



**Republic of Namibia**

## **MINISTRY OF EDUCATION**

**NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)**

**HISTORY SYLLABUS**

**ORDINARY LEVEL**

**SYLLABUS CODE: 4333**

**GRADES 11 - 12**

**2010**

**DEVELOPED IN COLLABORATION WITH  
UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**



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**ORDINARY LEVEL**

*This syllabus replaces previous NSSC  
syllabuses and will be implemented in  
2010 in Grade 11*

**NIED**

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## 1. INTRODUCTION

The Namibia Senior Secondary Certificate for Ordinary Level (NSSCO) for History is designed as a two year course for examination after completion of the Junior Secondary Certificate. The syllabus is designed to meet the requirements of the Curriculum Guide for Formal Senior Secondary Education for Namibia and has been approved by the National Examination, Assessment and Certification Board (NEACB).

The National Curriculum Guidelines, applicable at the stage of senior secondary education (Grades 11 and 12) and at equivalent stages of non-formal education, as a part of life-long learning, recognise the uniqueness of the learner and adhere to the philosophy of learner-centred education.

### **The Namibia National Curriculum Guidelines aim to:**

- recognise that learning involves developing values and attitudes as well as knowledge and skills;
- promote self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and a multi-cultural society;
- encourage respect for human rights and freedom of speech;
- provide insight and understanding of crucial 'global' issues in a rapidly changing world which affect quality of life: the AIDS pandemic, global warming, environmental degradation, maldistribution of wealth, expanding and increasing conflicts, the technological explosion and increased connectivity;
- recognise that as information in its various forms becomes more accessible, learners need to develop higher cognitive skills of analysis, interpretation and evaluation to use information effectively;
- seek to challenge and to motivate learners to reach their full potential and to contribute positively to the environment, economy and society.

Thus the Namibian National Syllabi provide opportunities for developing essential key skills across the various fields of study. Such skills cannot be developed in isolation and may differ from context to context according to the field of study.

### **History contributes directly to the development of the six skills marked\*.**

- Communication skills\*
- Numeracy skills
- Information skills\*
- Problem-solving skills\*
- Self-management and Competitive skills
- Social and Co-operative skills\*
- Physical skills
- Work and Study skills\*
- Critical creative thinking skills\*

## 2. RATIONALE

History is the participation in the social, civic, political, economic, cultural and natural environment and is central to this area of learning. It includes understanding and interpreting past and present human behaviour and experience, and how they influence events, circumstances and the environment.

### 3. AIMS

The aims of the syllabus are the same for all learners. These are set out below and describe the educational purposes of a course in History for the NSSCO examination. They are not listed in order of priority.

**The aims are to enable learners to:**

- stimulate interest in and enthusiasm about the past;
- promote the acquisition of knowledge and understanding of human activity in the past, in order to understand the present;
- ensure that the learners' knowledge is rooted in an understanding of the nature and use of historical evidence from various sources, e.g. The Directorate of Library and Information Services;
- promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference;
- provide a sound basis for further study and the pursuit of personal interest;
- acquire skills for inquiry, communication, critical analysis and the drawing of balanced judgement and problem solving;
- encourage national, regional and international understanding;
  - acquire in-depth knowledge and understanding of the history of the peoples of Namibia through the following stages: pre-colonial, colonial and post-colonial;
  - acquire an understanding of the histories of other peoples in Southern Africa and the rest of Africa;
  - acquire historical understanding of the international relations in the context of the global information age.

#### 4. LEARNING CONTENT

All learners must study the learning content with reference to the assessment objectives listed under Knowledge with Understanding.

<b>INTERNATIONAL RELATIONS SINCE 1919</b>		
<b>Topics</b>	<b>General Objectives The learners will:</b>	<b>Specific Objectives The learners should be able to:</b>
<b>Peace Treaties 1919-23</b>	Understand whether the Peace Treaties of 1919-23 were fair	<ul style="list-style-type: none"> <li>• discuss the motives and aims of the Big Three at Versailles</li> <li>• explain why all the victors did not get everything they wanted</li> <li>• discuss the impact of the peace treaty on Germany up to 1923</li> <li>• evaluate whether the treaties could be justified at the time</li> </ul>
<p><b><u>Specified Content:</u></b></p> <p><i>The peace treaties of 1919-23: The roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process, the impact of the treaties on the defeated countries, contemporary opinions about the terms of the treaties.</i></p>		
<b>League of Nations</b>	Understand to what extent the League of Nations was a success	<ul style="list-style-type: none"> <li>• discuss the successes of the League in the 1920s</li> <li>• explain to what extent weaknesses in the League's organisation made failure inevitable</li> <li>• discuss how far the Depression made the work of the League more difficult</li> <li>• evaluate how successful the League was in the 1930s</li> </ul>
<p><b><u>Specified Content:</u></b></p> <p><i>The League of Nations: Strengths and weaknesses in its structure and organisation, successes and failures in peacekeeping during the 1920s, the impact of the World Depression on the work of the League after 1929, the failures of the League in the 1930s, the increasing militarism of Italy and Japan, Abyssinia and Manchuria representative</i></p>		



Topics	General Objectives The learners will:	Specific Objectives The learners should be able to:
<b>The collapse of international peace</b>	Understand reasons for the collapse of international peace by 1939	<ul style="list-style-type: none"> <li>• discuss the long-term consequences of the peace treaties of 1919-23</li> <li>• explain the consequences of the failures of the League in the 1930s</li> <li>• evaluate whether Hitler's foreign policy caused the outbreak of the war in 1939</li> <li>• evaluate whether the policy of appeasement was successful</li> <li>• explain the importance of the Nazi-Soviet Pact</li> <li>• explain why Britain and France declared war on Germany in September 1939</li> </ul>
<p><b><u>Specified Content:</u></b></p> <p><i>The collapse of international order in the 1930s: the increasing militarism of Germany, Hitler's foreign policy to 1939: the Saar, remilitarisation of the Rhineland, Anschluss with Austria, Appeasement, crises over Czechoslovakia and Poland, the outbreak of war.</i></p>		
<b>The Cold War</b>	Evaluate who was to blame for the Cold War	<ul style="list-style-type: none"> <li>• discuss why the USA-USSR alliance began to break down in 1945</li> <li>• explain how the USSR gained control of Eastern Europe by 1948</li> <li>• discuss how the USA reacted to Soviet expansionism</li> <li>• explain the consequences of the Berlin Blockade</li> <li>• determine who was to blame for starting the Cold War, the USA or the USSR</li> <li>• determine who benefited from the Cuban Missile Crisis</li> <li>• explain why the USA lost the Vietnam War, and also its impact on the environment</li> </ul>
<p><b><u>Specified Content:</u></b></p> <p><i>The origins of the Cold War: the 1945 summit conferences and the breakdown of the USA-USSR alliance in 1945-6; Soviet expansion into Eastern Europe to 1948, and American reactions to it; Occupation of Germany and the Berlin Wall / Blockade; Cuban missile-crisis; Vietnam War.</i></p>		

Topics	General Objectives The learners will:	Specific Objectives The learners should be able to:
<b>United Nations Organisation</b>	Understand how effective the United Nations Organisation has been	<ul style="list-style-type: none"> <li>• determine how the organisation of the United Nations (UN) has hindered its effectiveness</li> <li>• discuss case studies of the United Nations in action: the Korean War and the Congo (Democratic Republic of the Congo)</li> <li>• evaluate the work of the United Nations, and with reference to Human Rights Issues</li> </ul>
<p><b><u>Specified Content:</u></b></p> <p><i>The aims of the UN, the organisation of the UN, its agencies and their work. The implications of the growth of membership: Admission of developing nations and China. Case studies on the work of the UN in Korea (1950-3) and in the Congo (1960-3).</i></p>		

<b>NAMIBIA AND SOUTHERN AFRICA</b>		
<b>Topics</b>	<b>General Objectives The learners will:</b>	<b>Specific Objectives The learners should be able to:</b>
<b>Namibia, 1884-1990</b>	<p>Understand the nature of the colonisation of Namibia</p> <p>Understand the nature of South African occupation of Namibia</p> <p>Understand the conflict between the United Nations (UN) and South Africa over Namibia</p> <p>Understand the impact of Apartheid on Namibia</p> <p>Understand the nature of Namibian resistance to South African rule</p>	<ul style="list-style-type: none"> <li>• discuss how Namibia was colonised by Germany</li> <li>• determine the impact of colonial rule on the Namibian people</li> <li>• discuss the resistance of German rule by Namibians</li>   <li>• discuss the Mandate system</li> <li>• discuss the confiscation of land and cattle</li> <li>• discuss the nature of the League of Nations control</li>   <li>• discuss the nature of UN control over Namibia</li> <li>• explain why South Africa rejected UN control over Namibia</li> <li>• explain how and why South Africa tried to annex Namibia</li> <li>• discuss UN efforts to gain control over Namibia</li>   <li>• explain why South Africa enforced Apartheid on Namibia</li> <li>• discuss the social and economic impact of Apartheid on the Namibian society</li> <li>• evaluate the political impact of Apartheid on the Namibian society, and with reference to the violation of individuals' rights</li> <li>• comment on the effects of the division of the Namibian society into different groups</li>   <li>• discuss the formation of nationalist movements</li> <li>• discuss the various forms of resistance i.e. labour unions, independent churches, pressure groups, armed struggle, etc.</li> <li>• assess the support Namibia received during the liberation struggle, and also with specific reference to Angolan support</li> <li>• explain South Africa's reaction to Namibian resistance</li> </ul>

<b>NAMIBIA AND SOUTHERN AFRICA</b>		
<b>Topics</b>	<b>General Objectives The learners will:</b>	<b>Specific Objectives The learners should be able to:</b>
	Understand how Namibia achieved independence and its reintroduction to the regional and international community	<ul style="list-style-type: none"> <li>• explain the change in South African attitudes towards Namibia</li> <li>• discuss efforts to grant Namibia self-government</li> <li>• discuss UN involvement in achieving independence</li> <li>• discuss post-independence developments and challenges</li> <li>• explain why Namibia became a member of the Southern African Development Community (SADC)</li> <li>• discuss Namibia as a member of the United Nations and the Commonwealth</li> </ul>
<b>South Africa since 1948</b>	<p>Understand the nature of the Apartheid state</p> <p>Understand why minority rule came to an end</p>	<ul style="list-style-type: none"> <li>• explain why the National Party won the election of 1948</li> <li>• discuss how the Apartheid system was established</li> <li>• evaluate the impact of Apartheid on the peoples of South Africa, and also with reference to the violation of Human Rights</li> <li>• assess the effectiveness of government repression of opposition to Apartheid</li> <li>• determine who benefited from apartheid</li> <li>• explain why opposition to Apartheid increased</li> <li>• discuss the importance of external factors in ending Apartheid</li> <li>• evaluate the significance of the roles of Mandela and De Klerk in ending minority rule</li> </ul>
<b>Nationalism in Southern Africa</b>	Understand why nationalism developed in Botswana and Zambia	<ul style="list-style-type: none"> <li>• describe the political factors that led to nationalism</li> <li>• describe the formation of nationalist movements</li> <li>• describe the factors leading to the armed struggle (where applicable)</li> <li>• explain the phases of the armed struggle leading to independence</li> <li>• discuss the role of women in the struggle for independence</li> </ul>

**Specified Content:**

*Establishment of German colonial rule, the nature of German colonialism and resistance to it.*

*South African occupation of Namibia from 1915; the nature of South African rule and its effects on the Namibian people; the League's mandate system. The ending of the League's mandate; the establishment of United Nations (UN) trusteeship, South African refusal to accept UN control.*

*Apartheid laws, the Homeland Policy, the Odendaal Plan, the Contract Labour system. The Segregation of Namibian society: housing, employment and education.*

*Nationalism, SWANU, OPC, OPO, SWAPA, SWAPO, the Herero Chiefs Council, the Damara Council, CANU, the Liberation Committee, the Windhoek Massacre of 1959, the 1966 Toivo Ya Toivo Court case, Ongulumbashe. The role of: the churches, labour unions, the Eastern countries, the Western Contact Group, the OAU (African Union). Security legislation, military intervention, Koevoet, SWATF, Cassinga, the State of Emergency, Angolan support.*

*The achievement of independence. Pressure from Black South Africans on the South African government. The Turnhalle Conference, UN Resolution 385, The 1986 Tier government, MPC, Transitional Government of National Unity, the UN Commission, the International Court of Justice, mediation efforts, the Western Five, UN.*

*Resolution 435, UNTAG, the registration of voters, the elections of 1989. Namibia's role in SADC, importance of organisation for member countries, Namibia's involvement in the UN and the Commonwealth. Support for members.*

*The impact of the Second World War on South Africa. The 1948 election and the victory of the National Party. The Apartheid system: the Apartheid Laws, the impact of Apartheid on the people of South Africa, the enforcement of Apartheid, repression, e.g. Sharpville.*

*Opposition to white minority rule: the campaigns of the African nationalist organisations, the roles of leaders such as Biko and Mandela in organising resistance, increasing international condemnation of Apartheid, the collapse of Apartheid, factors leading to abandonment of minority rule, the roles of De Klerk and Mandela in the transfer of power, establishment of majority rule.*

*Nationalism in Southern Africa, reference to Botswana and Zambia: British rule and nationalism in Botswana, Nationalist Movements, Bechuanaland People's Party (BPP), Seretse Khama and the Bechuanaland Democratic Party (BDP). Zambia (Northern Rhodesia): British rule and nationalism in Zambia, Role of Nationalist Movements, Kaunda and the struggle for Independence, including the role of women.*

## DEPTH STUDIES

Candidates must study their chosen Depth Study with reference to the assessment objectives listed under Critical Analysis (as well as assessment objectives listed under Knowledge with Understanding).

- (a) Germany, 1918 - 1945
- (b) The USA, 1919 - 1941
- (c) Africa and Western Imperialism

Topics	General Objectives The learners will:	Specific Objectives The learners should be able to:
<b>Depth Study A: Germany, 1918 - 1945</b>	<p>Understand how far the Weimar Republic was doomed from the start</p> <p>Understand why Hitler was able to dominate Germany by 1934</p> <p>Understand how the Nazis controlled Germany between 1933-1945</p> <p>Understand what it was like to live in Nazi Germany</p>	<ul style="list-style-type: none"> <li>• assess the condition of Germany at the end of the First World War, and also with reference to its environment</li> <li>• discuss the impact of the Treaty of Versailles on the Weimar Republic</li> <li>• evaluate to what extent the Weimar Republic recovered after 1923</li> <li>• discuss the achievements and failures of the Weimar period</li>   <li>• explain what the Nazi Party stood for in the 1920s</li> <li>• explain why the Nazis had little success before 1930</li> <li>• explain why was Hitler able to become Chancellor by 1933</li> <li>• discuss how Hitler consolidated his power in 1933-1934</li>   <li>• discuss how much opposition there was to the Nazi regime</li> <li>• explain how the Nazis dealt with their political opponents, and also with reference to the violation of Human Rights</li> <li>• discuss how the Nazis used culture and the mass media to control the German people</li> <li>• explain why the Nazis persecuted and exterminated many groups in the German society</li> <li>• evaluate whether Nazi Germany was a totalitarian state</li>   <li>• discuss how young people reacted to the Nazi regime</li> <li>• evaluate the success of Nazi policies towards women and the family</li> <li>• evaluate whether most people in Germany benefited from Nazi rule</li> <li>• explain how the coming of war changed life in Nazi Germany</li> </ul>

**Specified Content:**

*The revolution of 1918 and the establishment of the Republic. The Versailles settlement and German reactions to it. The Weimar constitution, main political divisions, the role of the army. Political disorder, 1919-23; Economic crises and hyper-inflation; the occupation of the Ruhr. The Stresemann Era. Cultural achievements during the Weimar period.*

*The early years of the Nazi Party: Nazi ideas and methods, the Munich Putsch, the roles of Hitler and other Nazi leaders. The impact of the Depression on Germany: Political, Economic and Social crisis of 1930-3, reasons for the Nazis' rise to power, Hitler takes power, the Reichstag Fire and the Election of 1933.*

*Nazi rule in Germany: The Enabling Act, the Night of the Long Knives, the death of Hindenburg, removal of opposition, methods of control and repression, use of culture and the mass media to promote Nazism. Economic policy including rearmament. Different experiences of Nazi rule: women and young people, anti-Semitism, persecution of minorities. Opposition to Nazi rule.*

*Impact of the Second World War on Germany: Conversion to war economy, the Final Solution.*

<b>Topics</b>	<b>General Objectives The learners will:</b>	<b>Specific Objectives The learners should be able to:</b>
<b>Depth Study B: The USA, 1919 - 1941</b>	<p>Understand how far the US economy boomed in the 1920s</p> <p>Understand how far did the US society change in the 1920s</p> <p>Understand what the causes and consequences were of the Wall Street Crash</p> <p>Evaluate the success of the New Deal</p>	<ul style="list-style-type: none"> <li>• discuss factors on which the economic boom was based</li> <li>• explain why some industries prosper, while others did not</li> <li>• explain why agriculture did not share in the prosperity of the economic boom in the 1920s</li> <li>• evaluate whether all Americans benefited from the economic boom</li>   <li>• explain the ‘Roaring 20s’</li> <li>• determine how widespread intolerance was in US society, and with reference of its impact on the rights of groups</li> <li>• explain why prohibition was introduced, and then later repealed</li> <li>• evaluate how the roles of women changed during the 1920s</li>   <li>• state whether speculation was responsible for the Wall Street Crash</li> <li>• determine what impact the Crash had on the economy</li> <li>• discuss the social consequences of the Crash</li> <li>• explain why Roosevelt won the election of 1932</li>   <li>• discuss the New Deal as introduced in 1933</li> <li>• explain how far the character of the New Deal changed after 1933</li> <li>• explain why the New Deal was opposed</li> <li>• state why unemployment persisted despite the New Deal</li> <li>• evaluate whether the New Deal was a failure</li> </ul>



**Specified Content:**

*The expansion of the US economy during the 1920s: mass production in the car and consumer durables industries, the fortunes of older industries, the development of credit and hire purchase, the decline of agriculture. Weaknesses in the economy by the late 1920s.*

*Society in the 1920s: the 'Roaring Twenties', film and other media, prohibition and gangsterism, race relations, discrimination against black Americans, the Ku Klux Klan, the changing roles of women.*

*The Wall Street Crash and its financial, economic and social effects. The reaction of President Hoover to the Crash. The Presidential election of 1932: Hoover's and Roosevelt's programmes.*

*Roosevelt's inauguration and the 'Hundred Days'. The New Deal legislation, the 'alphabetic agencies' and their work, and the economic and social changes they caused. Opposition to the New Deal: the Republicans, the rich, business interests, the Supreme Court, radical critics like Huey Long. The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression.*

<b>Topics</b>	<b>General Objectives The learners will:</b>	<b>Specific Objectives The learners should be able to:</b>
<b>Depth Study C: Africa and Western Imperialism</b>	<p>Compare the impact of colonialism in Algeria and Zimbabwe</p> <p>Understand why the people started to strive for independence</p> <p>Understand how independence was finally achieved</p>	<ul style="list-style-type: none"> <li>• explain the nature of the colonial systems in these two colonies</li> <li>• explain the similarities and differences in the experiences of the inhabitants under the various systems</li> <li>• assess how beneficial or harmful colonisation was for the colonial powers and the colonies.</li> <li>• explain the impact of the Second World War on Africans, and also with reference to the environment</li> <li>• assess the roles of individuals in their struggle for independence</li> <li>• explain the changing attitudes of colonial powers towards their colonies</li> <li>• explain why independence movements resorted to armed struggle</li> <li>• discuss the course of the liberation struggle in each colony</li> <li>• explain the outcome of the liberation struggle in each colony</li> </ul>
<p><b><u>Specified Content</u></b></p> <p><i>With reference to Algeria and Zimbabwe: the different Colonial Systems, the impact of European settlement and economic development; the experiences of the local inhabitants, the role of nationalist movements. Why Africans wanted independence. The role of: Ben Bella, Abbas and Hadj (Algeria); Smith, Nkomo, Mugabe, Sitole (Zimbabwe).</i></p>		

## 5. ASSESSMENT OBJECTIVES

**The two assessment objectives are:**

- A Knowledge with Understanding
- B Critical Analysis

A description of each assessment objective follows.

### **A KNOWLEDGE WITH UNDERSTANDING**

**Learners should be able to:**

1. recall, select, organise and deploy relevant knowledge of the syllabus content;
2. demonstrate an understanding of:
  - change and continuity, cause and consequence, similarity and difference;
  - the motives, emotions, intentions and beliefs of people in the past.

### **B CRITICAL ANALYSIS**

**Learners should be able to:**

3. interpret and evaluate a variety of historical sources and their uses as evidence, i.e.
  - to comprehend;
  - to locate, extract and infer information;
  - to distinguish between fact, opinion and judgement;
  - to indicate deficiencies, such as gaps and inconsistencies;
  - to detect bias, and to make judgements about reliability and utility;
  - to reach conclusions based upon the use of a range of sources as evidence;
  - to identify and base judgements upon different interpretations of the past.

Although the assessment objectives are expressed separately, they are not wholly discrete.

## 6. SCHEME OF ASSESSMENT

All learners must be entered for both papers.

### DIFFERENTIATION

Differentiation will be achieved by outcome. Learners will answer questions from common papers. Answers will be marked using levels of response mark schemes. These schemes will reward positive achievement at all levels.

### DESCRIPTION OF PAPERS

**Paper 1** (2 h15m) International Relations since 1919: this paper consist of two sections.

Section A contain four questions on International Relations since 1919. Learners answer any **two** questions.

Section B contain four questions on the history of Namibia and Southern Africa. Learners answer **two** questions, **one** from each Part.

All questions are structured into three parts and will be based on stimulus source material. They will test Assessment Objectives A1 and A2. Each question will carry **20 marks**.

**Paper 2** (2 h15m) Depth Studies: On each of the Depth Studies one question will be set, which carries **50 marks**. It will be source-based and will be structured into several parts. The primary focus of this paper will be Assessment Objective B3, but aspects of Assessment Objectives A1 and A2 will also be assessed. Learners must answer **one** question.

### SPECIFICATION GRID

PAPER	WEIGHTING OF PAPERS		ASSESSMENT OBJECTIVES ASSESSED
	MARKS	PERCENTAGE	
<b>1</b>	80	62	A1 and A2
<b>2</b>	50	38	B3 and also A1 and A2

### WEIGHTING OF ASSESSMENT OBJECTIVES

PAPER	WEIGHTING OF ASSESSMENT OBJECTIVES		
	A1	A2	B3
<b>1</b>	32 marks	48 marks	-
<b>2</b>	17 marks	8 marks	25 marks
Overall weight	38%	43%	19% = 100%

## 7. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall and might conceal weakness in one aspect of the examination which is balanced by above average performance in some other. Learners will be graded on a scale of A\* - G. The descriptors for judgemental thresholds (A, C, E, G) are given below.

At **Grade A** the learner will be expected to:

- recall, select, organise and deploy historical knowledge accurately to support a coherent and logical argument;
- communicate in a clear and coherent manner using appropriate historical terminology;
- demonstrate an understanding of the complexity of historical concepts; distinguish clearly between cause and consequence, change and continuity, similarity and difference by the selective deployment of accurate and relevant historical evidence;
- show an understanding of individuals and societies in the past; understand the importance of trying to establish motives;
- interpret and evaluate a wide range of historical sources and their use as evidence; identify precisely the limitations of particular sources; compare and contrast a range of sources and draw clear, logical conclusions.

At **Grade C** the learner will be expected to :

- recall, select and deploy relevant historical knowledge in support of a logical argument;
- communicate in a clear and coherent form using appropriate historical terminology;
- distinguish between cause and consequence, change and continuity, similarity and difference by the development of accurate though limited evidence;
- reveal an understanding of individuals and societies in the past;
- interpret and evaluate historical sources and their use as evidence; indicate the limitations of particular sources; compare and contrast a range of sources and draw coherent conclusions.

At **Grade E** the learner will be expected to:

- recall a limited amount of accurate and relevant historical knowledge;
- identify and describe some reasons, results and changes in relation to the events, personalities and developments studied;
- demonstrate a basic understanding of the historical concepts of causation, change and continuity, similarity and difference;
- display knowledge of the perspectives of other people based on specific examples of situations and events;
- comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.

At **Grade G** the learner will be expected to:

- recall and deploy some relevant knowledge of the syllabus content;
- use simple historical terminology and communicate in an understandable form;
- describe a few features of an event, issue or period, including characteristic ideas, beliefs and attitudes;
- identify some differences between ways in which events, people or issues have been represented and interpreted;
- interpret and evaluate historical sources and their use as evidence in a limited way; make comparisons between pieces of evidence without drawing conclusions.

## 8. GLOSSARY OF TERMS

*This glossary defines or explains some of the historical terms and phrases used in the syllabus.*

- **Apartheid** – the policy of the white South African government, developed and refined since 1948, of dividing South Africans into racial groups according to their skin colour, and of segregating them by racial groups in work, housing, civil and legal rights, transport, recreation, etc.
- **Appeasement policy** – foreign policy followed by the British Government, and later by the French, in their dealings with the Axis powers from 1937-39. It was designed to avoid war by giving way to some of their demands and by conceding territory to them, notably the Sudetenland area of Czechoslovakia by the Munich Agreement in 1938.
- **Blockade** – cutting a place off by surrounding it with troops or ships.
- **Collectivisation** – process by which farm land in communist countries is transferred from individual ownership to common ownership in collective farms. Collectivisation was carried out on a massive scale in the USSR in the 1930s and the People’s Republic of China in the 1950s.
- **Colonialism** – the methods and policies by which a country gains colonies and maintains or extends its control over them. The term implies that colonies have no real political independence and little control over their economies; it has therefore become a derogatory term in the twentieth century.
- **Commonwealth** – an association of independent nations, dominions and dependent territories which once belonged to the British Empire and which now accept the British monarch as a symbol of the association between them.
- **Mandates** – territories taken from the defeated German and Turkish empires after World War I and placed under the temporary administration of the victorious powers because they were not considered able to govern themselves.
- **Nationalism** – movements to strengthen the common bonds of language, religion, history among people especially in states where these are not recognised. In such cases nationalists attempt to gain the right of national self-determination or become states in their own right or to press for greater recognition of national culture.
- **Nazi-Soviet Pact** – agreement between Nazi Germany and the Soviet Union in 1938 not to fight each other in the event of a European war. In a secret addition to the Pact, they also agreed to divide Poland between them. Also known as the Ribbentrop-Molotov Pact after the German and Soviet foreign ministers who negotiated it.
- **New Deal** – election slogan coined in 1932 by F. D. Roosevelt to describe his plans for overcoming the Great Depression if elected President of the USA. The term is also used to describe the economic and social policies which he put into practice between 1933 – 37 during his first and second terms as President.
- **Prohibition** – the forbidding by law of the manufacture or sale of alcoholic drinks.
- **Purges** – the expulsion from the Communist Party of the Soviet Union of corrupt or politically unreliable members. Under Stalin, purges led not only to expulsion from the party but often also to the imprisonment and execution of many party and armed forces leaders, particularly during the Great Terror.
- **Regime** – term describing the form of government in a state – e.g. a ‘military regime’ is government by the armed forces; a ‘Marxist regime’ is government by communists; etc.
- **SADC** – the Southern African Development Community, member countries aim to develop stronger economic and commercial links with one another.
- **Totalitarian state** – a country where no opposition (rival parties, political debate) to the ruling party is allowed.
- **Wall Street Crash** – sudden, massive fall in the prices of shares on the New York Stock Exchange in Wall Street, Manhattan, from 24-29 October 1929. The Crash led to the failure of many banks and companies, and hastened the onset of the Great Depression
- **Weimar Republic** – in January 1919 free elections took place for the first time in Germany’s history. Friedrich Ebert’s party won a majority and he became the president of the Weimar republic.



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