



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

NAMIBIA SENIOR SECONDARY CERTIFICATE

**HISTORY
SPECIMEN PAPERS 1 - 2 AND MARK
SCHEMES**

ORDINARY LEVEL

GRADES 11 – 12

**THESE PAPERS AND MARK SCHEMES SERVE TO
EXEMPLIFY THE SPECIFICATIONS IN THE LOCALISED
NSSC HISTORY ORDINARY LEVEL SYLLABUS**

2006

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National Institute for Educational Development (NIED)
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Namibia

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NSSCO History Specimen Papers Gr 11 - 12

ISBN: 99916-69-95-7

Printed by NIED

Publication date: 2005

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MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

HISTORY: ORDINARY LEVEL

PAPER 1: SPECIMEN PAPER

TIME: 2 hours

MARKS: 80 marks

Additional Materials:

Answer Booklet / Paper

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper / answer booklet.

Section A (International Relations since 1919): Answer any two questions.

Section B (Namibia and Southern Africa): Answer two questions, one from each Part.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part-question.

This question paper consists of 4 printed pages.

INTERNATIONAL RELATIONS SINCE 1919

Answer any **two** questions from this Section.

1. Study the photograph, and then answer the questions which follow.



Germans demonstrate against the Treaty.

- (a) State the main aims of the 'Big Three' at the Treaty of Versailles. [5]
- (b) Why did the Treaty of Versailles cause problems for Germany up to 1923? [7]
- (c) Were the following factors equally important in causing the Second World War? Explain your answer with reference to (i), (ii) and (iii). [8]
- (i) The Treaty of Versailles
 - (ii) Hitler's Foreign Policy
 - (iii) The Appeasement Policy

2. Study the cartoon, and then answer the questions which follow.



The Gap in the Bridge

- (a) Describe the work of two of the agencies of the League of Nations. [5]
- (b) Why did the League of Nations failed to prevent Mussolini from invading Abyssinia? [7]
- (c) How far was the League of Nations doomed from the start? Explain your answer. [8]

3. Study the extract, and then answer the questions which follow.

The ability to get to the verge (that is, the brink) without getting into war is the necessary art. If you cannot master it, you inevitably get into war. If you are scared to go to the brink, you are lost.

- (a) What decisions were taken at the Yalta Conference in 1945? [5]
- (b) Why did the USA – USSR alliance began to break down in 1945? [7]
- (c) Explain how the following factors worked together to bring about the defeat of the USA in Vietnam. Explain your answer with reference to (i), (ii) and (iii). [8]
 - (i) Opposition to the war in the USA
 - (ii) Tactics of the Vietcong
 - (iii) Conduct of the war by the USA

4. Study the extract, and then answer the questions which follow.

The UN army tried to restore peace and order to the Congo. Hammerskjold also called on the other resources of the UN, especially the WHO and FAO. Together, these organisations provided doctors, nurses, medicines, experts and advisers. Gradually law and order was restored to the Congo although the UN army had to fight the breakaway province of Katanga to achieve this.

From: UN Report in the Congo.

- (a) What were the aims of the United Nations Organisation at the time of its foundation? [5]
- (b) Why were UN troops used in the Congo (Democratic Republic of the Congo) from 1960? [7]
- (c) Was the UNO more successful in Korea than in the Congo? Explain your answer. [8]

SECTION B: NAMIBIA AND SOUTHERN AFRICA

Answer any **two** questions from this Section, one from each Part

Part 1

5. Study the photograph, and then answer the questions which follow.



A group of Namibians during German colonial rule

- (a) Describe briefly how Germany colonised Namibia in the 1880's. [5]
- (b) Why was there conflict between the Germans and the Namibian communities? [7]
- (c) "German colonisation brought social and economic benefits to the people of Namibia". Do you agree? Explain your answer. [8]
6. Study the photograph, and then answer the questions which follow.

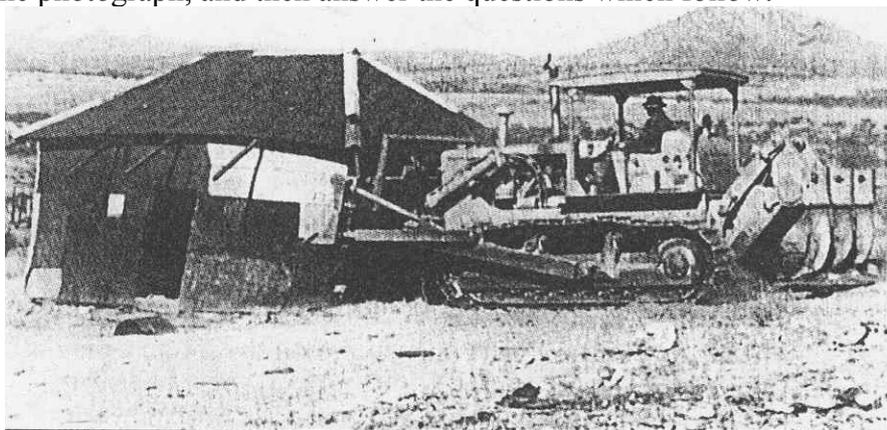


Women, too, joined the armed struggle as soldiers in the Peoples' Liberation Army of Namibia (PLAN).

- (a) State briefly why South Africa wanted to take over Namibia in 1945. [5]
- (b) Explain the aims of the Ovambo Peoples Organisation (OPO). [7]
- (c) "The work of the South West Africa Peoples Organisation (SWAPO) was the only reason why Namibian independence was achieved". Do you agree with this view? Explain your answer. [8]

Part 2

7. Study the photograph, and then answer the questions which follow.



The Windhoek Massacre

- (a) Describe three laws enforced by the South African government to curtail the movement of the Namibian people. [5]
- (b) Why didn't the people of the Old Location wanted to move to Katutura? [7]
- (c) "Since independence Namibia has faced many challenges". How successful has Namibia been in dealing with these challenges ? Explain your answer. [8]
8. Study the photograph, and then answer the questions which follow.



Seretse Khama and a group of supporters in the 1960s

- (a) Describe three ways in which colonisation made life difficult for blacks in Botswana. [5]
- (b) Explain why nationalist movements resisted colonial rule. [7]
- (c) Evaluate the significance of the role played by the Bechuanaland Peoples's Party (BPP). [8]

Acknowledgement

The Ministry of Education acknowledges the assistance of the University of Cambridge Local Examinations Syndicate (UCLES) in granting permission to use resources and ideas towards the production of these specimen questions, notably for questions 1, 2, 3 and 4.

MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

HISTORY: ORDINARY LEVEL

**PAPER 1:
MARK SCHEME**

SECTION A

Question 1

1 (a) State the aims of the 'Big Three' at the Treaty of Versailles.

Level 1 Gives a vague, fragmentary or only partially accurate description. 1-2

Level 2 Two or more aims well described and in some detail or several aims briefly. Reasons for these aims or effects of them may score up to 2 marks inclusive. 3-5

(b) Why did the Treaty of Versailles cause problems for Germany up to 1923 ?

Level 1 Simplistic reason lacking explanation e.g., reparations too high. 1

Level 2 Developed mono-causal as an explanation e.g., they took no account of her economic position or the way they were enforced or multi-causal at superficial level or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which can get beyond the obvious practical problems and also can distinguish between inherent and consequent problems. The way events turned out in the 1920s to affect the terms will be mentioned by the best answers. 6-7

(c) Were the following factors equally important in causing the Second World War? Explain your answer with reference to (i), (ii) and (iii).

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies. Or describe one or more of the factors. 2-3

Level 3 Answers will show how the factors increased tension and assume that leads on to War. Some may turn the answer round by concentrating on 'other causes'. 4-6

Level 4 Answers will try to achieve a balance between the effect of the causes and other Factors. There must be some logical progression to a conclusion. 7-8

Question 2

2. (a) Describe the work of the two agencies of the League of Nations.

Level 1 Gives a vague, fragmentary or only partially correct account. 1-2

Level 2 Gives a reasonably full and accurate description. There must be some balance between the two agencies for full marks. 3-5

(b) Why did the League of Nations failed to prevent Mussolini from invading Abyssinia?

Level 1 Simplistic reason lacking explanation e.g. League too weak. 1

Level 2 Developed mono-causal as an explanation e.g. it had no power to enforced its decision on Mussolini or multi-causal at superficial level or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Develop multi-causal which can get beyond the obvious practical problems and also can distinguish between inherent and consequent problems. The way events turned out in the 1930s which affect the League's work will be mentioned by the best answers. 6-7

(c) How far was the League of Nations doomed from the start? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies. or describe failures of the League. 2-3

Level 3 Answers will be largely descriptive and include references to successes and failures of the League of Nations. Candidates will generally assume that the League of Nations became powerless without assessing how powerless. 4-6

Level 4 Candidates will be aware that they must compare the successes and failures of the League of Nations. In the various aspects with the might and influence of other factors and so proceed to evaluate 'how far' she had become doomed. Good answers will try to give some form of measurement for 'doomed'. 7-8

Question 3

3. (a) What decisions were taken at the Yalta Conference in 1945?

Level 1 Describes one decision reasonably or lists 2 or more with scant detail or is only partially correct. 1-2

Level 2 Describes two or more decisions reasonably well. 3-5

(b) Why did the USA-USSR alliance began to break down in 1945?

Level 1 Simplistic reason lacking explanation e.g. distrust between them. 1

Level 2 Developed mono-causal as an explanation e.g. they supported different ideologies or multi-causal at superficial level or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Develop multi-causal which can get beyond the obvious practical problems and also can distinguish between inherent and consequent problems. The way events turned out in the 1940s which affect the break down of the Alliance will be mentioned by the best answers. 6-7

(c) Explain how the following factors worked together to bring about the defeat of the USA in Vietnam. Explain your answer with reference to (i), (ii) and (iii).

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies. or describe reasons for the defeat of the USA. 2-3

Level 3 Most will describe how each factor contributed and then try to show which had a greater impact without establishing criteria for judgement. Candidates will generally assume that the USA were defeated without assessing how it happened. 4-6

Level 4 The criteria here will be answers which can strike a balance between the three factors and the defeat of the USA. This should show an understanding of the changing scene in Vietnam as well as in the USA and so circumstances have a large part to play in any event. 7-8

Question 4

4. (a) What were the aims of the United Nations Organisation at the time of its foundation?

Level 1 A vague or general view or 1 aim reasonably described or for 2 very briefly. 1-2

Level 2 Two or more aims well described and in some detail or several aims briefly.
Reasons for these aims or effects of them may score up to 2 marks inclusive. 3-5

- (b) Why were UN troops used in the Congo (DRC) from 1960?

Level 1 Simplistic reason lacking explanation e.g. to bring peace. 1

Level 2 Developed mono-causal as an explanation e.g. to save the area or multi-causal at superficial level
or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which brings out the apparent and underlying reasons.
Answers should demonstrate knowledge and understanding not just of the situation in the Congo but the status and position of the UN at that time. 6-7

- (c) Was the UNO more successful in Korea than in the Congo? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies.
Or describes the operations in Korea or Congo. 2-3

Level 3 Most will describe what happened in each and then try to show which was the more successful but without establishing criteria for judgement. Any assessment will tend to be based upon obvious signs of success or failure. 4-6

Level 4 Answers will establish what the UN was trying to achieve and then judge success based upon how near they got to satisfying their aims. Answers may take a negative view if properly constructed. 7-8

SECTION B: NAMIBIA AND SOUTHERN AFRICA

Part 1

Question 5

5. (a) Describe briefly how Germany colonised Namibia in the 1880's.

Level 1 Gives a vague, fragmentary or only partially accurate description. 1-2

Level 2 Gives a reasonably full and accurate description. Reasons for the colonisation should be allowed as part of the answer here. 3-5

(b) Why was there conflict between the Germans and the Namibian communities?

Level 1 Simplistic reason lacking explanation e.g. took land away from them 1

Level 2 Developed mono-causal as an explanation e.g. transfer of land to new ownership.
or multi-causal at superficial level
or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which gets beyond the obvious about deprivation of land rights to the deeper issues about racism and status and the future development. 6-7

(c) "German colonisation brought social and economic benefits to the people of Namibia".
Do you agree? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies or describes Namibia in the early 1880s. 2-3

Level 3 Answers will concentrate on showing that colonisation of Namibia, social or economic or not, were always to the benefit of the Germans. There will be little attempt to present a balanced argument. 4-6

Level 4 The main pointer here will be a close adherence to 'social' and 'economic' benefits in 1884. And then the creation of a balanced argument even though it may well be in full agreement with the question in the end. 7-8

Question 6

6. (a) State briefly why South Africa wanted to take over Namibia in 1945.

Level 1 Gives a vague, fragmentary or only partially correct account. 1-2

Level 2 Gives a reasonably full and accurate description. Reasons for the occupation will often be given and can score up to 2 marks. 3-5

(b) Explain the aims of the Ovambo Peoples' Organisation (OPO).

Level 1 Simplistic reason lacking explanation e.g. wanted to unite black Namibians. 1

Level 2 Developed mono-causal as an explanation e.g. to resist Apartheid rule or multi-causal at superficial level or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which shows clearly the different types of aims. This is a straightforward question and so a degree of sophistication in the handling of the material should be expected. Answers should show a deeper understanding of why these aims were of vital importance for OPO. 6-7

(c) "The work of the South West Africa Peoples' Organisation (SWAPO) was the only reason why Namibian independence was achieved". Do you agree with this view? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies. Or describes the work of SWAPO. 2-3

Level 3 Answers will usually give quite full accounts of the work and importance of SWAPO with some mention of work of UN and Church but there will be no clearly organised answer justifying or refuting the view in the question. 4-6

Level 4 Answers will clearly consider the various factors involved and then make a logical conclusion as to whether or not SWAPO was the only reason. At this level answers should show good familiarity with events and attitudes of the time. 7-8

Part 2
Question 7

7. (a) Describe three laws enforced by the South African government to curtail the movement of the Namibian people.

Level 1 Gives a vague, fragmentary or only partially correct account.
Or describes one with some detail. 1-2

Level 2 Gives a reasonably full and accurate description. All three must be dealt with for 4 or 5 marks. Reasons for the laws and / or results may score up to a maximum of 3 marks. 3-5

- (b) Why didn't the people of the Old Location wanted to move to Katutura?

Level 1 Simplistic reason lacking explanation e.g. ancestors were buried there 1

Level 2 Developed mono-causal as an explanation e.g. against policy of apartheid or multi-causal at superficial level
or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which will bring together the reasons why the people of the Old Location refused to move. Best candidates will clearly show that the policy of Apartheid was enforced on black Namibians to 'divide and rule'. 6-7

- (c) "Since independence Namibia has faced many challenges". How successful has Namibia been in dealing with these challenges? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies.
Or describes challenges. 2-3

Level 3 Answers will concentrate on showing how challenges came about and how it was dealt with but there will be no proper assessment of the value of this. 4-6

Level 4 There will be a clear attempt to evaluate the dealing of challenges since independence. Better answers may try to distinguish between immediate short term and long term benefits which both stem from the same results. 7-8

Question 8

8. (a) Describe three ways in which colonisation made life difficult for blacks in Botswana.

Level 1 Gives a vague, fragmentary or only partially correct description. 1-2

Level 2 Gives a reasonably accurate and full description. Reasons for apartheid rule may score up to 3 marks. 3-5

- (b) Explain why nationalist movements resisted colonial rule.

Level 1 Simplistic reason lacking explanation e.g. unfair treatment. 1

Level 2 Developed mono-causal as an explanation e.g. to fight for the future of blacks or multi-causal at superficial level or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which can look beyond the colonial rule and fit the shift in black attitudes into the context of post-colonial rule. 6-7

- (c) Evaluate the significance of the role played by the Bechuanaland People's Party (BPP).

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contain inaccuracies or describes its role. 2-3

Level 3 Will probably take two routes: describes the roles of BPP and BDP and show how they contributed to the collapse of colonial rule. Neither will deal properly with 'evaluate'. 4-6

Level 4 Answers will try to assess the comparative importance of the reforms by both parties and other factors in ending colonial rule. There should be some consideration of national and regional pressure and support e.g. dissatisfaction with the colonial regime. 7-8

MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

HISTORY: ORDINARY LEVEL

PAPER 2: SPECIMEN PAPER

TIME: 2 hours

MARKS: 50 marks

Additional Materials:

Answer Booklet / Paper

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided on the answer paper.

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer the questions set on **one** of the Depth Studies.

Write your answers on the separate answer paper provided.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets () at the end of each question or part question.

The total of the marks for this paper is 50.

See pages:

Depth Study A:	Germany 1919 – 1945	2-6
Depth Study B:	The United States 1905 – 1941	7-11
Depth Study C:	Africa and Western Imperialism	12-16

This question paper consists of 8 printed pages.

DEPTH STUDY A: GERMANY 1918 – 1945

Life in Nazi Germany

1. Read the Introduction and the sources carefully, and then answer **all** the questions which follow.

INTRODUCTION

Hitler came to power in 1933 and ruled Germany with his Nazi Party. Life for the different groups were affected by Nazi policies in different ways. Some groups suffered while others benefited.

SOURCE A

Opportunities for women to work were deliberately limited. Women were forced to give up their jobs and stay at home with their families. In the late 1930's the Nazis had to turn as they suddenly needed more women workers because the supply of unemployed men dried up. Many women had to struggle with their families and work responsibilities. Nazi policy on women was still torn between their traditional stereotype of the mother and the actual needs of the workplace, for example there was no chance for German women to serve in the armed forces.

SOURCE B



A painting showing the Nazis' view of an ideal German family, in the 1930s

SOURCE C

It was a great feeling. You felt you belonged to a great nation again. Germany was in safe hands and I was going to help to build a strong Germany. But my father of course felt differently about it. [He warned] 'Now Henrik, don't say to them what I am saying to you'.

I always argued with my father as I was very much in favour of the Hitler regime which was against his background as a working man.

Henrik Metelmann describes what it was like being a member of the Hitler Youth in the 1930s.

SOURCE D

I hate the treatment of the Jews. I think it is a bad side of the movement and I will have nothing to do with it. I did not join the party to do that sort of thing. I joined the party because I thought and still think that Hitler did the greatest Christian work for twenty-five years. I saw seven million men rotting in the streets, often I was there too, and no-one...seemed to care ... Then Hitler came and took all those men off the streets and gave them health and security and work ...

H Schmidt, Labour Corps Leader, in an interview in 1938.

SOURCE E



Illustration from a Nazi children's book, in the 1930s

SOURCE F



Poster for an anti-Jewish exhibition, 1937.

SOURCE G

The Jews are aliens in Germany. In 1933 there were 66,060,000 inhabitants of the German Reich of whom 499,862 were Jews. What is the percentage of aliens in Germany?

A question from a Nazi maths textbook, 1933.

SOURCE H

With all the successes Hitler had, Germany was actually a wonderful place to be, unless you were Jewish, had strong political convictions as a Socialist or Communist, or believed in individual freedom. But that never is the majority of any people.

Written by George Clare, British historian.

SOURCE I



Advertisements for a Volkswagen Beetle. A text reads '5 marks a week is all you have to save if you want to drive your own car!'

SOURCE J



A poster about the 1936 Olympics. The figure on the right is Goebbels. The German text means: 'The purpose of the whole thing – Olympic guests, quick march!'

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.

- (a) Study Source A.
What can you learn from this source about Nazi attitudes towards women?
Use the source to explain your answer. [5]
- (b) Study Source B.
What is the message of this source? Use the source and your knowledge to explain your answer. [7]
- (c) Study Sources C and D.
In what ways are these two sources useful? Use the sources to explain your answer. [8]
- (d) Study Sources E and F.
Are there differences between the two sources?
Use the sources to explain your answer. [7]
- (e) Study Source G.
Are you surprised to find this kind of exercise in the school textbook in Nazi Germany in 1933? Use the source and your knowledge to explain your answer. [5]
- (f) Study Source H.
Do you agree or disagree with the historians' judgement on Hitler's Germany. Use the source and your knowledge to explain your answer. [10]
- (g) Study Sources I and J.
Which of these sources supports Hitler and which one criticises him?
Explain your answer, referring to the details in each of the sources. [8]

DEPTH STUDY B: THE USA 1919 – 1941

The Wall Street Crash and the Depression

9. Study the sources, and then answer the questions which follow.

SOURCE A

What caused the Wall Street Crash?, people asked. Some blamed the politicians, others the greed of investors and stockbrokers. But there was a more important cause. The simple fact was that by the end of the 1920's not enough people were buying the products of America's expanded industries.

Why ? Too many Americans were not earning enough money to buy the goods they themselves were producing.

From: A Modern History Textbook

SOURCE B



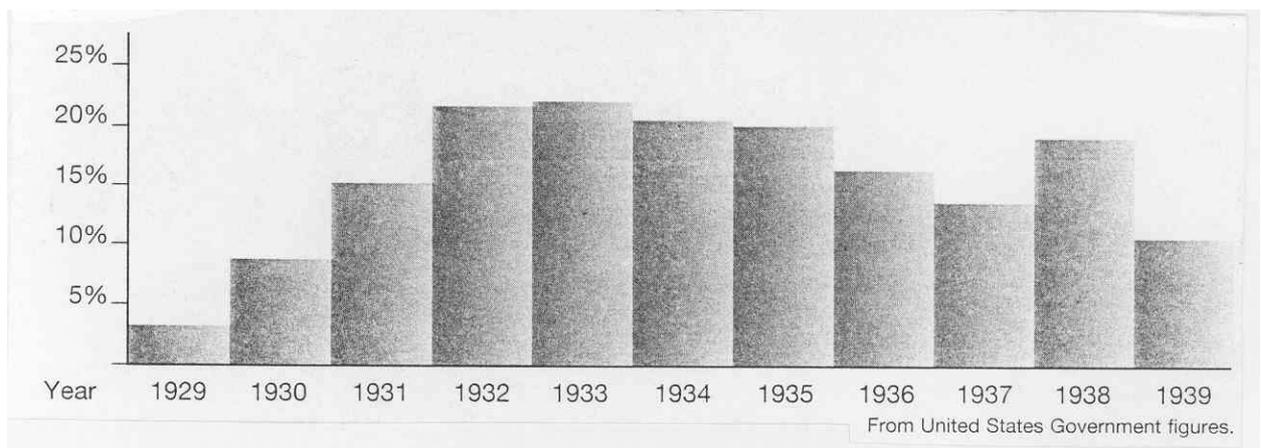
A photograph of Wall Street on Black Thursday, 24 October 1929.

SOURCE C



A drawing by James Rosenberg of Terrifying Tuesday, 29th October 1929.

SOURCE D



Percentage of workers unemployed in the USA, 1929 – 39.

SOURCE E



A cartoon by John McCutcheon, in 1932

SOURCE F

During the past twelve months we have suffered with other nations from economic depression. This depression began within the USA after a period of speculation. However, if this had been the only reason, there would have been recovery many months ago. World-wide causes – over-production of certain goods, financial crises, problems in Asia, revolutions in South America, political unrest in Europe – have all helped to make the depression worse. I believe the major causes of the depression now lie outside the USA.

From a speech by President Hoover, 2nd December 1930.

SOURCE G

Never before in this country has a government fallen to so low a place in Popular estimation or been so universally an object of hatred. Never before has a president given his name so freely to latrines and offal dumps, or had his face banished from the cinema screen to avoid the hoots and jeers of children.

Written by: A political commentator in 1932.

SOURCE H

Last summer, in the hot weather, when the smell was sickening and the flies were thick, there were a hundred people a day coming to the dumps...a widow who used to do housework and laundry, but now had to work at all, fed herself and her fourteen year old son on garbage. Before she picked up the meat she would always take off her glasses so that she couldn't see the maggots.

From New Republic Magazine, February 1933.

SOURCE I

“There is not an unemployed man in the country that hasn't contributed to the wealth of every millionaire in America. We got more wheat, more corn, more food, more cotton, more money in the banks, more everything in the world than any nation that ever lived ever had, yet we are starving to death. We are the first nation in the history of the world to go to the poorhouse in an automobile.”

In 1931 the actor Will Rogers gave his views on the Crash.

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.

- (a) Study Source A.
What does this source tell you about the reasons for the Wall Street Crash?
Use the source and your knowledge to explain your answer. [5]
- (b) Study Sources B and C.
How far do these two sources give similar and different impressions of the Wall Street Crash? Use the sources to explain your answer. [7]
- (c) Study Source D.
What can you learn from Source D about unemployment in the USA in the 1930s?
Use the source to explain your answer. [7]
- (d) Study Source E.
How reliable is this source in informing us about the impact of the Wall Street Crash on the USA economy? Use the source and your knowledge to explain your answer. [6]
- (e) Study Sources F and G.
Is one of these sources more useful than the other as evidence of the causes of the Great Depression? Use the sources and your knowledge to explain your answer. [8]
- (f) Study Sources H and I.
How far do these two sources agree on the effects of the Depression on the American society? Use the sources and your knowledge to explain your answer. [7]
- (g) Study **all** the sources. “Everyone suffered as a result of the Great Depression”. Do you agree with this statement? Use the sources to explain your answer. [10]

DEPTH STUDY C: AFRICA AND WESTERN IMPERIALISM

The Unilateral Declaration of Independence (UDI)

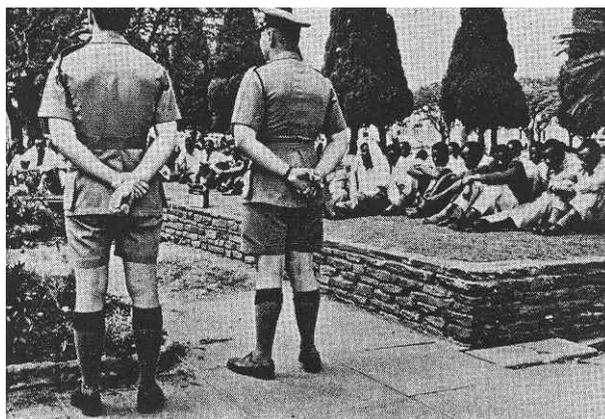
3. Study the sources, and then answer the questions which follow.

SOURCE A



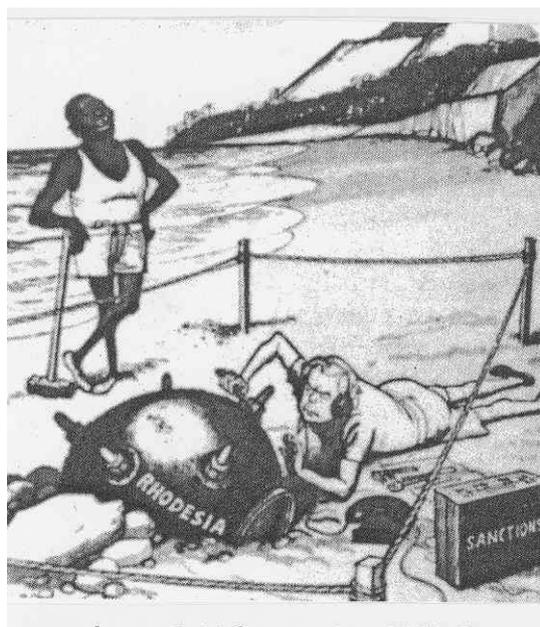
Article from the Rhodesian Herald in 1965.

SOURCE B



A photograph showing Africans in central Salisbury hear the news of UDI on a radio, while Rhodesian police look on in the 1960s.

SOURCE C



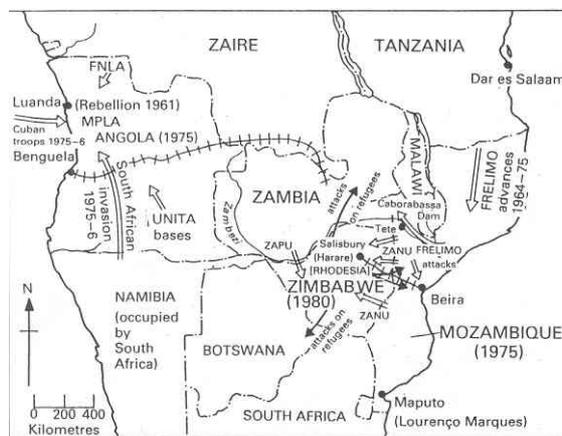
A cartoon from a British magazine, 1966. Its caption reads: "You're getting nowhere, man - let us try"

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". He believed that progressively increased economic sanctions would produce a negotiated settlement and a realignment of political forces among the Whites.

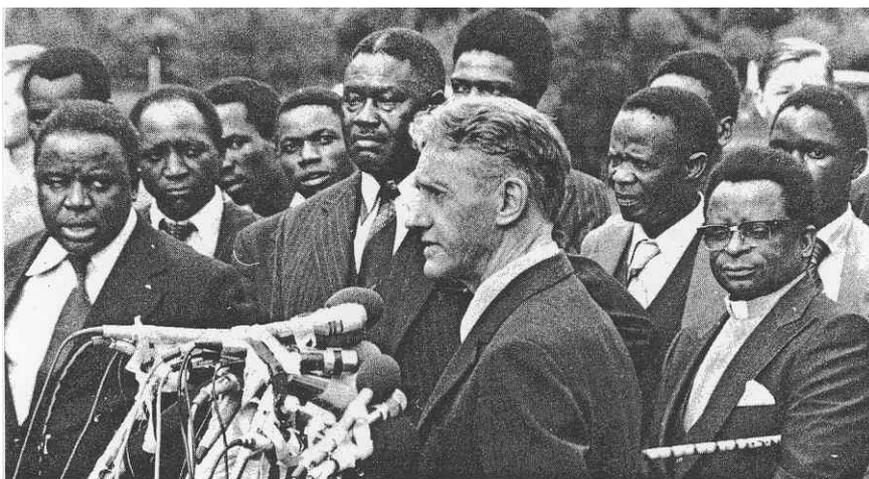
A quote from a speech by Wilson, 1960s.

SOURCE E



A map showing Liberation Movements in Africa, in the 1960s.

SOURCE F



A photograph showing Ian Smith, Prime Minister of the illegal regime in Rhodesia. On the right is his successor, Bishop Muzorewa in the 1960s.

SOURCE G



A photograph showing ZIPRA forces undergoing instruction near the Rhodesian border in the 1960s.

SOURCE H

Smith set out his policies in a full-page advertisement in the local newspapers: “No forced integration. No lowering of standards. No abdication of responsible government. No repeal of the Land Appropriation Act. No appeasement to suit the Afro-Asian bloc.” From these statements it became clear that Smith represented the most adamant section of the RF. On coming to power, the RF had sought the co-operation of Black politicians and had urged them to collaborate in the maintenance of law and order. Their reply to these overtures was intimidation and violence.

At his first Press conference three days after becoming Prime Minister, Smith made the famous statement: “I do not expect to see Africans ruling Rhodesia in my lifetime.” This was followed by his first official act: Joshua Nkomo and three officers of the Peoples Caretaker Council were arrested – resulting in riots in Salisbury and the detention of 250 Black Rhodesians. Afterwards Native political parties were banned, their leaders restricted or detained, and states of emergency were declared in the principal Native townships of Salisbury. This early display of determination to maintain orderly government and ensure peaceful progress in Rhodesia was an indication of the mettle of the new regime.

An extract from Smith’s UDI in 1965.

SOURCE I

After attending the local school in Selukwe, Ian Smith went to nearby Gwelo where he enrolled in the Chaplin School. He was not remembered as a brilliant scholar, but he left Chaplin in a blaze of glory. In his final year (1937), he was Head Prefect, Victor Ludorum at sports, and captain of the rugby, cricket and tennis teams. In the yellowing pages of Chaplin School magazine there are many references to his sporting prowess – but there are few references to his scholastic achievements. Ian Smith admits now: ‘I was an absolute lunatic about sport. I concede, looking back, that I should have devoted much more time to my school work and less to sport.’

From a book on Ian Smith published in the 1960s.

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.

- (a) Study Source A.
What is the message of this source? Use the source to explain your answer. [7]
- (b) Study Source B.
What can you learn from this source about the attitude of Black Africans towards the UDI? Use the source to explain your answer. [5]
- (c) Study Sources C and D.
How far do these sources give similar and different British reactions to the UDI? Use the sources to explain your answer. [7]
- (d) Study Source E.
What does this source tell you about the impact of liberation movements towards achieving independence in Zimbabwe? Explain your answer. [7]
- (e) Study Sources F and G.
How far do these sources prove that Black Zimbabweans were well treated under white rule? Use the sources and your knowledge to explain your answer. [7]
- (f) Study Sources H and I.
Which of the two sources is more useful as evidence of Smith's leadership abilities? Explain your answer. [8]
- (g) Study **all** sources.
"White Zimbabweans were most advantaged by the UDI". How far do these sources support the statement? Explain your answer with reference to the sources. [10]

Acknowledgement

The Ministry of Education acknowledges the assistance of the University of Cambridge Local Examinations Syndicate (UCLES) in granting permission to use resources and ideas towards the production of these specimen questions, notably for questions 1, 2 and 3.

MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

HISTORY: ORDINARY LEVEL

**PAPER 2:
MARK SCHEME**

DEPTH STUDY A: GERMANY 1918 - 1945

Question 1

1. (a) What can you learn from this source about Nazi's attitude towards women? Use the source to explain your answer.

Level 1	Repeats material stated in the source, no inference made.	1
Level 2	Unsupported inferences.	2-3
Level 3	Supports valid inference(s) with reference to the source e.g. women were seen as inferior to men, etc.	4-5

- (b) What is the message of this source? Use the source and your knowledge to explain your answer.

Level 1	Repeats material stated in the source, no inference made.	1-2
Level 2	Unsupported inferences.	3-4
Level 3	Inference(s) supported by reference to source or contextual knowledge.	5-6
Level 4	Inference(s) supported by reference to source and contextual knowledge.	7

- (c) In what ways are these two sources useful? Use the sources to explain your answer.

Level 1	Not useful – Choice made on the basis that one is more detailed / gives more information, but does not specify what information.	1-2
Level 2	Not useful – One is from a member of the Hitler Youth, and the other from a Labour Corps Leader so both could be biased / unreliable.	3-4
Level 3	Answers based on the information in the sources – supported from sources.	5-6
Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of sources in context. Include in this Level answers which cross-reference between C and D to show reliability. 6 marks for one source, 8 marks for both.	7-8

- (d)** Are there differences between the two sources? Use the sources to explain your answer.
- Level 1 Identifies similarities and differences with no support from sources. 1-2
- Level 2 Identifies similarities and differences supported with evidence from sources, e.g. hatred for the Jews, etc. One mark each to a maximum of four marks. 3-4
- Level 3 Describes similarities and differences – Award an extra mark for each example that is described in additional detail. 5-7
- (e)** Are you surprised to find this kind of exercise in the school textbook in Nazi Germany in 1933? Use the source and your knowledge to explain your answer.
- Level 1 Unsupported assertions. 1
- Level 2 Not surprised, because it is a Maths problem in a Maths book. 2-3
- Level 3 Surprised, because it is an unusual way to put a Maths problem. 4
- Level 4 Not surprised, because it reflects Nazi attitudes – it is Nazi propaganda. 5
- (f)** Do you agree or disagree with the historians' judgement on Hitler's Germany. Use the source and your knowledge to explain your answer.
- Level 1 Agrees (tell much) OR disagrees (tell little) with no support from source. 1-2
- Level 2 Agrees OR disagrees with support from source. 3-4
- Level 3 Agrees OR disagrees with support from contextual knowledge. 5-7
- Level 4 Agrees AND disagrees with support from contextual knowledge. 8-10
- (g)** Which of these sources supports Hitler and which one criticises him? Explain your answer, referring to the details in each of the sources. (8)
- Level 1 Identifies sources which supports and criticises Hitler, no inference made. 1-2
- Level 2 Identifies sources which supports and criticises Hitler, with little evidence from sources. 3-5
- Level 3 Describes support and criticism from sources with valid inferences, e.g. improving the German economy, or using the Olympics as a gesture for Nazi support, etc. 6-8

DEPTH STUDY B: UNITED STATES 1919 – 1941

Question 2

2. (a) What does this source tell you about the reasons for the Wall Street Crash? Use the source and your knowledge to explain your answer.

One mark for each valid reason to a maximum of two e.g. high unemployment rate, etc.

Level 1 One mark for each valid aspect to a maximum of two, e.g. unemployment rises, etc. 1-2

Level 2 Award an extra mark for each aspect explained with additional detail, e.g. overspending by Americans, stock market collapse, etc. 3-5

- (b) How far do these two sources give similar and different impressions of the Wall Street Crash? Use the sources to explain your answer.

Level 1 Identifies similarities and differences, with no support of evidence. 1-2

Level 2 Identifies similarities and differences supported by evidence from sources e.g. rushing of people to sell their stocks or Source C collapsing of Wall Street. 3-5

Level 3 Describes similarities and differences supported by evidence from sources. Award an extra mark for each example that is described in additional detail. 6-7

- (c) What can you learn from Source D about unemployment in the USA in the 1930's. Use the source to explain your answer.

Level 1 Repeats material stated in source, no inference made. 1-2

Level 2 Makes valid inferences, not supported from the source, e.g. unemployment was high, etc. 3-5

Level 3 Supports valid inferences with reference to the source, e.g. unemployment increased during the mid 1930s, etc. 6-7

- (d) How reliable is this source in informing us about the impact of the Wall Street Crash on the USA economy? Use the source and your knowledge to explain your answer.

Level 1 Valid general assertion(s) that the source is reliable/not reliable. 1-2

Level 2 Cross-references to contextual knowledge to test reliability of the source. 3-4

Level 3 Evaluation of purpose of source to investigate reliability of the source. 5-6

- (e)** Is one of these sources more useful than the other as evidence of the causes of the Great Depression? Use the sources and your knowledge to explain your answer.
- Level 1 Not useful – one is by the President, we do not know who wrote Source I, so they could both be biased / unreliable, etc. 1-2
- Level 2 Choice made on the nature or amount of information given. Must specify what information. 3-5
- Level 3 Choice made on the grounds of reliability.
Discussion of utility must be based on valid evaluation of sources in context.
Include in this Level answers which cross-reference between Sources H and I to show reliability. 6 marks for one source, 8 marks for both. 6-8
- (f)** How far do these two sources agree on the effects of the Depression on the American Society? Use the sources and your knowledge to explain your answer.
- Level 1 Agrees OR disagrees with no support from sources, e.g. they say the same thing, etc. 1-2
- Level 2 Agrees OR disagrees supported from sources, e.g. Yes – it spread all over the world. No – disagree on the culpability of the US economy. 3-5
- Level 3 Agrees AND disagrees supported from sources. Addresses the issue of “How far?” e.g. argues the degree of US culpability, etc. 6-7
- (g)** “Everyone suffered as a result of the Great Depression”. Do you agree with this statement? Use the sources to explain your answer.
- Level 1 Agrees OR disagrees with statement, no evidence. 1-2
- Level 2 Agrees OR disagrees with statement, limited explanation on issue. 3-5
- Level 3 Agrees OR disagrees, choice made on the nature or amount of information given. Must specify what information. 6-7
- Level 4 Agrees AND disagrees, choice made on the grounds of evaluation of statement.
Both sides of issue must be addressed. 8-10

DEPTH STUDY C: AFRICA AND WESTERN IMPERIALISM

Question 3

3. (a) What is the message of this source? Use the source to explain your answer.

- | | | |
|---------|---|-----|
| Level 1 | Repeats material, stated in the source, no inference(s) made. | 1-2 |
| Level 2 | Makes valid inference(s) with no support from the source. | 3-4 |
| Level 3 | Supports valid inference(s) with reference to the source, e.g. Rhodesia declared its self-independence (UDI). | 5-7 |

(b) What can you learn from this source about the attitude of Black Africans towards the UDI? Use the source to explain your answer.

- | | | |
|---------|---|-----|
| Level 1 | Describes surface features of source. | 1 |
| Level 2 | Unsupported inferences. | 2-3 |
| Level 3 | Supports valid inference(s) with reference to the source, e.g. They expected that Africans would not welcome the UDI. | 3-5 |

(c) How far do these sources give similar and different British reactions to the UDI? Use the source to explain your answer.

- | | | |
|---------|---|-----|
| Level 1 | Identifies similarities and differences with no support of evidence. | 1-2 |
| Level 2 | Identifies similarities and differences supported by evidence from sources, e.g. both refers to sanctions imposed by Britain, etc.
One mark each to a maximum of four marks. | 3-4 |
| Level 3 | Describes similarities and differences supported by evidence from the source.
Award an extra mark for each example that is described in additional detail. | 5-7 |

(d) What does this source tell you about the impact of liberation movements towards achieving independence in Zimbabwe? Explain your answer.

- | | | |
|---------|---|-----|
| Level 1 | Repeats material stated in source, no inference(s) made, e.g. Map showing attacks, etc. | 1-2 |
| Level 2 | Makes valid inference(s), little evidence from source, e.g. attacks by ZANU, ZAPU, FRELIMO, etc. from neighbouring countries. | 3-4 |
| Level 3 | Makes valid inferences with reference to the source, e.g. attacked Zimbabwe from different directions; splitting the Rhodesian forces, etc. | 5-7 |

(e) How far do these sources prove that Black Zimbabweans were well treated under White rule? Use the sources and your knowledge to explain your answer.

Level 1 Agrees OR disagrees with no support from the source, e.g. they said the same thing, etc. 1-2

Level 2 Agrees OR disagrees supported from sources, e.g. Yes – supporting Muzorewa. No – freedom fighters preparing for an attack, etc. 3-5

Level 3 Agrees OR disagrees supported from sources. Addresses the issue of “How far”. e.g. some groups were prepared to join existing government, while others (ZANU, ZAPU) resisted. They carried on with the struggle. 6-7

(f) Which of the two sources is more useful as evidence of Smith’s leadership abilities? Explain your answer.

Level 1 Not useful – Source I refers to his youth, while Source H refers to his leadership. Gives little information. 1-2

Level 2 Choice made on the nature or amount of information given. Must specify what information. Could be biased. 3-5

Level 3 Choice made on the grounds of reliability. Discussion of utility must be based on valid evaluation of sources in context. Include in this Level answers which cross-reference between Sources H and I to show reliability. 6 marks for one source, 7 marks for both. 6-7

(g) “White Zimbabweans were most advantage by the UDI”. How far do these sources support the statement? Explain your answer with reference to the sources.

Level 1 Identifies source(s) which supports OR criticises the UDI, no inference(s) made. 1-2

Level 2 Identifies source(s) which supports OR criticises the UDI, with little evidence from sources. 3-5

Level 3 Describes support OR criticism from sources with valid inferences, e.g. minority white government controlled black Zimbabweans or disadvantage Blacks took up military struggle, etc. 6-7

Level 4 Support AND criticises, choice made on the grounds of evaluation of statement. Both sides of issue must be addressed. 8-10



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