NAMIBIA SENIOR SECONDARY CERTIFICATE

HISTORY HIGHER LEVEL

PAPER 2

Marks  60

Additional Materials: Answer Book

2013

2 hours 15 minutes

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: AFRICA AND WESTERN IMPERIALISM  (page 2 - 6)
DEPTH STUDY B: GERMANY BETWEEN THE WARS 1918 - 1945  (page 7 - 10)
DEPTH STUDY C: THE USA 1919 - 1974   (page 11 - 16)

• 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 16 printed pages.
DEPTH STUDY A: AFRICA AND WESTERN IMPERIALISM

Who was more important in Kenya in the late 1950s and early 1960s, the Mau Mau or Jomo Kenyatta?

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

INTRODUCTION

In December 1963 Kenya became independent. Both the Kenyan African Union, led by Jomo Kenyatta, and the Mau Mau Movement had campaigned for independence. The Mau Mau largely consisted of Kikuyu who had much of their land taken by the British authorities.

Kenyatta was imprisoned by the British colonial authorities between 1953 and 1961 for being a member of the Mau Mau – something he always denied. In 1952 the British declared a state of emergency in Kenya to help them deal with the Mau Mau who were waging a campaign of violence. They attacked police stations and settler farms. Some Europeans were hacked to death, and Kikuyu who remained loyal to the British were tortured, mutilated and killed.

However, there were atrocities on both sides. The British government deported thousands of suspected Mau Mau members to special reserves and tortured and murdered prisoners. When Kenya gained its independence in 1963, Kenyatta became its first Prime Minister.

SOURCE A

I want you to know the purpose of the Kenyan African Union (KAU). It involves every African in Kenya and it is their mouthpiece which asks for freedom. It is you and you are the KAU. If we unite now, each and every one of us, and each tribe, we will achieve democracy. He who calls us the Mau Mau is not truthful. We do not know this thing Mau Mau.

Our country today is in a bad state for it is full of fools, and fools in a country delay the independence of its people. KAU seeks to remedy this situation and I tell you now it despises thieving, robbery and murder. Those people are wrecking our chances of advancement. They will prevent us getting freedom. If I have my own way, let me tell you I would butcher the criminal.

Do not be scared of the few policemen under those trees who are holding their rifles high in the air for you to see. Their job is to seize criminals, and we shall save them a duty today. I will never ask you to be subversive but I ask you to be united, for the day of Independence.

The KAU is not a fighting union that uses fists and weapons. If any of you here think that force is good, I do not agree with you. I do not want people to accuse us falsely – that we steal and that we are Mau Mau. Let us therefore demand our rights justly.

From a speech by Kenyatta at a Kenya African Union Meeting at Nyeri, July 26, 1952.
SOURCE B

A cartoon published in Britain in 1952.

SOURCE C
Our sources have produced nothing to indicate that Kenyatta, or his associates, are directly involved in Mau Mau activities, or that Kenyatta is essential to the Mau Mau as a leader, or that he is in a position to direct its activities.

A letter from the Director General of MI5 to Sir Evelyn Baring, January 1953. MI5 is a British intelligence service that works to combat terrorism. Baring was the British Governor of Kenya.

SOURCE D

SOME FACTS THAT ARE TRUE

It is known that most of you are willing to surrender, but the agreement to surrender dating 18 January will expire 10 July 1955.

You have only 7 days left to act upon the agreement that will save your souls and your land.

You will be hunted and killed wherever you are if you do not surrender yourselves.

Those people who surrender themselves before 10 July 1955 will be awarded in addition to securing their land and their property.

If you do not surrender your people will starve and your children will face unending suffering.

877 clever people surrendered since 18 January 1955.

1 281 Mau Mau insurgents have already been killed, and 625 have been arrested.

Be warned that your leaders who disagree among themselves may sacrifice you in their bid to save themselves.

SURRENDER AND YOU WILL BE SAVED
GIVE YOURSELF UP NOW

This leaflet was published and distributed in 1955 by the British authorities in areas where the Mau Mau was strong.
SOURCE E

TOP SECRET TELEGRAM TO THE BRITISH GOVERNMENT

There are several British Army officers who are subject to the following allegations. They will be given immunity from prosecution under the new policy.

Two officers accused of beating up and burning two Africans at a screening camp in September 1954. One officer accused of murder by beating up and roasting alive one African, November 1954.

One officer accused of murder by shooting an African after interrogation, December 1954.

A telegram from British officials in Kenya to the British government about British officers who were involved in hunting down members of the Mau Mau, January 1955.

SOURCE F

A photograph of some Mau Mau. This photograph was taken in the early 1960s just before independence. It was taken to remind Kenyatta about the grievances of the Kikuyu.
SOURCE G

When I worked on a farm we would often look for vultures during breakfast because the Mau Mau would come out of the forest during the night hours and kill sheep or cattle for food. They would always disappear back into the forest before dawn when they were vulnerable to military aircraft or vehicles.

The thing I most remember was watching leaflets being dropped, and the farmer I worked for saying that most of the Mau Mau couldn’t read and would have to have the leaflet read to them by the often literate leadership, who may have told them quite the opposite of what the leaflets offered. I myself saw Mau Mau straggling out of the forest carrying a branch to show they wanted to surrender.

When I was in the Kenya Police Reserve my job was to keep the Mau Mau moving. If you move you starve, so we attempted to keep the insurgents on the run where they would be unable to gather foodstuffs to survive. Several of the Mau Mau leaders had £5 000 rewards on their heads and we would often spent 12 straight hours in the field trying to capture those very valuable prisoners.

From an account of events in the late 1950s by Tim Symonds. Symonds moved to Kenya from Britain. He spent some time working on a farm and then he became a policeman.

SOURCE H

A cartoon published in Britain in December 1963. The main figure is Kenyatta. The figure on the right is named as ‘Mau Mau’.
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.

1 Study Source A.

What can you learn about Kenyatta from this source? Use the source and your knowledge to explain your answer. [7]

2 Study Source B.

Why was this source published in 1952? Use the source and your knowledge to explain your answer. [9]

3 Study Source C.

How reliable is Source C? Use the source and your knowledge to explain your answer. [8]

4 Study Sources D and E.

How similar are these two sources? Use the sources and your knowledge to explain your answer. [9]

5 Study Sources F and G.

Which of these sources is more useful to a historian studying events in Kenya in the 1950s and late 1960s? Use the sources and your knowledge to explain your answer. [7]

6 Study Source H.

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

7 Study all the sources.

‘Kenyatta was more important than the Mau Mau in Kenya during the 1950s and early 1960s.’ How far do these sources support this statement? Use the sources to explain your answer. [12] [60]
Was Kristallnacht organised by the Nazis?

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

INTRODUCTION

In 1938, the Germans carried out a nation-wide attack on Jews. On 9 November 1938, a young Jew killed a German diplomat in Paris. There followed violent attacks on Jews and to organise the destruction of hundreds of synagogues. Jewish homes, schools, cemeteries and hospitals were attacked. Ninety-one Jews were murdered. Twenty thousand Jews were taken to concentration camps. The windows of thousands of Jewish shops were broken and shops were looted. This attack became known as the Kristallnacht or Night of the Broken Glass.

SOURCE A

On the evening of 9 November 1938, Dr Goebbels told the Party leaders that there had been anti-Jewish riots during which shops and synagogues had been set on fire. The Führer had decided that such actions were not to be prepared or organized by the Party, but neither were they to be discouraged. The Reich propaganda director said that the Party should not appear in public to have started the disturbances, but that in reality it should organise them and carry them out in secret.

*From a secret report written by the Supreme Party (Nazi) Court Justice, Walter Buch, for Goering on the events of Kristallnacht.*

SOURCE B

*An account of Kristallnacht from a British newspaper, 12 November 1938.*

SOURCE C

Mob law ruled in Berlin throughout the afternoon and evening as hordes of hooligans took part in an orgy of destruction. I have never seen an anti-Jewish outbreak as sickening as this. I saw fashionably dressed women clapping their hands and screaming with glee while respectable mothers held up their babies to see the ‘fun’. No attempt was made by the police to stop the rioters.

*An account of Kristallnacht from a British newspaper, 12 November 1938.*
SOURCE D

The death of a loyal party member by the Jewish murderer has aroused spontaneous anti-Jewish demonstrations throughout the Reich. In many places Jewish shops have been smashed. The synagogues, from which teachings hostile to the State and People are spread, have been set on fire.

An account of Kristallnacht from a German newspaper, 10 November 1938.

SOURCE E

The Dallas Morning News

Hysterical Nazis wreck thousands of Jewish shops, burn synagogues in a wild orgy of looting and terror. Policemen refuse to halt organised riots in Germany. Goebbels calls violence justifiable as avenge for Paris assassination.

From the front page of the Dallas Morning Newspaper, 11 November 1938.

SOURCE F

From the front page of the New York Times Newspaper, 11 November 1938.

SOURCE G

Until Kristallnacht, many Germans believed Hitler was not engaged in mass murder. The treatment of the Jews seemed to be a minor form of harassment of a disliked minority. But after Kristallnacht, no German could any longer be under any illusion. I believe it was the day that we lost our innocence. But it would be fair to point out that I myself never met even the most fanatic Nazi who wanted the extermination [mass murder] of the Jews. Certainly, we wanted the Jews out of Germany, but we did not want them to be killed.

Alfons Heck, member of the Hitler Youth in 1938, interviewed for a television programme in 1989.
SOURCE H

In one of the Jewish sections, an 18-year-old boy was hurled from a three-storey window to land with both legs broken on a street of broken glass littered with burning beds. The main streets of the city were a positive litter of shattered glass. All of the synagogues were completely gutted by fire. One of the largest clothing stores was destroyed. The fire brigade made no attempt to put out the fire. It is very difficult to believe, but the owners of the clothing store were actually charged with setting fire to their own store, and were dragged from their beds at 6 a.m. and thrown into prison. Many male Jews have been sent to concentration camps.

*From a report on the events of Kristallnacht, 9 November 1938. This was written by the American Consul in Leipzig on 21 November 1938.*

SOURCE I

The day after Kristallnacht the teachers told us: don’t worry about what you see, even if you see some nasty things which you may not understand. Hitler wants a better Germany, a clean Germany. Don’t worry, everything will work out fine in the end.

*Henrik Metelmann, member of the Hitler youth, in 1938.*

SOURCE J

I feel the urge to present to you a true report of the recent riots, plundering and destruction of Jewish property. Despite what the official Nazi account says, the German people have nothing whatever to do with these riots and burnings. The police supplied SS men with axes, house-breaking tools and ladders. A list of the addresses of all Jewish shops and flats was provided and the mob worked under the leadership of the SS men. The police had strict orders to remain neutral.

*Anonymous letter from a German civil servant to the British consul, 1938.*

SOURCE K

All damage to Jewish businesses or dwellings on 8, 9 and 10 November 1938, must be repaired by the Jewish occupant or by Jewish businessmen.

A fine of 1 000 million Reich marks has been imposed on the Jews of German nationality. From 1 January 1939, a Jew cannot be a businessman any longer. If any Jews are leading employees in businesses, they will be dismissed after six month’s notice.

Jews are not permitted to employ female citizens of German blood less than 45 years of age as domestic help.

*Decrees issued by Hermann Goering, 12 November 1938.*
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 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. [7]

2 Study Sources C and D.
   
   How far do these two accounts of Kristallnacht agree? Use the sources and your knowledge to explain your answer. [8]

3 Study Sources E and F.
   
   How similar are the message of Sources E and F? Use the sources and your knowledge to explain your answer. [8]

4 Study Sources G and H.
   
   Is one of these accounts more reliable than the other? Use the sources and your knowledge to explain your answer [8]

5 Study Sources I and J.
   
   After reading Source I, are you surprised by what Source J says? Use the sources and your knowledge to explain your answer. [9]

6 Study Source K.
   
   Why do you think Goering issued these decrees in November 1938? Use the source and your knowledge to explain your answer. [8]

7 Study all the sources.
   
   “The events of Kristallnacht were organised by the Nazis”. How far do these sources support this statement? Use the sources to explain your answer. [12]

[60]
DEPTH STUDY C: THE USA 1919 – 1974

To what extent did the US-government deal with discrimination against black Americans in the 1950s to 1970s?

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

INTRODUCTION

After the Second World the racist system of segregation remained firmly in place in the southern states of the USA. For black Americans segregation meant separate restaurants, waiting rooms, drinking fountains and schools. Many southern states enforced segregated schools under the ‘separate but equal’ doctrine. But separate schools for black children were never equal.

Many black Americans felt that they had to fight for equal rights by themselves as no one would help them. There were two major challenges to segregation during the 1950s – in 1954, the National Association for the Advancement of Colored People challenged the use of segregated schools in the Brown v Board of Topeka case, and, in 1955 Rosa Parks challenged segregation in buses by leading the bus boycott in Montgomery, Alabama.

SOURCE A

There comes a time when people get tired of being pushed out of the glittering sunlight. We are not here advocating violence. We are Christian people. The only weapon that we have is the weapon of protest. And if we are united, we can get many of the things which we richly deserve. We are not afraid of what we are doing because we are doing it within the law. We, who have been oppressed so long, are tired of going through the long night of captivity. We are reaching out for the daybreak of freedom and equality. When the history books are written, somebody will say ‘There lived a race of people, black people, who had the moral courage to stand up for their rights.’

*Martin Luther King speaking in 1955.*

SOURCE B

*A cartoon published in America in 1956.*
To separate Black children from others of similar age and qualifications, solely because of their race, generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way never to be undone. We conclude that, in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal.

*Chief Justice Warren announcing the Supreme Court decision about school segregation, May 1954.*

A photograph of Elizabeth Eckford on her way to Little Rock High School in September 1957.
SOURCE E

Conditions are rough in Little Rock School. Last week, Minnie Jean’s mother asked me to go over to the school with her for a conference with the principal. Subject of conference: ‘the withdrawal of Minnie Jean from the glee club’s Christmas program.’ The principal had informed Minnie Jean ‘When it is definite that Negroes will go to school here with the whites, then you will be able to participate in all activities.’ We strongly challenged this statement, which he denied making in that fashion.

We also pointed out that the treatment of the children had been getting worse for the last two weeks in the form of kicking, spitting, and general abuse. As a result of our visit, stronger measures are being taken against the white students who are guilty of committing these offenses. For instance, a boy who had been suspended for two weeks, on his return to school locked Gloria Ray into her locker. As a result of our visit, he was given an indefinite suspension.

The superintendent of schools also requested a conference the same afternoon. Clarence and I went down and spent about two hours there. We pointed out that a three-day suspension given Hugh Williams for an attack on one of the black students which required a doctor’s attention, was not sufficient punishment. We also told him that there were many pupils willing to help and that President Eisenhower was very much concerned about the Little Rock crisis. The President has stated his willingness to come down and talk to the students. Last Friday, I was asked to call Washington and see if we could get FBI men placed in the school December, 16-18.

From a letter by Daisy Bates, December 1957. Daisy published the local black newspaper in Little Rock. She was writing to the Executive Director of the National Association for the Advancement of Colored People.
SOURCE F

Someone shouted, ‘Here she comes, get ready!’ I moved away from the crowd on the sidewalk and into the street. If the mob came at me, I could then cross back over so the guards could protect me.

The crowd moved in closer and then began to follow me, calling me names. I still wasn’t afraid. Just a little bit nervous.

Then my knees started to shake all of a sudden and I wondered whether I could make it to the main entrance a block away. When I was able to steady my knees, I walked up to the guard who had let the white students in. He too didn’t move. When I tried to squeeze past him, he raised his bayonet and then the other guards moved in and they raised their bayonets. They glared at me with a mean look and I was very frightened. I turned around and the crowd came towards me. Somebody started yelling, ‘Lynch her! Lynch her!’

I tried to see a friendly face somewhere in the mob - someone who maybe would help. I looked into the face of an old woman and it seemed a kind face, but she spat on me. They came closer, shouting, ‘No nigger bitch is going to get in our school. Get out of here!’

Then I looked down the block and saw a bench at the bus stop. When I finally got there, I don’t think I could have gone another step. I sat down and the mob crowded up and began shouting all over again. Just then a white man sat down beside me, put his arm around me and patted my shoulder. He raised my chin and said, ‘Don’t let them see you cry.’

An account by Elizabeth Eckford, of her experiences when she tried to enrol at Little Rock Central High School in September 1957.

SOURCE G

A cartoon published in the USA in 1962. In 1954 the Supreme Court had ruled that all school segregation was unconstitutional.
SOURCE H

A photograph of three civil rights supporters sitting at a lunch counter reserved for whites in May 1963.
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.

1 Study Source A.

What can you learn about black Americans in the USA in the 1950s from this source? Use the source and your knowledge to explain your answer. [7]

2 Study Source B.

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

3 Study Sources C and D.

Does Source C make Source D surprising? Use the sources and your knowledge to explain your answer. [9]

4 Study Sources E and F.

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

5 Study Source G.

Why was this source published in 1962? Use the source and your knowledge to explain your answer. [8]

6 Study Source H.

Are you surprised by this source? Use the source and your knowledge to explain your answer. [8]

7 Study all the sources.

‘Black Americans had little help in their struggle for equality’. How far do these sources support this statement? Use the sources to explain your answer. [12] [60]