



**Republic of Namibia**

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

**NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)**

**HISTORY SYLLABUS**

**ORDINARY LEVEL**

**SYLLABUS CODE: 6138**

**Grades 10 - 11**

**FOR IMPLEMENTATION IN 2019  
FOR FIRST EXAMINATION IN 2020**

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*NSSCO History Ordinary level Syllabus Grades 10 & 11*

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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 10 and 11) 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, misdistribution 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 guidelines 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 judgment 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. ADDITIONAL INFORMATION**

### **4.1 Guided learning hours**

The NSSCO level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of two years, but this is for guidance only. The number of hours required to gain the qualification may vary according to local conditions and the learners' prior experience of the subject. The *National Curriculum for Basic Education* (NCBE) indicates that this subject will be taught for 8 periods of 40 minutes each per 7-day cycle, or 6 periods of 40 minutes each per 5-day cycle, over two years.

### **4.2 Prior learning**

Subject where learners are required to have done such specific subject in JS Grades 8-9. It is recommended that learners who are beginning this course should have previously studied History.

### **4.3 Progression**

NSSCO levels are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications. Learners who are awarded grades C to A\* in NSSCO are well prepared to follow courses leading to Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS) level History.

### **4.4 Support materials and approved textbooks**

NSSCO syllabuses, question papers and examiner's reports are sent to all schools. Assessment manuals in subjects, where applicable are sent to schools. Approved learning support materials are available on the Senior Secondary Textbook Catalogue for Schools.

## 5. Learning content

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

| TOPICS   | GENERAL OBJECTIVES<br><i>Learners will:</i>  | SPECIFIC OBJECTIVES<br><i>Learners should be able to:</i>   |
|--|--|---|
| <b>5.1 Theme : International relations since 1919</b>  |  |   |
| <b>5.1.1 Treaty of Versailles and its impact 1919-23</b>   | <ul style="list-style-type: none"> <li>understand whether the Peace Treaty of 1919 was fair</li> </ul>                       | <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 treaty could be justified at the time.</li> </ul>  |
| <p><b><u>Specified content:</u></b></p> <p>Treaty of Versailles and its impact 1919-23: The roles of individuals such as George Clemenceau, Woodrow Wilson and Lloyd George in the peacemaking process. The terms and impact of the treaty of Versailles and the impact of the treaty on Germany up to 1923.</p> |  |   |
| <b>5.1.2 League of Nations</b>   | <ul style="list-style-type: none"> <li>understand to what extent the League of Nations was a success or a failure</li> </ul> | <ul style="list-style-type: none"> <li>discuss the successes and failures of the League in the 1920s</li> <li>discuss the successes and failures of the League in the 1930s</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> <li>evaluate the work of the League's agencies</li> </ul> |

| TOPICS   | GENERAL OBJECTIVES    | SPECIFIC OBJECTIVES                |
|--|-----------------------|------------------------------------|
|  | <i>Learners will:</i> | <i>Learners should be able to:</i> |
| <p><b><u>Specified content:</u></b><br/> <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 Depression on the work of the League after 1929, the failures of the League in the 1930s and the increasing militarism of Italy and Japan, with reference to Abyssinia and Manchuria, the work of the League's agencies.</i></p> |                       |                                    |



| TOPICS  | GENERAL OBJECTIVES  | SPECIFIC OBJECTIVES   |
|---|---|---|
| <b>5.1.3 The collapse of international peace</b>  | <p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>• understand reasons for the collapse of international peace by 1939</li> </ul> | <p><i>Learners should be able to:</i></p> <ul style="list-style-type: none"> <li>• discuss the impact of the Treaty of Versailles 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 (non-aggression pact, Molotov-von Ribbentrop pact)</li> <li>• explain why Britain and France declared war on Germany in September 1939.</li> </ul>              |
| <p><b>Specified content:</b><br/> <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 Nazi-Soviet pact , the outbreak of war.</i></p>  |   |   |
| <b>5.1.4 The Cold War</b>   | <ul style="list-style-type: none"> <li>• evaluate who was to be blame for the Cold War</li> </ul>   | <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 in Eastern Europe</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</li> <li>• evaluate the impact of the Vietnam War on the environment.</li> </ul> |
| <p><b>Specified content:</b><br/> <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 Blockade, The events of the Cuban Missile Crisis and the Vietnam War. The social, economic, political and environmental impact of the Vietnam War.</i></p> |   |   |

| <b>TOPICS</b>   | <b>GENERAL OBJECTIVES</b>   | <b>SPECIFIC OBJECTIVES</b>   |
|---|---|--|
| <b>5.1.5 United Nations Organisation</b>  | <i>Learners will:</i> <ul style="list-style-type: none"> <li>• understand how effective the United Nations Organisation has been</li> </ul> | <i>Learners should be able to:</i> <ul style="list-style-type: none"> <li>• describe how the organisation of the United Nations (UN) has hindered its effectiveness</li> <li>• discuss case studies of the United Nations (UN) in action: the Korean War and the Congo (Democratic Republic of the Congo)</li> <li>• evaluate the work of the United Nations (UN), and with reference to Human Rights issues.</li> </ul> |
| <p><b>Specified content:</b><br/> <i>The aims of the United Nations (UN), the organisation of the United Nations (UN), its agencies and their work. The implications of the growth of membership: Admission of developing nations and China.<br/> Case studies on the work of the UN in Korea (1950-3) and in the Congo (1960-4). The UN and Human Rights issues.</i></p> |   |  |

| TOPICS   | GENERAL OBJECTIVES<br><i>Learners will:</i>  | SPECIFIC OBJECTIVES<br><i>Learners should be able to:</i>  |
|--|--|--|
| <b>5.2 Theme : Namibia 1915- 2000 and South Africa 1948-1994</b> |  |  |
| <b>5.2.1 Namibia under South African occupation 1915-1990</b>    | <ul style="list-style-type: none"> <li>• understand the nature of South African occupation of Namibia</li> <li>• understand the conflict between the United Nations (UN) and South Africa over Namibia</li> <li>• understand the impact of Apartheid on Namibia</li> </ul> | <ul style="list-style-type: none"> <li>• describe the Mandate system with reference to Namibia</li> <li>• discuss the confiscation of land and cattle by South Africans</li> <li>• discuss the nature of the League of Nations control over Namibia</li> <li>• evaluate the extent to which South Africa carried out the mandate.</li> <li>• discuss the nature of United Nations (UN) control over Namibia</li> <li>• explain why South Africa rejected United Nations (UN) control over Namibia</li> <li>• explain how South Africa tried to annex Namibia</li> <li>• explain why South Africa tried to annex Namibia</li> <li>• evaluate the UN efforts to gain control over Namibia.</li> <li>• explain why South Africa enforced Apartheid on Namibia</li> <li>• explain how South Africa enforced Apartheid on Namibia</li> <li>• discuss the social, economic and political impact of Apartheid on the Namibian society</li> <li>• evaluate the social , economic and political impact of Apartheid on the Namibian society, and with reference to the violation of individuals' rights</li> <li>• evaluate the effects of the division of the Namibian society into different groups.</li> </ul> |

| TOPICS  | GENERAL OBJECTIVES  | SPECIFIC OBJECTIVES   |
|---|---|---|
| <b>5.2.2 The struggle for independence and its consequences 1915-2000</b> | <p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>• understand the nature of Namibian resistance to South African rule</li> <li>• understand how Namibia achieved independence and its re-introduction to the regional and international community</li> </ul> | <p><i>Learners should be able to:</i></p> <ul style="list-style-type: none"> <li>• describe the formation of nationalist movements</li> <li>• discuss the various forms of resistance i.e. labour unions, independent churches, pressure groups (external and internal), armed struggle, etc.</li> <li>• describe efforts to grant Namibia self-government</li> <li>• evaluate United Nations (UN) involvement in achieving independence</li> <li>• assess 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>5.2.3 South Africa 1948 – 1994</b>                                     | <ul style="list-style-type: none"> <li>• understand the nature of the apartheid state</li> <li>• understand why minority rule came to an end</li> </ul>   | <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 in South Africa</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>• describe the various forms of resistance to apartheid</li> <li>• explain who benefited from apartheid</li> <li>• explain why opposition to apartheid increased</li> <li>• discuss the importance of external and internal factors in ending apartheid</li> <li>• evaluate the significance of the roles of Nelson Mandela, F.W.de Klerk and others in ending minority rule</li> </ul> |

**Specified content:**

*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 United Nations (UN) control.*

*The Homeland Policy, the Odendaal Plan, the Contract Labour System. The Segregation of Namibian Society: housing, employment and education.*

*Nationalism, SWAPO, the Windhoek Massacre of 1959. The role of: the churches, labour unions, the Eastern countries, the Western Contact Group, the OAU (African Union).*

*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 United Nations (UN) Commission, the International Court of Justice, mediation efforts, the Western Five, United Nations (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 United Nations (UN), the Commonwealth and 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 Prohibition of Mixed Marriages Act, 1949, the Group Areas Act, 1950, the Separate Amenities Act, 1953 and the Bantus Education Act, 1953. The impact of Apartheid on the people of South Africa, the enforcement of Apartheid, repression, e.g. Sharpeville.*

*Opposition to white minority rule: the campaigns of the African nationalist organisations, the Sharpeville massacre of 1960 and the Soweto uprising of 1976, the roles of leaders such as Steve Biko and Nelson Mandela in organising resistance, increasing international condemnation of apartheid, the collapse of apartheid, factors leading to abandonment of minority rule, the roles of F.W. de Klerk and Nelson Mandela in the transfer of power, establishment of majority rule. The elections of 1994 and the appointment of Mandela as President.*

### 5.3 Depth Studies

One of the Following Depth Studies will be prescribed each year. Candidates must study the prescribed depth Study with reference to the assessment objectives listed under Critical Analysis (as well as assessment objectives listed under Knowledge with Understanding).

Depth Study A

Depth Study B

Depth Study C

| TOPICS   | GENERAL OBJECTIVES  | SPECIFIC OBJECTIVES  |
|--|---|--|
| <b>5.3.1 Depth Study A:<br/>Namibia – resistance to foreign rule</b> | <i>Learner will:</i>  | <i>Learners should be able to:</i>   |
| <b>Resistance to German rule, 1884 - 1915</b>                        | <ul style="list-style-type: none"> <li>• understand the reasons for German occupation of Namibia</li> <li>• understand the impact of German rule on the Namibian people</li> <li>• understand the reasons for the resistance to German rule</li> <li>• understand the nature of the German reaction to Namibian resistance</li> <li>• understand the extent and effectiveness of Namibian resistance</li> </ul> | <ul style="list-style-type: none"> <li>• describe and explain how and why Namibia was colonised by Germany</li> <li>• determine the impact of colonial rule on the Namibian people</li> <li>• explain the worsening relations between Germans and Namibians</li> <li>• discuss the resistance of German rule by Namibians including the uprising of 1893-1894</li> <li>• describe and explain the rising of the Herero and Namaqua 1904- 1907</li> <li>• describe the genocide in Namibia and its impact on the Namibian people</li> </ul> |

| TOPICS  | GENERAL OBJECTIVES   | SPECIFIC OBJECTIVES  |
|---|--|--|
| <b>Resistance to South African rule 1945-1990</b> | <p><i>Learner will:</i></p> <ul style="list-style-type: none"> <li>• understand the nature of Namibian resistance to South African rule</li> <li>• understand the range of organisations inside and outside Namibia supporting resistance to South African rule</li> <li>• understand the events of the Namibian War of Independence from 1966 to 1990</li> <li>• understand why the struggle for independence was eventually successful.</li> <li>• understand how Namibia achieved independence</li> </ul> | <p><i>Learners should be able to:</i></p> <ul style="list-style-type: none"> <li>• explain the formation of different nationalist movements in Namibia</li> <li>• describe the different types of organisations supporting resistance including the churches, labour unions, student organisations, pressure groups( external and internal), political parties</li> <li>• explain the different methods used in the resistance including petitioning, peaceful protest , strikes, propaganda, rallies, armed struggle</li> <li>• explain why SWAPO began to use force</li> <li>• evaluate the support Namibia received during the liberation struggle with specific reference to Angolan and Cuban support</li> <li>• explain South Africa's reaction to Namibian resistance.</li> <li>• explain the change in South African attitudes towards Namibia</li> <li>• describe efforts to grant Namibia self-government</li> <li>• evaluate United Nations (UN) involvement in achieving independence</li> </ul> |

**Specified content:**

*Establishment of German colonial rule: the role of Adolf Lüderitz, missionaries and traders. The nature of German colonialism: protection treaties, divide and rule and police zone. Resistance to German colonial rule (War of National Resistance): discuss the resistance of German rule by Namibians including the uprisings of 1893-1894 and the rising of the Herero and Namaqua 1904- 1907. The factors that led to the colonial resistance; land, cattle confiscation, colonial oppression and genocide, the role played by Chief Hendrik Witbooi, Jakob Marengo, Kahimemua, Nguvauva, Nehale Lya Mpingana and Mandume Ndemufayo and others. The genocide in Namibia and its impact on the Namibian people.*

*Resistance to South African rule – nationalism : SWANU , OPC,OPO,SWAPA(and PLAN),SWAPO, the Herero Chiefs Council, the Tribal Damara Council , CANU, the Liberation Committee, the Windhoek Massacre of 1959, the 1966 Toivo Ya Toivo Court case, Omugulugwombashe. The role of different players during liberation struggle: 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 and Cuban support.*

*The achievement of independence. Pressure from Black South Africans on the South African government. The Turnhalle Conference, United Nations (UN) Resolution 385, The 1986 Tier government, Multi-Party Conference (MPC), Transitional Government of National Unity(TGNU), the United Nations (UN ) Commission, the International Court of Justice, mediation efforts, the Western Five, United Nations (UN). Resolution 435, United Nations Transitional Assistance Group (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, the Commonwealth and support for members.*



| TOPICS   | GENERAL OBJECTIVES   | SPECIFIC OBJECTIVES  |
|--|--|--|
| <b>5.3.2 Depth Study B:<br/>Russia 1905–41</b> | <p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>• understand why the Tsarist regime collapsed in 1917</li> <li>• understand how the Bolsheviks gained power and consolidated their rule</li> <li>• understand how Stalin gained and held on to power</li> <li>• understand how Stalin controlled USSR</li> </ul> | <p><i>Learners should be able to:</i></p> <ul style="list-style-type: none"> <li>• discuss how the Tsar survived the 1905 revolution</li> <li>• explain how well the Tsarist regime dealt with the difficulties of ruling Russia 1905 to 1914</li> <li>• evaluate how far was the Tsar weakened by the First World War</li> <li>• explain why the revolution of March 1917 was successful.</li> <li>• explain how effectively the Provisional Government ruled Russia in 1917</li> <li>• explain why the Bolsheviks were able to seize power in November 1917</li> <li>• explain why the Bolsheviks won the Civil War</li> <li>• evaluate how far the New Economic Policy (NEP) was a success</li> <li>• explain why Stalin and not Trotsky emerged as Lenin's successor.</li> <li>• explain why Joseph Stalin launched the Purges</li> <li>• discuss methods used by Joseph Stalin to control the Soviet Union</li> <li>• evaluate how complete Joseph Stalin's control was over the Soviet Union by 1941.</li> </ul> |

| TOPICS  | GENERAL OBJECTIVES  | SPECIFIC OBJECTIVES   |
|---|---|---|
| <b>Depth Study B:<br/>Russia, 1905–41</b><br><i>(continued)</i>   | <i>Learners will:</i> <ul style="list-style-type: none"> <li>• understand the impact of Stalin's economic policies</li> </ul> | <i>Learners should be able to:</i> <ul style="list-style-type: none"> <li>• explain why Joseph Stalin introduced the Five-Year Plans</li> <li>• explain why Joseph Stalin introduced collectivisation</li> <li>• evaluate how successful Joseph Stalin's economic changes were</li> <li>• evaluate how the Soviet people were affected by these changes.</li> </ul> |
| <p><b>Specified Content:</b></p> <p><i>The main features of Tsarist rule and Russian society before the First World War: the 1905 Revolution and its aftermath, 'reform and repression under Stolypin, The First World War and its impact on the Russian people, the March Revolution of 1917, the Provisional Government and the Soviets, the growing power of revolutionary groups, reasons for the failure of the Provisional Government, the Bolshevik seizure of power, the role of Lenin, the main features of Bolshevik rule, the Civil War and War Communism, and reasons for the Bolshevik victory, the Kronstadt Rising and the establishment of the New Economic Policy, Vladimir Lenin's death and the struggle for power, reasons for Stalin's emergence as leader by 1928, Joseph Stalin's dictatorship: use of terror, the Purges, propaganda and official culture. Joseph Stalin's economic policies and their impact: the modernisation of Soviet industry, the Five-Year Plans, to dekulakisation' to collectivisation in agriculture, life in the Soviet Union: the differing experiences of social groups, ethnic minorities and women.</i></p> |   |   |

| TOPICS   | GENERAL OBJECTIVES  | SPECIFIC OBJECTIVES   |
|--|---|---|
| <b>5.3.3 Depth Study C: Germany, 1918 – 1945</b> | <p><i>The learners will:</i></p> <ul style="list-style-type: none"> <li>• understand how far the Weimar Republic was doomed from the start</li> <br/> <li>• understand why Hitler was able to dominate Germany by 1934</li> <br/> <li>• understand how the Nazis controlled Germany between 1933-1945</li> <br/> <li>• understand what it was like to live in Nazi Germany</li> </ul> | <p><i>The learners should be able to:</i></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> <br/> <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 Hitler was able to become Chancellor by 1933</li> <li>• discuss how Hitler consolidated his power in 1933-1934.</li> <br/> <li>• discuss how much opposition was there 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 German society</li> <li>• evaluate whether Nazi Germany was a totalitarian state.</li> </ul> |

| TOPICS   | GENERAL OBJECTIVES        | SPECIFIC OBJECTIVES   |
|--|---------------------------|---|
| <b>Depth Study C:<br/>Germany, 1918 – 1945</b><br><i>(continued)</i> | <i>The learners will:</i> | <i>The learners should be able to:</i> <ul style="list-style-type: none"> <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>• explain Nazi economic policies before and during the war</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 Weimar 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, economic and political 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 1930-33, 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 von Hindenburg, removal of oppositions, 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, Nazi educational curriculum, anti-Semitism, persecution of minorities and churches. Opposition to Nazi rule. Impact of the Second World War on Germany: Conversion to war economy and the Final Solution.*

## 6. 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 significance;
  - the motives, emotions, intentions, beliefs and values of people in the past.

### B Critical analysis

Learners should be able to:

1. 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 judgment;
  - to indicate deficiencies, such as gaps and inconsistencies;
  - to detect bias, and to make judgments about reliability and utility;
  - to reach conclusions based upon the use of a range of sources as evidence;
  - to identify and base judgments upon different interpretations of the past.

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

## 7. 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

| <b>Grades available A*-G</b>  |                          |                 |
|---|--------------------------|-----------------|
| <b>Paper 1</b>  | <b>2hours 30 Minutes</b> | <b>80 marks</b> |
| This paper consists of two sections.  |                          |                 |
| Section A will contain four questions on International Relations since 1919. Learners will answer any two questions.  |                          |                 |
| Section B consists of two parts. Part 1 Namibia 1915- 2000, Part 2 South Africa 1948 -1994. Each part will contain two questions. Learners will answer two questions, one from each Part.   |                          |                 |
| The questions will use stimulus material and will test Assessment Objectives A1 and A2. Each question will carry <b>20 marks</b> .  |                          |                 |
| <b>Paper 2</b>  | <b>2h15 minutes</b>      | <b>40 marks</b> |
| Depth studies. One question, structured into five parts, will be set on the prescribed Depth Study. The question will be based on a range of sources and will carry 40 marks. The primary focus of this paper will be Assessment Objective B, but aspects of Assessment objectives A1 and A2 will also be assessed. |                          |                 |
| <b>Learners must answer one depth study prescribed per academic year.</b>   |                          |                 |
| Namibia Depth Study <b>2020- 2021</b>   |                          |                 |
| Russia Depth Study <b>2022- 2023</b>  |                          |                 |
| Germany Depth Study <b>2024</b>   |                          |                 |

## SPECIFICATION GRID

| Paper | Weighting of papers |            | Assessment objectives assessed |
|-------|---------------------|------------|--------------------------------|
|       | Marks               | Percentage |                                |
| 1     | 80                  | 62         | A1 and A2                      |
| 2     | 40                  | 38         | B and also A1 and A2           |

## WEIGHTING OF ASSESSMENT OBJECTIVES

| Paper                 | A1       | A2      | B        |        |
|-----------------------|----------|---------|----------|--------|
| 1                     | 32 marks | 48marks | -        |        |
| 2                     | 17 marks | 8 marks | 25 marks |        |
| <b>Overall weight</b> | 38%      | 43%     | 19%      | = 100% |



## 8. 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 judgmental thresholds (A, C, E, and G) are given below.

A **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.

A **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.

A **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.

A **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.

## 9. GLOSSARY OF TERMS

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

- **Anti- Semitism** - hostility to or prejudice against Jewish.
- **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.
- **Assertion**- insistent and positive affirming, maintaining, or defending (as of a right or attribute).
- **Assertions** - a positive statement or declaration, often without support or reason
- **Audience** - targeted group for the information.
- **Author** - the person who wrote/drawn the information.
- **Berlin Wall** - was a wall built to separate West Berlin from East Berlin in order to stop East Germans from moving to West Germany so that East Germany can recover economically.
- **Bias**: prejudice for or against one person or group, especially in a way considered to be unfair.
- **Blockade** - cutting a place/roads off by surrounding it with troops or ships by the Russians to stop the Americans, British and French to provide food and medical supplies to their zones.
- **Choice** - an act or instance of choosing.

- **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.
- **Comparison**- a consideration or estimate of the similarities or dissimilarities between two things, people or sources.
- **Contextual Knowledge** - is knowledge in context, information or skills that have particular meaning because of the conditions that form part of their description.
- **Copying** - to produce something that is exactly like another thing or to do something meant to be like someone or something else.
- **Crossed references** - are a note in an extract or source which tells you that there is relevant or more detailed information in another part of the sources or extract.
- **Date** - when information or picture published.
- **Hindsight** - understanding of a situation or event only after it has happened or developed.
- **Inference (s)** - is said to be valid if it's based upon sound evidence and we may infer from the character of the ruins the origin of the fire that.
- **Interpretation**- the action of explaining the meaning of something.
- **Judgement** - the ability to make considered decisions or come to sensible conclusions.
- **Limitations** - are a fact or situation that allows only some actions and makes others impossible.
- **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.
- **Message** - a significant political, social, or moral point that is being conveyed by a film, speech, written source, cartoon etc.
- **Misinterpretation** - putting the wrong interpretation on; a failure to understand correctly.
- **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 1939 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 economic policy**- An economic policy used by Lenin after the Russian Civil War. It was a reversal from War Communism as it combined aspects of capitalism and state control. It was abolished in 1928 by Stalin.
- **One – sided - is** when showing only one opinion or point of view one-sided in a sentence.
- **Paraphrasing** - a restatement of a text, passage, or work giving the meaning in another form.
- **Primary source** - is a document, diary, manuscript, autobiography, a recording, or any other **source** of information that was created at the time under study.
- **Propaganda** - A form of communication that is aimed at influencing the attitudes of others towards some cause or position.
- **Provenance (Attribution)**- is the history of ownership of a valued object or work of art or literature. The provenance of something is the place that it comes from or that it originally came from.
- **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.
- **Purpose** - is the advanced reason why something is done or used.
- **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.
- **Reliable source** - is any source that has competence in the field of interest, without any biases or conflicts of interest related to the topic. Finding reliable sources is important in order to ensure that what is written or reported is accurate.
- **SADC** - the Southern African Development Community, member countries aim to develop stronger economic and commercial links with one another.
- **Secondary source** - is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're studying e.g. textbooks and articles.

- **Support source** - information that supplies relevant information.
- **Surprise** - is the feeling caused by something unexpected happening.
- **Totalitarian state** - a country where no opposition (rival parties, political debate) to the ruling party is allowed. 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.
- **Usefulness** - the quality of having utility and especially practical worth or applicability.
- **Weimar Republic** - The name given to the democratic German state between 1919 and 1933. It faced many problems and was blamed by some Germans for the harsh terms of the Treaty of Versailles. It did have some successes such as reforming the currency. It was swept away by Hitler in 1933.



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