



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

HISTORY SYLLABUS
ADVANCED SUDSIDIARY LEVEL
SYLLABUS CODE: 8234
GRADE 12

FOR IMPLEMENTATION IN 2021
FOR FIRST EXAMINATION 2021

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
Namibia

© Copyright NIED, Ministry of Education, Arts and Culture 2019
NSSCAS History Syllabus Grade 12

ISBN: 978-99945-89-09-8

Printed by NIED

Publication date: 2019

TABLE OF CONTENTS

1.	Introduction	1
2.	Rationale	1
3.	Aims.....	2
4.	Additional information	2
5.	Learning content.....	4
6.	Assessment objectives	11
7.	Scheme of assessment	12
9.	Grade descriptions	13
10.	Command words	14

1. INTRODUCTION

The Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS) level syllabus for History is designed as a one-year course for examination after completion of the Senior Secondary Certificate Ordinary level. The syllabus is designed to meet the requirements of *The National Curriculum for Basic Education (NCBE)* and has been approved by the National Examinations, Assessment and Certification Board (NEACB).

The Namibia National Curriculum Guidelines, applicable at a stage of senior secondary education (grades 10 to 12) and the equivalent stages of non-formal education, as part of lifelong 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 Syllabus provides 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 students. These are set out below and describe the educational purposes of a course in History for the NSSCAS examination. They are not listed in order of priority.

The aims are to enable learners to:

- stimulate interest in, and enthusiasm about, the past;
- develop knowledge and understanding of human activity in the past in order to understand the present;
- appreciate the nature and diversity of historical sources available and understand how historical evidence is acquired from these sources
- develop understanding of key historical concepts: cause and consequence, continuity and change, similarity and difference, and significance;
- develop a sound basis for further study and the pursuit of the subject as a personal interest;
- develop skills for inquiry, communication, critical analysis and the drawing of balanced judgement and problem solving;
- develop 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 NSSCAS level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course (1 year), 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 9 periods of 40 minutes each per 7-day cycle, or 6 periods of 40 minutes each per 5-day cycle, over a year.

4.2 Recommended prior learning

It is recommended that learners who are beginning this course should have previously completed NSSCO course in History.

4.3 Progression

NSSCAS History provides a suitable foundation for the study of History related courses in higher education. Depending on the local university entrance requirement, it may permit or assist progression directly to university courses in History or other related course in higher education. Equally it is suitable for learners intending to pursue careers or further study in Law, Political Sciences, Curator, Education, and Journalism and among others.

4.4. Grading and reporting

NSSCAS results are shown by one of the grades a, b, c, d or e indicating the standard achieved, grade a being the highest and grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at NSSCAS level.

4.5. Support materials and approved textbooks

Copies of NSSCAS syllabuses, recent specimen material, question papers and examiner 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. The Textbook Catalogue is available on www.nied.edu.na

5. LEARNING CONTENT

All learners must study the International Relations since 1919 and the Regional Study on Southern Africa and Namibia. They must also study **one** from a range of optional Depth Studies. The specified content serves to provide further guidance to the teacher in addressing the specific objectives.

1. THEME: INTERNATIONAL RELATIONS SINCE 1919		
TOPICS	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
International relations, 1919-1939	understand the search for international order between 1919 and 1930s	- assess the effect of Paris Peace Treaties on Germany, Italy and Japan - evaluate the role of League of Nation played in the search for international order - discuss why International Agreements were needed during the 1920s - explain why the search for international order had failed by the late 1930s
Specified Content: <i>Results of German, Italian and Japanese dissatisfaction with the Paris Peace Treaties (e.g. German foreign policy), increased militarism (e.g. Spanish Civil War) and their disregard for the League of Nations (e.g. invasion of Manchuria, Abyssinia). The League's role in building peace through agencies, the Disarmament Conferences and dispute resolution (e.g. Greece and Bulgaria). The League's failure to lead in preventing conflict or keeping the peace (e.g. Occupation of the Ruhr, Corfu, Washington Naval Conference, Locarno Treaties, Kellogg Briand Pact, appeasement). The results of the Great Depression (e.g., how it led to the rise of militaristic dictatorships in Italy and Germany; Japanese expansion invading and occupying other countries for economic reasons; the unwillingness of Britain and France to get involved in international matters).</i>		

TOPICS	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
Tension and co-operation since 1945	understand why there have been tension and co-operation since 1945	- assess the effectiveness of peacemaking during and after World War II - discuss the events of the Cold War in terms of co-existence and tension - explain political, economic and regional co-operation since 1945 - explain the fall of communism in Eastern Europe and the Soviet Union - evaluate the role of Cold War rivalries for African independence using Angola as a case study
Specified Content: <i>Peace making initiatives e.g. Tehran, Yalta, Potsdam and the formation of the UN. UN's role in peace-keeping e.g. Korea, division of Germany, USSR expansion in Eastern Europe, Truman Doctrine and containment, The Berlin Blockade, Airlift and Berlin Wall, death of Stalin (De-Stalinisation), Cuban Missile Crisis, Vietnam War, attempts at arms limitations.</i> <i>NATO, Warsaw Pact, Marshall Aid, Council for Mutual Economic Assistance (Comecon), Organisation of Petroleum Exporting Countries (OPEC), Organisation of African Unity (OAU, now known as African Union) and South African Development Community (SADC). The short and long term effect on the USSR of the Prague Spring, including the Brezhnev Doctrine, The Berlin Wall (destruction) and Solidarity in Poland. Gorbachev's reforms and Reagan's reaction and action towards communism.</i> <i>A wider understanding of how Cold War rivalries affected African independence movements. Movements opposing Portuguese rule including Popular Movement for the Liberation of Angola (MPLA), National Union for Total Independence of Angola (UNITA) and National Front for the Liberation of Angola (FNLA). The War of Independence (1961-1973) and the impact of USA and USSR involvement in the war. Independence in Angola and the path to stability in 2010 when a constitution was agreed.</i>		

2. Theme : NAMIBIA		
TOPICS	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
Namibia 1884-1989 and 1990-2000	- understand the achievement of Namibian independence (1884-1989) - understand the development of the Namibian independent state (1990-2000)	- discuss the factors that enabled genocide and its impact on Namibian people - evaluate the internal and external forces working for and against the achievement of Namibia's independence - discuss the struggle and achievement for Namibia independence - discuss the social, economic and political challenges Namibia experienced - discuss the end of isolation and the reintroduction of Namibia into the United Nations and Commonwealth - discuss the establishment of the Southern African Development Community (SADC) and Namibia's involvement in the organisation
Specified Content: <i>The nature of German colonialism, resistance to it and genocide. The working of the League of Nations mandate. The United Nations and Namibia, and the development of resistance (labour unions, independent churches, pressure groups, economic sanctions, etc.) to South African rule. SWAPO, the liberation struggle and the achievement of independence, challenges. Namibia's isolation before Independence, becoming a member of the UN and Commonwealth, assistance provided by these two organisations. Namibia becoming a member of SADC, benefits for the country and challenges /constraints.</i>		

DEPTH STUDIES

Learners 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) as well as historical approaches.

(a) South Africa, 1910-1994

(b) Russia, 1905-1941

TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>The learners should be able to:</i>
Depth Study A: South Africa 1910-1994	• understand South Africa in the 20th Century • understand the nature of apartheid state • understand why minority rule came to an end	• discuss the origin and development of the National Party • assess and evaluate the impact of World War II on South Africa • evaluate the effectiveness of opposition to segregation • evaluate why the National Party won the general elections of 1948. • discuss the origin and development of apartheid • evaluate the impact of apartheid on the people of South Africa (SA) • discuss the role of the liberation movements in SA • evaluate how the growth of modern African political and social consciousness impacted on South Africa • assess the effectiveness of the government repression of opposition to apartheid • explain how those who benefited from apartheid prolonged the system • explain why opposition to apartheid increased • explain the end of minority rule in South Africa

Specified Content:

Rise of the Nationalist Party, its formation in 1914 and growing popularity. Economic changes between 1939-1948 e.g. growth in gold mining, agriculture and industry, trade unions, migrant labour. Economic changes because of war, e.g. the growth in manufacturing. Political motivation for those supporting Germany, the Allies and wishing to remain neutral and the results of this. The growth of Pan-Africanism and entrenchment of white supremacist attitudes to black people, as well as exposing differences of British and Afrikaners' attitudes to black people. How issues of enfranchisement and fear of Black Danger led to National Party success in 1948. Issues around how far segregation had been established and opposed by 1948, e.g. Segregation Laws, miners' strikes and Women Against Pass Law.

The development of the laws that comprised apartheid policy and their impact. How growing independence across Africa impacted on black people opposition to apartheid. How apartheid was opposed, e.g. African churches, African nationalist organisations, including African National Congress 1912; All African Convention, 1936; Pan-Africanist Congress, 1958, etc. The effectiveness of these organisations' and the achievement of majority rule.

TOPICS	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
Depth Study B: Russia 1905–1941	- understand why the Tsarist regime collapsed in 1917 - understand how the Bolsheviks gained power and how they consolidated their rule - understand how Stalin gained and consolidated his power	- discuss the structure of Tsarist Russia - explain how the challenges of ruling Russia were met by the Tsarist regime and how the Tsar survived the 1905 Revolution - evaluate how far the First World War contributed to the end of the Tsarist regime - explain why the revolution of March 1917 was successful - discuss how effectively the Provisional Government ruled Russia in 1917 including how their actions increased Bolshevik support - explain the actions taken by the Bolsheviks to gain (seize) and maintain power - discuss why Bolsheviks won the Civil War and its consequences - assess how far the New Economic Policy (NEP) was a success - explain why Stalin emerged as Lenin's successor - explain how Stalin controlled the Soviet Union and how complete that control was by 1941 - explain the causes and consequences of Stalin's 5 year plans - explain the causes and impact of collectivization - evaluate how the changes affected the Soviet people

Specified Content:

The main features of Tsarist rule, the 1905 Revolution and its aftermath, attempts at reform, 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 of Communism, and reasons for the Bolshevik victory, the Kronstadt uprising and the establishment of the New Economic Policy, Lenin's death and the struggle for power, reasons for Stalin's emergence as leader by 1928, Stalin's dictatorship: use of terror, the Purges, propaganda and official culture, Stalin's economic policies and their impact: the modernisation of Soviet industry, the Five-Year Plans, collectivisation in agriculture, Life in the Soviet Union: the differing experiences of social groups, ethnic minorities and women.

Learners should answer one depth study as prescribed below.

Option	Examination year
South Africa: 1910 - 1994	2021
Russia: 1905 - 1941	2022
South Africa: 1910 - 1994	2023-2024
Russia: 1905 - 1941	2025

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 and deploy relevant historical knowledge and terminology in order to construct coherent narratives, descriptions and explanation of events they have studied;
2. demonstrate an understanding of the past through explanation and analysis of key concepts within an historical context: change and continuity; similarity and difference; cause and consequence and significance.'
3. show an ability to look at events and issues from the perspective of people in the past, demonstrate an understanding of their motives, intentions, beliefs and values.'

B CRITICAL ANALYSIS

Learners should be able to:

4. interpret and evaluate a wide range of historical sources and their uses as evidence, i.e.
 - 4.1. to comprehend;
 - 4.2. to locate, extract and infer information;
 - 4.3. to distinguish between fact, opinion and judgement;
 - 4.4. to indicate deficiencies, such as gaps and inconsistencies;
 - 4.5. to detect bias, and to make judgements about reliability and utility;
 - 4.6. to reach conclusions based upon the use of arrange of sources as evidence;
 - 4.7. analyse and evaluate how aspects of the past have been interpreted and to base judgments on these interpretations;

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

7. SCHEME OF ASSESSMENT

Learners should answer both papers

Description of papers

Paper 1	2 hours	75 marks
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 will contain two questions on Namibia. Learners will answer one question. The questions will be structured into 3 parts with 5, 8 and 12 marks. It will test Assessment Objectives A1 and A2. Each question will carry 25 marks .		
Paper 2	2 hours 15 minutes	50 marks
This paper consists of five compulsory questions on the depth study. The questions will be based on a range of sources and learners will answer the questions set on the source material and will carry 50 marks. The primary focus of this paper will be Assessment Objective B, but aspects of Assessment Objectives A1 and A2 will also be assessed.		
Learners must answer one depth study prescribed per academic year.		
South Africa Study 2021		
Russia Depth Study 2022		
South Africa 2023- 2024		
Russia Depth Study 2025		

8. SPECIFICATION GRID

Paper	Weighting of papers		Assessment Objectives Assessed
	Marks	Percentage	
1	75	60	A1, A2 and A3
2	50	40	B and also A1, A2 and A3

Weighting of assessment objectives

Paper	A1	A2	A3	B	Total
1	33 marks	24 marks	18 marks	-	75
2	4 marks	6 marks	8 marks	32 marks	50
Overall weight	30%	25%	21%	24%	100%

9. 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 descriptions must be interpreted in relation to the content and skills. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

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

- recall, select and deploy accurately a wide range of relevant historical knowledge to support coherent and logical alternative arguments;
- communicate in a clear, precise and coherent manner using a wide range of appropriate historical vocabulary;
- demonstrate a good understanding of the complexity of historical concepts, and apply these concepts to the analysis of specific historical situations;
- understand the importance in the process of historical explanation of the motives, beliefs and attitudes specific to a given period;
- use sources as evidence as required; synthesise evidence from several sources to reach logical conclusions which allow for limitations in the evidence; reconcile differences in historical interpretations.

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

- recall, select and deploy relevant historical knowledge accurately to support a coherent and logical argument;
- communicate in a clear and coherent manner using appropriate historical vocabulary;
- 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 empathetic 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; make judgements about the strengths and weaknesses of alternative historical interpretations; compare and contrast a range of sources and draw a clear, logical conclusion.

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

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

10. COMMAND WORDS

Assess	make an informed judgment
Compare	identify/comment on similarities and/or differences
Contrast	identify/comment on differences
Describe	give an account of or to recount the occurrence of something usually by giving the details of an event or events in the order. outline a given event, cause, consequence, etc. with sufficient detail to demonstrate knowledge and understanding'
Discuss	present key points, e.g. 'write about the issue(s), in depth, in a structured way'
Evaluate	judge or calculate the quality, importance, amount or value of something
Explains	interpret something clear or understandable. 'set out reasons/make the relationships between things evident/provide why, and or how, with support from relevant evidence'

NB:

Phrases such as 'To what extent...?', and 'How far do you agree...?' may also be seen on the assessment for this syllabus as a way of asking learners to evaluate and assess



The National Institute for Educational Development

P/Bag 2034

Okahandja

NAMIBIA

Telephone: +264 62 509000

Facsimile: + 264 62 509073

E-mail:

info@nied.edu.na

Website: <http://www.nied.edu.na>

© NIED 2019