made compulsory. However, it did not win over all young people.

**Just how successful were the Nazis in winning over young people?****SOURCE A**

In 1934 my school was still an old-fashioned place with teachers who had little understanding of the Fuhrer's ideas. They taught us Latin and Greek nonsense instead of teaching us things that might be useful later on. Gradually the new ideas came into the school. A few young teachers arrived who were loyal Nazis. Their teaching of subjects like history, racial theory and sport was full of the Nazi spirit and we saw things with different eyes. A German man must know something about the history of his own people so as to avoid repeating the mistakes made by former generations. The new spirit had come to stay. We obeyed orders and we acknowledged the leadership principle, because we wanted to and because we liked it. Discipline is necessary and young men must learn to obey.

*A German remembers his education under the Nazis in a book published in 2011.*

**SOURCE B**

*Mein Führer!*

*An illustration from a children's book published in Nazi Germany. The text reads 'My Fuhrer (Leader).'*

**SOURCE C**

Children have been deliberately taken away from parents who refused to acknowledge their belief in the National Socialism. The refusal of parents to allow their young children to join the youth organisation is regarded as an adequate reason for taking the children away.

*A German teacher writing in 1938.*

**SOURCE D**

The formation of groupings of young people not belonging to the Hitler Youth has been on the increase before, and particularly during, the war to such a degree that one must speak of a serious risk of political, moral and criminal corruption of our youth.

*From a report by the Nazi Youth leadership, 1942.*

**SOURCE E**

I was full of enthusiasm when I joined the Hitler Youth at the age of 10. What boy isn't excited by the ideals of comradeship, honour and loyalty? Then the trips! There was always something to do. We often went on marches on a Sunday. What joy we felt to be able to go on these trips. We played handball and football as a means of relaxation as well as building us up physically.

*From the memoirs of a former member of the Hitler Youth published after the Second World War.*

**SOURCE F**

Germans! Do you and your children want to suffer the same fate as the Jews? Are we to be forever the nation which is hated and rejected by all mankind? A new war of liberation is about to begin. The day of reckoning has come - the reckoning of German youth with the most abominable tyrant our people have ever been forced to endure. We grew up in a state where the Hitler Youth, the SA, the SS, have tried to drug us. Do not believe that Germany's future is linked to the victory of National Socialism. A criminal regime cannot achieve victory.

*From a White Rose leaflet entitled 'Leaflet of the Resistance', published in Germany in 1942.*

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 sources to which you are specifically directed.

**1 Study Source A.**

What can you learn from this source? Explain your answer with reference to the source and your knowledge. [6]

**2 Study Source B.**

Why was this illustration placed in a book for children during the Nazi period? Use the source and your knowledge to explain your answer. [8]

**3 Study Sources C and D.**

To what extent do these two sources agree? Use the sources and your knowledge to explain your answer. [8]

**4 Study Source E.**

How useful is Source E to a historian studying Nazi Germany? Use the source and your knowledge to explain your answer. [8]

**5 Study Source F.**

Why was this leaflet published in Germany in 1942? Use the source and your knowledge to explain your answer. [8]

**6 Study all the sources.**

‘The Nazis were successful in winning the support of young people’.

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

**[50]**

**DEPTH STUDY B: THE USA, 1919 - 1941****How far did the lives of American women change in the 1920s?**

Read the following introduction and the sources carefully, and then answer all the questions that follow.

**INTRODUCTION**

Before the First World War, the majority of American women had traditional roles as wives and mothers. Most did not go out to work. They wore full-length skirts with tight waists and they were not meant to drink or smoke in public. If they were unmarried they did not go out with men by themselves. Many spent much time on hard physical work at home.

**How far did the lives of women change in the 1920s?****SOURCE A**

Most women workers had low-paying jobs. The number of women doctors actually decreased and women had to be content with teaching and nursing. Women had the right to vote in 1920. However, once this was achieved, it robbed women of a unifying cause. Men remained the main breadwinners while women cooked, cleaned and raised children. Advertisers sought out women as buyers of consumer products, but wives only bought products their husbands allowed them to buy. The flappers fell victim to the sex-role conditioning of their parents and dressed to be attractive to men. Girls continued to play with dolls and looked forward to careers as wives and mothers.

*From a recent history book about the US in the 1920s.*

**SOURCE B**

*An advertisement published in the 1920s.*

**SOURCE C**

The 1920s saw a revolution in the roles of many women. Through the 1920s women shared the liberating effects of the car, and their domestic work was made easier by new electrical goods such as vacuum cleaners and washing machines, although by 1930, 70% of households did not possess vacuum cleaners. In urban areas women took on jobs, especially in the new industries but their wages were lower than men's. With money of their own, these women became increasingly seen as the ones who took decisions about whether to buy new items for the home. Women began smoking and dressing with more freedom using new materials and fashions. Women living in rural areas were less affected by changes and continued their roles of bringing up children, managing the home and helping on the farm or bringing in enough money to help the family budget.

*From a recent history book.*

**SOURCE D**

It is wholly confusing to read the advertisements in the magazines that feature the enticing qualities of vacuum cleaners, mechanical refrigerators and hundreds of other devices which should lighten the chores of women in the home. On the whole middle class women do their own housework with few of the mechanical aids.

Women who live on farms, and they form the largest group in the United States, do a great deal of work besides the labour of caring for their children, washing the clothes, caring for the home, cooking, labouring in the fields and helping milk the cows.

The other largest group of American women comprise the families of the labourers of the miners, the steel workers, and the vast army of unskilled and skilled workers. The wages of these men are on the whole so small that wives must do double duty that is caring for the children and home and toil on the outside as wage earners.

*From a history book by Doris E Fleishman, published in 1932.*

**SOURCE E**

Jane, why do you dress the way you do?

It goes with independence, earning your own living and voting and all that. Women are tired of all this mysterious feminine-charm stuff. Women still want to be loved but they want it on an equal basis. Of course, lots of women today prefer to earn their own living and omit the home-and-baby act. They think a single woman should be able to do everything a single man does.

*From an article published in an American magazine in 1925. The article was written by a male journalist who imagines he is talking to flapper called Jane. He has written Jane's reply himself.*

## SOURCE F



*An advertise for cigarettes, 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 question, in addition to sources to which you are specifically directed.

**1 Study Source A.**

What can you learn from this source? Explain your answer with reference to the source and your knowledge. [6]

**2 Study Source B.**

Why was this advertisement published in the 1920s? Use the source and your knowledge to explain your answer. [8]

**3 Study Sources C and D.**

To what extent do these two sources agree? Use the sources and your knowledge to explain your answer. [8]

**4 Study Source E.**

Can you trust this source? Use the source and your knowledge to explain your answer. [8]

**5 Study Source F.**

How useful is this source to a historian studying the lives of women in the 1920s? Use the source and your knowledge to explain your answer. [8]

**6 Study all the sources.**

‘The lives of most women changed in the 1920s.’

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

**[50]**



## DEPTH STUDY C: AFRICA AND WESTERN IMPERIALISM

### Who played the major role in bringing about the independence of Algeria, the FLN or De Gaulle?

Read the following introduction and the sources carefully, and then answer all the questions that follow.

#### INTRODUCTION

Algeria gained its independence in 1962 after a long and bloody war. The National Liberation Front (FLN) started the struggle for independence in 1954. An important turning point in the struggle for independence was when De Gaulle became French president in 1959. He soon realised that Algeria would have to be granted independence.

### Who was more important in the bringing about of independence the FLN or President De Gaulle?

#### SOURCE A

The independence movement in Algeria, which had been a French colony since 1834, grew steadily after the end of World War I. By the 1950s Algerian grievances against French colonials had led to the more militant nationalists beginning to favour armed revolt, and in 1954 a revolutionary committee that later became known as the National Liberation Front (FLN) began a guerilla war. On August 20, 1955, 80 FLN guerillas killed an estimated 123 people in a suburb of the town of Philippeville, in north-eastern Algeria. The French responded by killing approximately 12 000 Algerians. The conflict was immediately polarised and intensified, with France massively stepping up its military commitment to Algeria, a territory it claimed it would never surrender control of.

*From a newspaper published in 1955.*

#### SOURCE B

To the Algerian People! After decades of struggle, the National Movement has reached its final phase of fulfilment. At home, the people are united behind independence and action. Abroad, the atmosphere is favourable, especially with the diplomatic support of our Arab and Moslem brothers. The moment has launched the National Movement as a true revolutionary struggle.

OBJECTIVES National independence through: 1) the restoration of the Algerian state, sovereign, democratic, and social, within the framework of the principles of Islam; 2) the preservation of a fundamental freedom, without distinction of race or religion.

#### THE DESTRUCTION OF CORRUPTION.

1) The internalisation of the Algerian problem; 2) The pursuit of North African unity in its national Arab-Islamic context; 3) The assertion, through United Nations channels, of our active sympathy toward all nations that may support our liberating action.

MEANS OF STRUGGLE: Struggle by every means until our goal is attained.

*A proclamation of the FLN published in November 1954.*

**SOURCE C**

Stop this absurd fighting and you will once see a new blossoming of hope over all the land of Algeria. You will see the prisons emptying, you will see the opening up of a future big enough for every day. Only two paths lie open to the human race today: war or brotherhood. In Algeria as everywhere, France, for part has chosen brotherhood.

Long live the Republic, Long live Algeria and Long live France.

*From a speech by De Gaulle in Algeria in October 1958.*

**SOURCE D**

In 1958 de Gaulle concentrated on creating an Algeria closely linked to France in which Europeans and Muslims would join as partners. He tried to prevent the growth of nationalism by economic and social reforms which would create 400 000 new jobs in Algeria, raise Algerian wages and improve Algerian education and employment. This was intended to win the Algerians over to the benefits of continued association with France and put a stop to FLN recruitment. However, when the FLN rejected the offer of a truce, De Gaulle switched his focus to achieving military victory; Yet at the same time, De Gaulle was becoming convinced that the plan of keeping Algeria French could not work. From September 1959, he had tried a number of ways of keeping the link between France and Algeria.

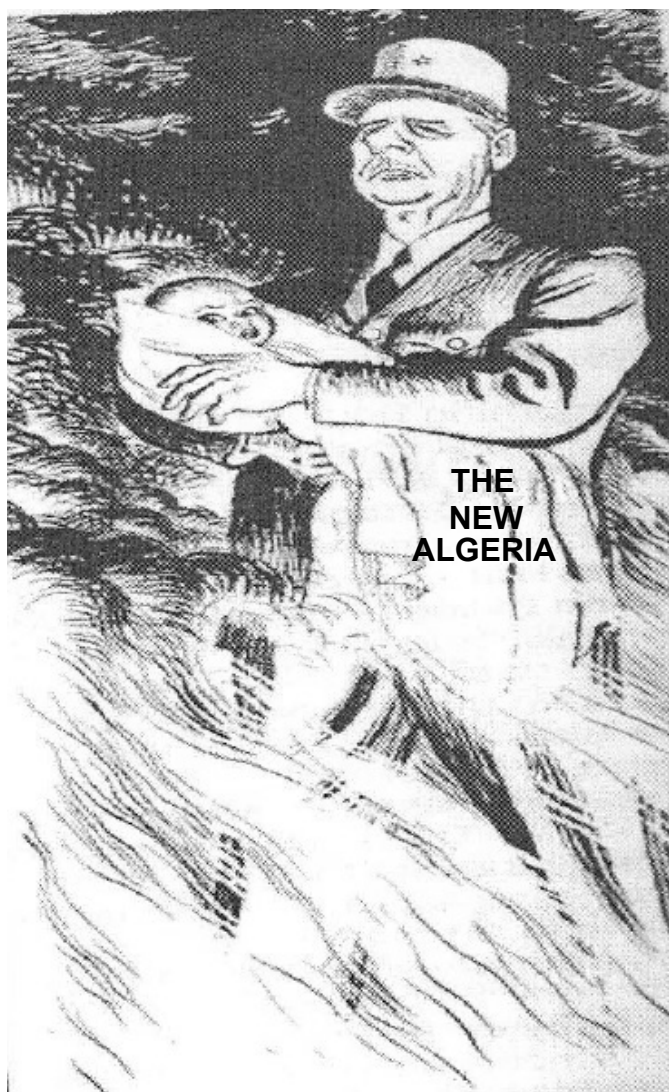
*A recent account of the Algerian crisis.*

**SOURCE E**

When he came to power, De Gaulle expressed the need to end France's relationship with Algeria. De Gaulle was not really concerned with the lives of the Algerian people. His main concern was always the interests of France which he saw as being held back by the Algerian crisis. De Gaulle was a realist, who sought the disengagement of France from its colonies. Although he proposed economic, social, and political reforms to help the situation. The FLN set up the Provisional Government of the Algerian Republic, a government-in-exile based in Tunis. This was quickly recognised by Morocco, Tunisia, and several other Arab countries, by a number of Asian and African states, and by the Soviet Union and other East European states. De Gaulle had always recognised the fact that France had to separate itself from its colonies and by 1959 Algerian independence had become inevitable.

*A recent account of the Algerian crisis.*

## SOURCE F



*A cartoon of President De Gaulle of France in 1969. The Words "New Algeria" appear on the baby's blanket.*

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 and your knowledge to explain your answer. [6]

**2 Study Source B.**

How useful is this source to a historian studying the Algerian crisis? Use the source and your knowledge to explain your answer. [8]

**3 Study Source C.**

Why did De Gaulle make this speech in 1958? Use the source and your knowledge to explain your answer. [8]

**4 Study Sources D and E.**

To what extent do these two sources agree? Use the sources and your knowledge to explain your answer. [8]

**5 Study Source F.**

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

**6 Study all the sources.**

'De Gaulle was more important than the FLN in the achievement of Algerian independence.'

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

**[50]**