

NAMIBIA SENIOR SECONDARY CERTIFICATE

HISTORY ORDINARY LEVEL

4333/2

PAPER 2

2 hours 15 minutes

Marks 50

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 spaces 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 - 7)

DEPTH STUDY C: AFRICA AND WESTERN IMPERIALISM (pages 8 - 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: GERMANY, 1918 – 1945**Were the Weimar Republic's political problems more important than its economic problems?**

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

INTRODUCTION

The system of government set up in Germany after the First World War was called the Weimar Republic. At the start, its governments were weak. They had huge problems to cope with, both economic and political. Historians disagree about whether the economic problems were more serious than the political problems.

Was the main cause of the Weimar's weaknesses, economic or political?**Source A**

Worker! Workers!

The hour has come again. The dead arise once more. The oppressed ride though the land again. The followers of Ebert (Chancellor) believed they had ridden you down. The Socialist government of Ebert, Scheidemann (Prime Minister) and Noske (Minister of Defence) has become the mass executioner of the German workers. They are only awaiting the change to bring 'peace and order'. Wherever the workers rule, Noske sends his bloodhounds.

An extract from the Rote Fahne (Red flag), a communist newspaper, 3 March 1919.

Source B

We refuse to buckle under this military pressure. We did not bring about the revolution to make this bloody Feikorps regiment legal. Workers! Comrades! Go on strike, put down your work and stop the military dictatorship. There is only one way to prevent the return of Kaiser Wilhelm II, shut down the economy.

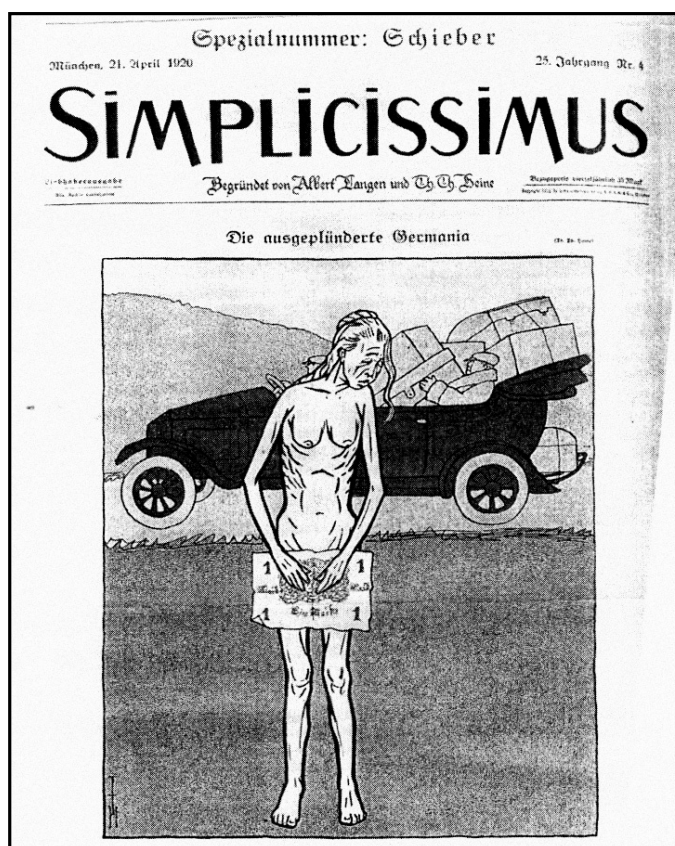
From a proclamation by Ebert's government in response to the Kapp Putsch, March 1920.

Source C

Prices are rising, hardship is growing, and starvation threatens. The government lacks the authority and is not capable of overcoming the danger. From the east we are threatened with destruction by communism.

An announcement by Kapp in March, 1920.

Source D



It was titled 'Plundered Germany'. Germany is saying 'My sons have squandered everything. Only a tattered paper mark is left to hide my nakedness.' The car is full of reparations seized by the Allies.

A cartoon published in a German political magazine in April 1920.

Source E

The Bavarian Ministry is removed. I propose that a Bavarian government be formed consisting of a Regent (a person to act as a ruler) and Prime Minister invested with dictatorial power. The government of the November Criminals and the Reich are declared to be removed. I propose that until accounts have been finally settled with the November Criminals, the direction of policy in the National government be taken over by me.

An extract from Hitler speaking in November 1923 during the Munich Putsch.

Source F

The criminal madness of the Versailles Diktat was a shameless blow to the hopes of political and economic recovery. The Weimar constitution was born with a curse upon it. That it did not collapse immediately under the strain, is striking proof of the genuine strength of its basic principles, but its implementation and development were inevitably harmed by the Treaty of Versailles.

Hugo Preuss, the lawyer chiefly responsible for writing the Weimar constitution in 1919.

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.

1 Study Source A.

What can you learn from this source about the situation faced by the Weimar government in 1919? Explain your answer with reference to the source. [6]

2 Study Sources B and C.

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

3 Study Source D.

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

4 Study Source E.

Why did Hitler say this in November 1923? Use the source and your knowledge to explain your answer. [9]

5 Study Source F.

How useful is this source as evidence on about why the Weimar constitution did not work very well. Use the source and your knowledge to explain your answer. [7]

6 Study all the sources.

“The Weimar Republic was weakened by political developments rather than by economic issues.”

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

[50]

DEPTH STUDY B: USA, 1919 - 1941

Did Americans support Roosevelt?

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

INTRODUCTION

In March 1933, Franklin Roosevelt, often simply called FDR, was sworn in as President of the USA in the middle of the greatest economic crisis the nation had ever known. He became a very controversial figure in America.

Did Roosevelt have the support of Americans?

Source A

They did not go for Roosevelt much in 1932. But the Public Work Administration (PWA) came along and Roosevelt came to be god. It was really great. You worked, you got a cheque and you had some dignity. Even when a man raked leaves he got paid, he had some dignity even though a number of black Americans were on unskilled rather than skilled jobs in the Public Works Administration.

An eyewitness account of the New Deal, published in the 1970s.

Source B



This man represents Roosevelt

A cartoon about the New Deal, published in an American newspaper in 1933. The title of the cartoon is 'Priming the Pump'.

Source C

For twelve years this nation was afflicted with hear nothing, see nothing, do nothing government. The nation looked to the government but the government looked away. Nine crazy years at the stock market and three long years in the bread-lines! Nine mad years of mirage and three long years of despair! Powerful influences strive today to restore that kind of government with its doctrine that government is best which is most indifferent. We know now that the government by organised money is just as dangerous as government by organised mob. Never before in all our history have these forces been so united against one candidate - me - as they stand today. They are unanimous in their hate of me - and I welcome their hatred.

A speech by Roosevelt in 1936.

Source D

Under Roosevelt we witnessed a great centralisation of power with huge bureaucracy. We began a vast increase in government spending. We saw Congress reduced to a rubber-stamp, and the Supreme Court overpowered. As a result of eight years of the New Deal, the Great Depression was not ended. Its high unemployment and its huge numbers on relief were only ended by war.

An extract from Herbert Hoover's memoirs, published in 1952.

Source E

We have always had lazy people whose one and only aim in life is to live without work. You people whose money comes easy, have no idea of the heart-breaking work which is the lot of the working people who then have to shoulder all these unjust burdens. The crookedness, selfishness, greed and corruption of the crooked politicians is making one gigantic racket of the New Deal, and it is making this a nation of dead-beats and beggars. If it continues, the people who work will soon be nothing but slaves for the pampered poverty rats.

A letter from a farmer to Roosevelt's wife, Eleanor, in 1936.

Source F

As Roosevelt described it, the New Deal meant that the forgotten man, the man nobody knew much about, was going to be given better opportunities. He understood that the suffering of the Depression had fallen with terrific impact upon the people least able to bear it. He knew that the rich had been hit hard too, but at least they had something left. But the little merchant, the small householder and home owner, the farmer, the man who worked for himself, these people were desperate. Roosevelt saw them as principal citizens of the United States, numerically and in their importance to the maintenance of the ideals of American democracy.

From 'The Roosevelt I knew' a book published in 1947 by Francis Perkins who was a member of Roosevelt's government.

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 about the effects of the New Deal? Explain your answer with reference to the source. [6]

2 Study Source B.

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

3 Study Source C.

Why did Roosevelt make this speech in 1936? Use the source and your knowledge to explain your answer. [8]

4 Study Source D.

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

5 Study Sources E and F.

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

6 Study all the sources.

'Americans supported Roosevelt'.

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

[50]

DEPTH STUDY C: Africa and Western Imperialism**Why was the struggle for Zimbabwe's independence successful in 1980?**

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

INTRODUCTION

In 1965 the government of Rhodesia made a Unilateral Declaration of Independence (UDI). They declared that Rhodesia was independent whether Britain liked it or not. The leader of the white Rhodesians was Mr Ian Smith. Britain and the UN tried to bring Smith down by imposing economic sanctions. South Africa however helped Smith and many firms broke the sanctions. Gradually the situation deteriorated into war. Nationalists within Rhodesia were joined by fighters from neighbouring black-ruled countries in fighting for Zimbabwe's true independence.

Were sanctions or the armed struggle more important in bringing about independence by 1980?**Source A**

Some historians have argued that the impact of Rhodesian sanctions was limited. It was the military might of the guerrilla forces, as well as heavy diplomatic pressure from Western powers and from South Africa that brought about a transfer of power to the majority. Rhodesia's severe economic difficulties of the late 1970s owed far more to the world economic recession and, increasingly, to the war, than to sanctions. However, prominent white businessmen interviewed in Zimbabwe in 1986 maintained that sanctions were a major factor in forcing the Smith regime to negotiate. One concluded 'I think they failed initially, but long term they exercised a very important element. Sanctions would sooner or later have forced a political decision. No economy can exist under a sanctions type situation for a long period of time.'

From a recent website.

Source B

The guerrilla war in Rhodesia was geared to achieving nationalist goals through the barrel of a gun. The major strategy of the war was to target the transport system of Rhodesia. As African neighbours were slowly closing off Rhodesia, most of its links became southward looking. These lifelines to South Africa became primary targets for the guerrillas. This included disrupting the land communication links around the country through roadside ambushes and mining the roads. This tactic was especially employed in those areas deemed operational zones. Finally, the last goal of the war was to disrupt the agriculture, the country's primary foreign income earner. This was seen to be a crucial step in breaking the morale of the whites.

From a recent website.

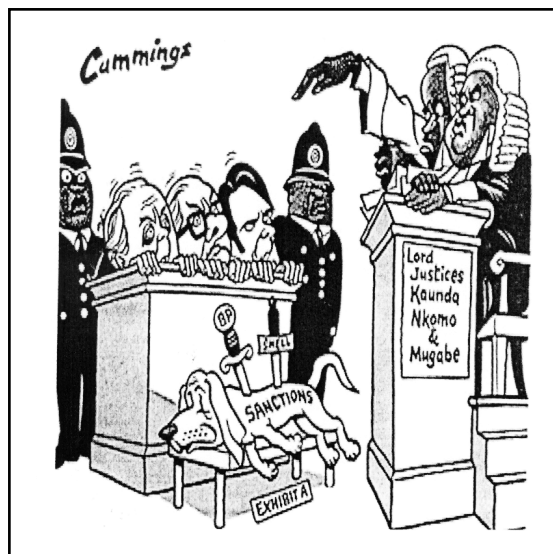
Source C

Any professionally trained guerrilla force operating in the Rhodesian bush could have brought the country to its knees years ago. Indeed, the liberation armies of ZANU and ZAPU are arguably the worst guerrillas to have taken to the field this century. There are grounds for believing that most of the 12 500 guerrillas in the country actively avoid the security forces if they possibly can. Even when they do mount an ambush, or attack a farm house, their efforts are painfully inept (ineffective).

Rhodesia has nearly 2 000 miles of hostile border. None of the entry routes can be sealed and Rhodesia itself is ideally suited to rural guerrilla warfare. There are many isolated areas and the farmers are an obvious and easy target. A determined attack against these men and their families would deal a crippling blow to white morale. This increasingly bloody little war should have been decided several years ago.

Economic sanctions have deprived the Rhodesians of most of the paraphernalia associated with modern counter-insurgency campaigns. They are desperately short of helicopters, many of their aircraft are old and outdated, and much of their equipment is locally made.

An account by a soldier from the Rhodesian army writing in the 1970s.

Source D

A cartoon published in Britain in 1978. The judge is saying 'You are charged with the atrocious crime of conspiring not to kill Ian Smith.' The three man being accused were all leading members of the British government.

Source E

No doubt you are worried about the situation in Rhodesia, particularly in view of the sensational headlines and horrific articles which appear in the newspapers. The psychological war being waged against Rhodesia through British newspapers has grown to such proportions that many observers outside this country find it difficult to separate fact from fiction. Daily examples of deliberate distortions and half-truths are carried in the headlines of British newspapers and the BBC. There are no massacres and bloodbaths; there are no massive terrorist force build-ups and no panic or queues. These journalists find themselves in a country where they can walk through the cities at night and pay less for better food than in many other countries. They find black and white Rhodesians mingling peacefully.

A statement by the Rhodesian government, 1976.

Source F

When I was doing my schooling I met a lot of ZANLA combatants and they gave us a lot of politics and from that politics I started to realise that I was oppressed, that I was given a bottleneck of education. It was the exploitation being implemented by the whites which really motivated me to go and join the revolution. So I just decided to leave the country and go to Mozambique.

I joined the struggle in 1972. I did not really need to be recruited or told that the people of Zimbabwe were suffering. It was just because of this bitterness, the amount of exploitation and oppression.

Two statements by Africans who joined the Zimbabwe African National Liberation Army and the Zimbabwe People's Revolutionary Army.

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 effectiveness of sanctions? Use the source to explain your answer. [6]

2 Study Sources B and C.

How far do these two sources agree? Use the sources 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. [8]

4 Study Source E.

Why did the Rhodesian government publish this statement in 1976? Use the source and your knowledge to explain your answer. [8]

5 Study Source F.

How useful are these extracts to a historian studying the struggle for Zimbabwe's independence. Use the source and your knowledge to explain your answer. [8]

6 Study all the sources.

'Sanctions did more than the armed struggle to bring about independence for Zimbabwe'.

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

[50]

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