INSTRUCTIONS AND INFORMATION TO CANDIDATES

• Write your answers in the separate 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: GERMANY 1918 – 1945  (page 2 - 6)
DEPTH STUDY B: USA 1919 – 1941  (page 7 - 10)
DEPTH STUDY C: AFRICA AND WESTERN IMPERIALISM  (page 11 - 15)

• 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.
Were women respected in Nazi Germany?

Study the sources and then answer the questions which follow.

Introduction

The Nazis had strong ideas on the role of women and how they could contribute to making the Third Reich a powerful country. These ideas and policies were based on the traditional ‘Three Ks’: Kinder, Küche, Kirche (Children, Kitchen, Church). Laws were passed to remove women from the civil service and other government and professional jobs.

The Nazis made sure no women held any important leadership post(s) in the Party.

The German Women’s Enterprise (DFW) taught women mothering skills and Nazi values.

Were women respected in Nazi Germany?

SOURCE A

If one says that a man’s world is the State, his struggle, his readiness to devote his powers to the service of the community, one might say that the world of woman is a smaller world. For her world is her husband, her family, her children and her house.

*From Hitler’s speech at a Nazi Party rally in 1934.*

SOURCE B

We want our women tried and true
Not as decorated toys
The German wife and mother too
Bears riches no foreign woman enjoys.

The German woman is noble wine
She loves and enriches the earth.
The German woman is bright sunshine
To home and hearth.

Worthy of respect she must always be seen;
Not of strong races the passion and game
The Volk must remain pure and clean.
That is the Führer’s highest aim.

*From the ABC of National Socialism, published in Germany in the 1930s.*
SOURCE C

There is no room for political women in the world of National Socialism. All that this movement has ever said and thought on the subject goes against political women. Woman is relegated to her ordained family circles and to her business as a wife. The German revolution is an event made by, and supremely concerned with, the male.

*From an article published in Germany in 1933.*

SOURCE D

*A cartoon published in Czechoslovakia in 1935.*

The woman in the centre is saying “Introducing Frau Muller who, up to now, has brought 12 children into the world.” Frau Muller can be seen to the right of the cartoon.

SOURCE E

A German woman does not use make up!
A German woman does not smoke!
A German woman has a duty to keep herself fit and healthy!

*From the rule book of the League of German Maidens.*
SOURCE F

The ideal Nazi family.
A poster published in Germany in the 1930s.

SOURCE G

We see our daughters growing up in stupid aimlessness, living only in the vain hope of getting a man and having children. If they do succeed, their lives will be boring.

Views of some anti-Nazi German women in 1934.
A poster published in Germany on Mother’s Day in 1939.
In answering the questions which follow, you must use your own knowledge of the period to help you interpret and evaluate the source. 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 Source A about Nazi attitudes towards women? Use the source and your knowledge to explain your answer. [6]

(b) Study Sources B and C.

How far do Sources B and C agree? Use the sources and your knowledge to explain your answer. [8]

(c) Study Source D.

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

(d) Study Sources E and F.

Which source is more useful to a historian studying the role of women in Nazi Germany? Use the sources and your knowledge to explain your answer. [8]

(e) Study Sources G and H.

How reliable are Sources G and H as evidence about women in Nazi Germany? Use the sources and your knowledge to explain your answer. [9]

(f) Study all the sources.

“German women were respected by the Nazi-government”. Do you agree? Use the sources to explain your answer. [12]

[50]
DEPTH STUDY B: USA 1919 – 1941

How successful was Roosevelt?

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

Introduction

President Roosevelt gave the USA people renewed faith in their country’s way of life. But he was not totally successful. As tension grew in Asia and Europe, Roosevelt started to concentrate on international issues and domestic policies slowly ground to a halt. Only when the Second World War broke out in 1939 did the USA begin to emerge from recession. Indeed, there were still 6 million unemployed in 1941.

Another view of Roosevelt is that not only was he relatively successful but he also gave hope and created a spirit of optimism in a time of crisis. The 1930s are viewed as a time when the people of the USA might have gone down the road to fascism but were saved.

How successful was Roosevelt?

SOURCE A

Roosevelt did not get everything his own way. In 1936 the Supreme Court ruled against the Agricultural Adjustment Act. Roosevelt was disturbed that this court could overrule laws which the elected President and Congress had passed. He thought this was because they were old men who lived in the past.

From a British textbook, 1989.

SOURCE B

This graph shows the number of votes, in millions, cast in the Presidential Elections between 1932 and 1944.
SOURCE C

A photograph of President Roosevelt visiting a Civilian Conservation Corps camp in Virginia in 1933.

SOURCE D

What a Man!
A cartoon published in the 1930s.
SOURCE E

LISTEN - I DON'T LIKE YOUR "DECISIONS" FROM NOW ON, YOU'RE GOING TO HAVE TO WORK WITH SOMEONE WHO CAN SEE THINGS MY WAY!

THE SUPREME COURT

PRESIDENT ROOSEVELT

MORE NEW DEAL LAWS

NEW DEAL ACTS DECLARED UNCONSTITUTIONAL

N.R.A. "OUT"

A.A.A. "OUT"

A.A.A. TAX REFUNDS "OUT"

TRIALS, FARM MORTGAGE MORATORIUM "OUT"

REGULATION OF "HOT OIL" SHIPMENTS "OUT"

ORIGINAL FARM MORTGAGES MORATORIUM "OUT"

ORIGINAL RAILWAY PENSION ACT "OUT"

Trying to change the Umpiring. A cartoon published in the 1930s.

SOURCE F

Roosevelt’s proposals would not banish older judges from the courts. They would not reduce expenses nor speed decisions. They would place the courts under the will of Congress and the President and would destroy the independence of the courts.

From the Senate Judiciary Committee’s rejection of President Roosevelt’s proposals to bring in more judges, 1937.

SOURCE G

The most damning criticism of Roosevelt’s policy was that it failed to cure the depression. Despite some US$20 billion poured out in spending and lending, there were still millions of dispirited men unemployed.

From a modern historian.
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 higher 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.

Answer all the questions.

(a) Study Source A.

What can you learn from Source A about Roosevelt? Use the source and your knowledge to explain your answer. [6]

(b) Study Source B.

How useful is this source to a historian studying Roosevelt in the 1930s and 1940s? Use the source and your knowledge to explain your answer. [8]

(c) Study Source C.

Why do you think this photograph was published in 1933? Use the source and your knowledge to explain your answer. [7]

(d) Study Sources D and E.

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

(e) Study Sources F.

Are you surprised by this source? Use the sources and your knowledge to explain your answer [9]

(f) Study all sources.

“Roosevelt was successful”. Do you agree with this statement? Use the sources to explain your answer. [12]

[50]
How strong and effective was Britain’s stand against rebel Rhodesia?

Study the sources and then answer the questions which follow.

INTRODUCTION

In the 1960s the minority white government of Rhodesia demanded independence for the country. The British government insisted that there could be no independence before majority rule. In November 1965 talks between the two governments broke down and Ian Smith, the Rhodesian Prime Minister, announced a unilateral declaration of independence (UDI).

Britain introduced sanctions against Rhodesia and these were supported by the United Nations. Meanwhile African nationalists such as Joshua Nkoma began a bush war against the minority government. There were several attempts at negotiations and finally in 1980 elections were held and a majority government was elected.

Did Britain stand up strongly to rebel Rhodesia?

SOURCE A

Rhodesian sanctions were written off as a failure. Rhodesian willingness to negotiate has been explained by the increased costs of the war, the growing hostility of neighbouring states, and the pressure brought to bear by South Africa, but not to sanctions.

However, it can be argued that sanctions made a significant long-term contribution in bringing majority rule to Rhodesia. White businessmen agreed. They said sanctions were a major factor in forcing the Smith regime to negotiate a transition to majority rule. ‘Some people feel that sanctions failed’, claimed a businessman. ‘I think they failed initially’, he added. ‘But long term they were very important. Sanctions by themselves would sooner or later have forced a political decision. No economy anywhere in the world can exist under a sanctions type situation for a long period of time’.

More strongly enforced sanctions could have been even more effective. If Rhodesia’s petroleum lifeline had been severed and if South Africa had not served as a back door to international trade, the businessmen agreed, the country could not have survived for more than a matter of months.

**SOURCE B**

The British Government condemns the declaration of independence by the Government of Rhodesia as an act of rebellion. The Governor has informed the Prime Minister and other Ministers of the Rhodesian Government that they cease to hold office. They now exercise no legal authority in Rhodesia.

The British Government will have no dealings with the rebel regime. The British High Commissioner is being withdrawn. Export of arms has been stopped. All British aid will cease. We shall not recognise passports issued by the illegal Rhodesian regime.

It is the duty of everyone owing allegiance to the Crown to refrain from all acts which would assist the illegal regime to continue in their rebellion. Members of the armed forces and the police in Rhodesia should not take up arms in support of the illegal regime. Public servants in Rhodesia should not do any work for the illegal regime.

We shall face this challenge with determination. Whatever measures are needed to restore Rhodesia to the rule of law, to allegiance to the Crown, these measures will be taken. And I am confident that we shall have the support of the nations of the world.

*Prime Minister Wilson of Britain speaking to Parliament on 11 November 1965.*

**SOURCE C**

The colonialists have committed a new crime against the African peoples. On 11 November the racialist regime of Ian Smith proclaimed the ‘independence’ of Rhodesia. These actions aim to keep Rhodesia under a colonial system based on oppression of the Zimbabwe people by a handful of racialists.

The South Rhodesian racialists would not have dared to carry out their criminal plans without a deal with the British who have permitted the racialist regime to gain economic and military strength. This is part of an imperialist plan to block the national liberation movement of the African peoples.

The Soviet government fully shares the view of the independent African states that the ruling class of Britain will never be able to escape responsibility for this crime against the African peoples who have been waging a stubborn struggle for their rights. The government of Great Britain is condemning the actions of the South Rhodesian authorities. These statements are only an attempt to whitewash British policy. Britain laid the foundations for the present regime of the racialists’ colonial rule. It armed the South Rhodesian racialists and helped them strengthen their position.

*A statement issued by the Soviet government on 15 November 1965.*
**SOURCE D**

“A-down on your knees - you f-frightened little man of Salisbury!”

A cartoon published in Britain in November 1965. The man in the middle is Harold Wilson, Prime Minister of Britain.

**SOURCE E**

The caption of this cartoon reads ‘Careful!’ The cartoon was published in Britain in December 1965. The man sitting is Ian Smith.
SOURCE F

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 letter issued by the Rhodesian government in 1976.

Letters like this one were issued freely at local post offices in Rhodesia for Rhodesians to send to friends and relatives all over the world. They would just add some personal details.

SOURCE G

“You are charged with the atrocious crime of conspiring NOT to kill Ian Smith!”

A cartoon published in Britain 1978. The three men being accused are all leading members of British governments.
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 other sources to help you answer the question, in addition to the sources to which you are specifically directed.

Answer all the questions.

(a) Study Source A.

What can you learn about sanctions from this source? Use the source and your knowledge to explain your answer. [6]

(b) Study Sources B and C.

How similar are these two sources? Use the sources and your knowledge to explain your answer. [8]

(c) Study Sources D and E.

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

(d) Study Source F.

How useful is this source to a historian studying events in Rhodesia in the 1970s? Use the source and your knowledge to explain your answer. [8]

(e) Study Source G.

Why was this source published in 1978? Use the source and your knowledge to explain your answer. [8]

(f) Study all the sources.

‘Britain provided strong opposition to rebel Rhodesia.’ How far do these sources support this statement? Use the sources to explain your answer. [12]

[50]
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