

ZIMBABWE SCHOOL EXAMINATIONS COUNCIL



DIAMOND KEY

HISTORY
6006



GCE ADVANCED LEVEL

DK 4122

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HOD HUMANITIES
09 JUN 2022
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Foreword

The Zimbabwe School Examinations Council (ZIMSEC) presents Volume 1 of the Question and Answer Booklet at the Advanced Level in the Competency Based Curriculum. The Issue contains question papers and suggested answers for past examinations. In addition, there are notes that give clarification on the possible answers provided. Hopefully, both teachers and learners will find the material contained herein helpful in their preparation for examinations.



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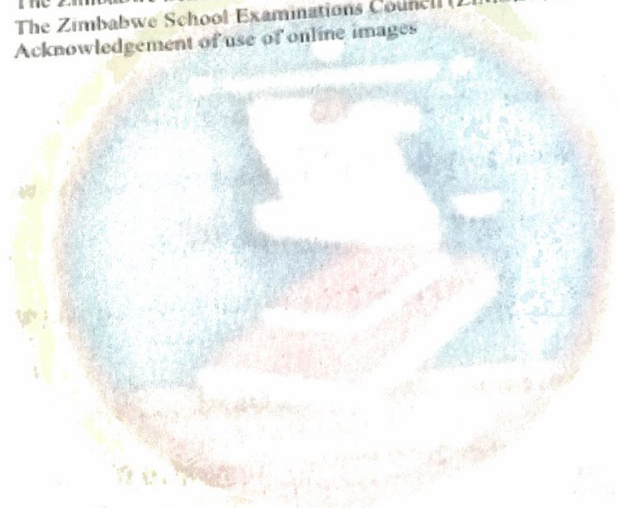
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ZIMSEC

The Performance Measurement

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Preamble

This ZIMSEC Advanced Level History Syllabus 6006 Revision Booklet is designed to assist candidates in their preparation for the final examination. It is purposed to familiarise candidates with examination type essay questions so that they are properly guided and adequately prepared on what to expect in the examination. Equally important to this objective, the Revision Book seeks to assist candidates on how to interpret essay questions accurately in order to meet the question demands. It is important to note that this booklet is not a teaching tool. While teachers may refer to it, it is primarily an aid to candidates in their preparation for examinations.

The revision book contains revision questions on Paper 1, which is the History of Zimbabwe and Paper 2 which is Regional and International History. What candidates will find in this Revision Book is just a guide. Candidates must not treat the guides as a replacement or a substitute for their notes. These question specific guides are by no means exhaustive. The booklet must spur candidates to further research.



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

HISTORY
PAPER 1 History of Zimbabwe

6006/1

NOVEMBER 2018 SESSION

3 hours

Additional materials:
Answer paper

TIME 3 hours

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper.

Answer **four** questions from **at least three** of Sections A – D.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

This paper consists of 16 questions.

Each question in this paper carries 25 marks.

You are reminded of the need for good English and clear presentation in your answers.

This question paper consists of 2 printed pages.

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[Turn over

Section A

- 1 Examine the limitations of the various sources used in the reconstruction of Zimbabwe's pre-historic past.
- 2 How important has rock art been in the reconstruction of the history of the San hunter-gatherers?
- 3 Compare the way of life of the Late Stone Age and the Early Iron Age communities of Zimbabwe.
- 4 Examine various scholars' views on the construction of Great Zimbabwe.

Section B

- 5 Assess the impact of the Mavhura (Mamvura)-Portuguese Treaty of 1629 on the Mutapa State.
- 6 To what extent was the colonisation of Zimbabwe a product of Cecil John Rhodes' strong financial muscle?
- 7 How far true is the claim that the Ndebele and Shona fought two separate wars between 1896 and 1897?
- 8 How valid is the assertion that the year 1898 represented a watershed in the history of Southern Rhodesia, both politically and economically?

Section C

- 9 Analyse the plight of African labourers on farms and mines in Southern Rhodesia between 1900 and 1945.
- 10 'The Federation of Rhodesia and Nyasaland was created only as a means to boost the economy of Southern Rhodesia.' To what extent is this claim valid?
- 11 To what extent was the Second Chimurenga/Umvukela a result of the effects of the Land Apportionment Act of 1930?

- 12 Assess the extent to which the liberation fighters enjoyed popular support from peasants during Zimbabwe's liberation struggle (1966 – 1979).

Section D

- 13 Discuss Robert Gabriel Mugabe's policy of 'reconciliation' from 1980 to 1990.
- 14 The Economic Structural Adjustment Programme (ESAP) of 1991 caused more harm than good on Zimbabwe's economy.' How far do you agree?
- 15 How successful was the Government of Zimbabwe in promoting gender equity between 1980 and 2000?
- 16 Examine the reasons for the failure by the Movement for Democratic Change (MDC) to gain power between 2000 and 2013.

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ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

SUGGESTED REVISED ANSWERS

HISTORY OF ZIMBABWE

6006/1

NOVEMBER 2018

GENERAL MARKING INSTRUCTIONS

1 THE ASSESSMENT OBJECTIVES

The Assessment Objectives are as follows:

- (a) the ability to make effective use of relevant factual knowledge to demonstrate the understanding of an historical period or periods in outline and of particular topics in depth;
- (b) the ability to distinguish and assess different approaches to, interpretations of and opinions about the past;
- (c) the ability to express awareness of change and continuity in the past;
- (d) the ability to present a clear, concise, logical and relevant argument.

It is possible that evidence of attainment in any one of the Assessment Objectives may be demonstrated in an answer to an essay question. However, no attempt is made to allocate marks in essay questions to individual Assessment Objectives.

2 GENERAL GUIDE TO THE ASSESSMENT OF SCRIPTS AND THE ESTABLISHMENT OF STANDARDS

Each answer should be marked bearing in mind the Assessment Objectives stated above and the following basic criteria.

- (a) the relevance, accuracy and quantity of factual knowledge;
- (b) effectiveness of presentation: the ability to communicate arguments and knowledge in a clear, orderly fashion with maximum relevance to the question set.

Examiners with scripts which may be in the candidate's second language must be particularly vigilant against penalising candidates over and above a self-imposed penalty.

- (c) evidence of the exercise of informed historical judgement and of the awareness of historical context.

It is not intended that examiners should attempt to isolate these qualities and reward them separately because they are inter-related. Their proper application will mean, for example, that long answers crammed with detailed knowledge will not be rewarded highly if the knowledge is not effectively applied and the answers show a lack of historical judgement. Conversely, a convincingly argued, highly relevant and perceptive answer may be well rewarded although based on less overtly expressed knowledge.

All essay answers should be marked in such a way that the final mark awarded is a true reflection of attainment in the Assessment Objectives. Different

answers awarded identical or similar marks may display very different combinations of qualities and marking therefore should be responsive enough to reward answers which demonstrate different combinations of argument and historical knowledge. However, in almost all cases, the generic mark bands and the question-specific mark scheme will provide guidance to examiners on the appropriate marks to be awarded. Examiners should seek the advice of Team Leaders/Principal Examiners about highly unusual approaches to a question.

3 GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners should note the changes in the mark bands from those used in previous examinations. These changes will make it neither easier nor more difficult for candidates to reach a particular grade boundary but should facilitate decisions about grade boundaries by widening the range of marks awarded to each grade. Examiners can note the grade boundaries given below.

Examiners will assess which level of response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a mark band.

In bands of 3 marks, examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer. In bands of 2 marks, examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of the mark within the band will depend on the analysis and amount of supporting information. Essays in bands 1 – 3 will clearly be question-focused, whereas answers in the lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in bands 1 – 3; this must also be accompanied by sufficient accurate, relevant supporting material.

QUALITY OF THE ANSWER

BANDS

MARKS

1 21 - 25 The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured, coherent and supported by appropriate factual material. The writing will be accurate. At the lower end of the essay, there may be some weaker sections to the answer, but the overall quality will show that the student is in control of the argument. The best answers must achieve 25 marks.

6

7

2

18 - 20

Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate.

3

16 - 17

Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation, but there may be some heavily narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.

4

14 - 15

Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions or conclusion. Factual material, sometimes very full will be used to impact information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively. The writing will usually be accurate.

5

11 - 13

Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. The approach will lack analysis and the quality of description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors.

6
8 - 10

Essays will not be properly focused on the requirement of the question. There may be unsupported assertions and commentaries which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implication of the question. The writing show significant weaknesses.

7
0 - 7

Essays will be characterised by significant irrelevance of arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weaknesses. Marks at the bottom of the band will be given very rarely because even the most wayward and fragmentary and answers usually make at least a few valid points.

Section A

- 1 Examine the limitations of the various sources used in the reconstruction of Zimbabwe's pre-historic past.

The key issue is an assessment of the weaknesses or disadvantages of different sources used to recover Zimbabwe's history up to 1450. Candidates may use the following information:

Oral tradition

- bias
- exaggeration
- suffers from memory loss and shallow chronology,
- it lacks chronology
- it has no specific dates
- it has conflicting narratives

Archaeology

- problems of interpretation e.g. the Great Enclosure at Great Zimbabwe claimed to have been either a temple or the house of the great wife
- destruction of artifacts e.g. Hall at Great Zimbabwe
- artifacts destroyed by bad weather e.g. no wide variety of remains of seeds excavated
- expensive, so many sites remain unexcavated
- it has no specific dates, but approximate dates

Written documents

- they are biased
- they are scarce
- documents written by Arabs like Ibu Sayid, Al Masudi, Ibin Madjid muddled,
- they can be destroyed by fire
- they concentrate on gold trade
- names of place are inaccurate
- they are not eyewitness account

Rock art

- some rock paintings have been destroyed by weather
- paintings left behind by the San are sometimes difficult to interpret,
- they are not drawn to scale

Social anthropology

Societies are dynamic hence present societies cannot be relied on to reflect the way of life of past generations

Linguistics

- very laborious and complex
- not reliable in terms of dating
- languages are dynamic

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

2

How important has rock art been in the reconstruction of the history of the San hunter-gatherers?

The key issue is an analysis of the role of rock paintings in the discovery of the San history. Candidates are also expected to examine other sources passing judgement.

- rock art has been used to reconstruct the economic, social and political systems of the San.

Economic

- hunting scenes were painted showing the type of animals the San hunted and the tools they used like arrows and knobkerries
- the San painted fishing scenes showing fishing rods and harpoons
- paintings show women and children gathering.

Social

- paintings show dancing scenes, men in a trance and shelter of the San
- some paintings show how the San interacted with other groups e.g. paintings showing the San driving away Khoikhoi cattle
- scenes of people gathered around a fire

Political

- paintings showing the San fighting against much taller people who were using spears – supposed to be Bantu
- paintings of people seated in circular formation with everybody on the same level suggesting political equality

Weaknesses of rock art are that they are difficult to interpret and they are not drawn to scale.

However, resort has been made to the use of social anthropology, archaeology and oral tradition to make up for the shortfalls of rock art e.g. archaeology reflected that the San were the earliest inhabitants of the Zimbabwean plateau. Oral tradition suggests that the Bantu were preceded by a people of very short stature (Zvimandionerepi) while from Social anthropology San complexion, language, stature have been recollected.

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

3

3 **Compare the way of life of the Late Stone Age and the Early Iron Age communities of Zimbabwe.**

The **key issue** is an assessment of the similarities and differences in the way of life of the late Stone Age and Early Iron Age people. Candidates are expected to focus on the following using the integrated rather than the sequential approach.

Late Stone Age

- lived in caves and temporary grass and branch shelters
- largely nomadic
- lived in smaller groups
- were egalitarian
- were largely monogamists
- used stone, wood and bone tools
- were religious
- did hunting and gathering

Early Iron Age

- lived in pole and dagga thatched huts
 - permanent settlement – villages like Ziwa, Zhizo, Mabveni
 - barter trade done locally, regionally and internationally
 - crop cultivation and domestication of animals
 - social stratification
 - emergence of political leaders
 - increase of possessions
 - use of iron implements
 - were religious
 - did hunting and gathering
 - introduction of polygamy
-
- Focused and consistently comparative answers are awarded 21 – 25 marks
 - Focused and fairly comparative answers with gaps score 18 – 20 marks
 - Sound and sequential descriptions with comments on places earn 16 – 17 marks
 - Descriptive answers with implied comparison earn 14 or 15 marks
 - Answers which contain some appropriate elements earn marks between 11 and 13
 - Answers that are not properly focused score 10 and below.

4 **Examine the various views on the construction of the Great Zimbabwe.**

The **key issue** is an examination of the views on who built Great Zimbabwe. Candidates are also expected to consider both Afro-centric and Eurocentric views.

The following points may be considered:

Non-African Theory (Eurocentric view)

- Most white archaeologists and other Europeans advocate for a foreign origin e.g. Richard Hall – hired by Cecil John Rhodes to investigate the Great Zimbabwe State concluded that it was built by more civilized races.
- Theodore Bent in 1892 concluded that items found in the Great Zimbabwe complex prove that it was not the work of locals. Ian D. Smith continued the colonial falsification of Great Zimbabwe's origins by producing official guide books for tourists showing images of Africans bowing down to foreign innovators. R.N. Hall, H. Clarkson and Fletcher say the buildings were of Arab origins.
- Some historians had given credit to foreigners like Phoenicians, Greeks or other forgotten whites.
- D. Barros claims that the Shona had no tradition of the ruins.

However, the non-African arguments are limited and unconvincing when juxtaposed with archaeological evidence. They are racist and biased against Africans. The archaeologists were not qualified. They were meant to justify colonialism.

African Theory (Afro-centric view)

- proponents of the essentially African Theory include G.C. Thompson, D.P. Abrahams, K Robinson, P. Garlake, I. Pikirayi, R. Mclver, G.Pwiti
- they use the following arguments.
 - building of stone structures started at Mapungubwe.
 - The Zimbabwean plateau is dotted by smaller Madzimbabwe.
 - The chevron pattern is on Shona pottery and huts
 - The material culture found at GZ is indigenous.
 - It is supported by oral tradition
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

Section B

5 Assess the impact of the Mavhura(Mamvura)-Portuguese Treaty of 1629 on the Mutapa State.

The **key issue** is an assessment of the positive and negative results of the 1629 Treaty. Candidates are expected to focus on the following. :

- this undermined the Shona traditional religion. Mutapa was to permit all religious groups to operate in the state.
- but Muslims were established trading partners of the Shona who brought strong and cheaper goods. Mutapa to expel all Muslim from state .
- This threatened state security. The Portuguese were allowed to enter the state with arms. Mutapa lost independence as the Captain of the Gates was to stay at Mutapa's court and was no longer a subordinate of Mutapa but his superior, was to be consulted in terms of war and peace.
- The Mutapa authority and revenue were reduced as Portuguese traders and their vashambadzi were allowed to travel freely without paying tariffs or tolls.
- Mutapa became a vassal of the king of Portugal since he had to pay tribute to him.
- Extensive mineral exploitation
- The king was to search and reveal the existence of silver mines to the captain at Massapa.
- The treaty hurt Mutapa's pride and it also made formal a process of colonization and exploitation which had been going on.
- It strengthened the prazo-system.

However,

- Most of the terms were not effected and Mavhura though a puppet still had some measure of authority.
- The Portuguese never took full control of Mutapa.
- Terms like the discouragement of intermarriage between the Portuguese, and Vashambadzi to locals was welcomed by most of the Shona people.
- Protection from foreign attacks
- The position of the King was guaranteed
- The king received luxurious goods as gifts

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 - 20 marks.
- descriptive answers which contain some analysis 16 - 17.
- answers that contain some implied arguments score 14 - 15
- 13
- answers not properly focused score 10 and below.

6

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To what extent was the colonisation of Zimbabwe a product of Cecil John Rhodes' strong financial muscle?

The **key issue** is an assessment of the role played by C.J. Rhodes financial strength and other factors in the colonisation of Zimbabwe. Candidates are expected to consider the role of other players.

Candidates may include the following in their answers:

- Rhodes had made a fortune from gold and diamond mining in South Africa, he was an imperialist at heart and his desire was to see the whole of Africa 'painted red.'
- His grand desire was enhanced by a sound financial footing.
- Rhodes paid agents he sent to negotiate with Lobengula such as J. S. Moffat, Charles Rudd and his group.
- He bribed Lobengula's indunas.
- he acquired the Royal Charter after promising to fund the colonisation process on behalf of the British government
- his riches enabled him to meet and mix with men of influence in London such as the Duke of Fife, Prince of Wales, Duke of Abecorn etc who helped him to get the charter.
- he bought the Exploration Company Maund was working for
- the police that protected the pioneers were paid handsomely
- Lobengula was promised guns, ammunition and money in return for a mineral concession.

However, the role of missionaries, traders and hunters was also important.

- The role of the Concession seekers
- Economic factors search for raw materials, markets
- Political factors: prestige, strategic reasons
- Social factors, overpopulation, spreading of 3Cs,
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

How far true is the claim that the Ndebele and Shona fought two separate wars between 1896 and 1897?

The key issue is an examination of the nature of the 1896 – 7 Risings. Candidates may consider the following points:

Two wars

- the Ndebele and the Shona engaged the British South Africa Company on different dates – the Ndebele started in March 1896 while the Shona rose in June 1896.
- the Ndebele were chiefly led by the Mwari cult priests and officials such as Umlugulu and Mkwati while the Shona were organised by the Mhondoro cult mediums like Nehanda and Kaguvi
- the Ndebele surrendered in September 1896 while the Shona fought on till 1897
- no Ndebele regiment was reported to have operated in Mashonaland and vice versa
- historically whites regarded the Shona and Ndebele to be rivals e.g. the Ndebele used to raid the Shona.

Single war

- the war was organised from Matopo Hill but was fought in two phases i.e. the Ndebele phase and the Shona phase, thus the source of war was one and the main objective was also one – to liberate the country
- there were similarities in the way the attack or war strategy was organised and the targets were the same – white miners, farmers, colonial agents
- both Mashonaland and Matabeleland had been affected by natural disasters and both the Shona and Ndebele had been instructed to take up arms against whites. following the instruction the Ndebele took advantage of the Jameson Raid and the Shona took advantage of the absence of the white army as it was engaged in the Ndebele revolt to strike.
- religious leaders coordinated the war effort in Matabeleland and linked it to that in Mashonaland e.g. Mwari cult officials like Bonda and Chiwa were sent with war news to Mashonaland, Mkwati ended up at Chief Mashayamombe's kraal, after his shrine was bombarded in Matabeleland.
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

8 **How valid is the assertion that the year 1898 represented a watershed on the history of Southern Rhodesia, both politically and economically?**

The key issue is an evaluation of the political and economic importance of the year 1898 in the history of Southern Rhodesia.

Candidates may focus on the following ideas:

Economic changes

- 1898 was a landmark because Africans accepted defeat and they began to take up employment in white farms and mines.
- both settlers and the company realised that there was no Second Rand or huge mineral deposits in Rhodesia thus the economy was to depend on agriculture and mining.
- In 1898 the company began to divert most of its resources from mining to agriculture e.g. experiments were made in the growing of tobacco, maize, cotton
- and groundnuts and soon the Southern Rhodesia became the greatest exporter of tobacco and maize.
- Railway lines were pushed from Bulawayo to Harare – in 1898 the Mutare line reached Harare.
- More land was taken from Africans

Political

- the year 1898 was a landmark because in that year Southern Rhodesia embarked on the road to settler rule.
- the Southern Rhodesia Order-in-Council provided the first Legislative Assembly with five company members and four settler representatives, a Resident Commissioner appointed by Britain and a Commandant General also appointed by Britain who controlled the army and police.
- the Order in Council had some stipulated voting qualifications and professed to provide equal treatment for both blacks and whites save for fire arms, ammunition and liquor.
- Africans accepted defeat and colonial rule.
- Africans chiefs who did not co-operate with the white government lost their positions.

Section C

Analyse the plight of African labourers on farms and mines in Southern Rhodesia between 1900 and 1945.

The **key issue** is an analysis of problems related to the living and working conditions in both mines and farms in Southern Rhodesia to 1945.

Candidates may focus on the following:

- living and working conditions were generally poor
- workers received low wages in farms and mines
- women and children were employed in farms to meet peak period demands
- most people were employed as seasonal or casual labourers
- worked on piece-rate system (mugwazo)
- labourers were overworked e.g. 14 hour working day instead of the 10 hour working day stipulated under the Master and Servants Act
- there were no off days
- worked in damp mines which were poorly lit and under suffocating heat
- no safety clothing hence workers were prone to accidents
- no medical cover or compensation for injuries
- dismissal was done without notice and loss of jobs meant loss of basic subsistence as workers were evicted from the farms
- punitive fines for minor offences
- workers were forced to purchase goods in the employer's shop where credit facilities were opened for them as a result most of them ended up in debt
- workers were ill-treated at the end of the month for them to run away without pay
- On farms employers practised a system called 'delayed payment' and thus workers were not paid until harvest time
- verbal and physical abuse were common
- not allowed to form trade unions to strike
- poor housing e.g. compounds were dirty and dusty and floors were often flooded during rain season
- compound barracks were poorly ventilated and there was overcrowding in the compounds
- use of compound police to route out illegal mine dwellers, this was routine at major mining centres like Wankie, Marven, Shamva, Selukwe, Globe & Phoenix and on farms
- District Inspectors carried out equally brutal raids
- poor sanitation

NB. Candidates to examine conditions on both mines and farms

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

10 'The Federation of Rhodesia and Nyasaland was created only as a means to boost the economy of Southern Rhodesia.' To what extent is this claim valid?

The key issue is an examination of the motives behind the formation of the Central African Federation.

Candidates may consider the following views:

- the idea of federation was championed by whites in Southern Rhodesia after the discovery of the copper belt in Zambia as they wanted to benefit from it
- settlers in Southern Rhodesia wanted to make use of Zambian and Malawian labour
- the Federal Constitution reveals that the Federation was meant to prosper Southern Rhodesia economically e.g. 60% of the tax revenue was to be spent in Southern Rhodesia
- To create a wider market for Southern Rhodesia products in Northern Rhodesia and Nyasaland
- To promote free trade in the three countries
- To attract foreign investment

However

- it was meant to boost British hold on Central Africa
 - meant to curtail the spread of African nationalism
 - create a ready market for British products
 - to improve the economy of the three states e.g. a hydro-electric power station was built for Malawi
 - to stop spread of communism
 - to form a bulwark against apartheid in South Africa.
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
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 - answers not properly focused score 10 and below.

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11 **To what extent was the Second Chimurenga/Umvukela a result of the effects of the Land Apportionment Act of 1930?**

The **key issue** is an examination of the causes of the Second Chimurenga.

Candidates may argue along the following lines:

Effects of Land Apportionment Act 1930

War was fought to regain land and achieve an equal distribution of the vital means of production

- created African reserves and Tribal Trust lands in poorly watered regions
- created artificial land shortage
- created artificial poverty
- some Africans were left landless or became squatters
- in towns, Africans lived in high density suburbs like Highfields, Machipisa, Magaba etc while whites lived in low density suburbs
- overgrazing which resulted in whites calling for destocking (Land Husbandry Act)

However, the Second Chimurenga was also caused by other political and social grievances e.g. need for independence, wave of decolonisation after the Second World War

- political oppression and ill-treatment of Africans by whites
- racial discrimination
- need for equal opportunities in jobs and education
- rise in political consciousness
- unfair pieces of legislation

clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.

largely analytical, illustrative but one sided answers earn 18 – 20 marks.

descriptive answers which contain some analysis 16 – 17.

descriptive answers with implied arguments score 14 – 15

answers that contain some appropriate elements score marks between 11 and 13

answers not properly focused score 10 and below.

- 12 **Assess the extent to which the liberation fighters enjoyed popular support from peasants during Zimbabwe's liberation struggle (1966 – 1979).**

The **key issue** is an examination of the extent to which peasants voluntarily supported the liberation fighters. Candidates should also focus on the element of coercion.

Candidates may focus on the following views:

- the guerrillas organised peasants to meet their logistical needs for resources like food, money, clothing, intelligence about the security forces and informers.
- such help was sometimes willingly given
- some youths willingly joined the guerrillas to be trained but others joined through abduction
- Promises were made to lure the youth to join the freedom fighters e.g. they were promised education
- peasants and cadres shared the same nationality hence supported guerrillas instead of the whites
- realisation of this popular support forced the Rhodesian Front to introduce 'protective keeps' and form the Selous Scouts, an army that mass-quarantined as guerrillas
- peasants were well politicised hence voluntarily supported the guerrillas
- guerrillas could have starved if there was no popular peasant support

However

- the existence of sell outs proves that there was no popular support
- sell-outs were killed – a sign that there was coercion
- food poisoning was not uncommon
- peasants forced to taste their food as guerrillas did not trust them
- peasants were reluctant supporters of the guerrillas because the costs of the exchange relationship with guerrillas outweighed the benefits
- some peasants left their rural homes for towns to avoid the pungwes

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

Section D

13

Discuss Robert Gabriel Mugabe's policy of reconciliation from 1980 to 1990.

The key issue is an explanation for and assessment of the government's policy of reconciliation between 1980 and 1990.

Candidates may consider the following points:

- reconciliation was the cornerstone of racial relations in Zimbabwe up to 1990
- it was adopted because of moral convictions
- whites were to be accommodated because they were in control of the economy which was performing reasonably well
- whites had skills which could not be immediately replaced
- at independence the hand of friendship and reconciliation was extended to whites and PF ZAPU to promote national unity e.g. General Peter Walls, Commander of the Rhodesian army and Ken Flower, Chief of the Rhodesian Intelligence Organisation were retained
- many whites in the police, judiciary and prison services as well as in the civil service were retained
- the policy of reconciliation was also reflected in the first cabinet in which 5 of the 24 members were ZAPU members and 2 were from the Rhodesian Front Party
- Joshua Nkomo declined the post of president offered to him
- David Smith former Rhodesian Front member was Minister of Commerce and Industry while Dennis Norman former President of the Commercial Farmers was Minister of Agriculture
- integration of the armies was another sign of reconciliation
- reconciliation promoted peace, unity, stability and togetherness as well as solidarity
- it went a long way to relieve the fears of whites and many of them decided to stay
- some whites even participated in the development of the country
- some whites who had fled to South Africa drifted back

However, some hard-core Rhodesians like Ian Smith were not repentant and continued to attack the government

- R.G. Mugabe was disillusioned by the policy in the 1985 election when whites voted for Smith's Conservative Alliance of Zimbabwe (CAZ) instead of the Liberal Independent Zimbabwe Group (IZG)
- there was also the eruption of the dissident problem in Matabeleland.
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

14 'The Economic Structural Adjustment Programme (ESAP) of 1991 caused more harm than good to Zimbabwe's economy.' How far do you agree?

The key issue is an assessment of the effects of ESAP.

Positive results

- foreign exchange allocation system was relaxed
- price controls were removed
- investment licensing was abolished except for large investments
- government monopoly over the purchase and sale of agricultural commodities was removed
- deregulation of sectors like transport and banking – there were more players in the banking sectors and way was opened to many commuter bus operators
- some parastatals were successfully commercialised e.g. the Dairy Marketing Board (DMB) which became Dairyboard Zimbabwe, the Cotton Marketing Board now Cotton Company
- trade liberalisation made electrical goods and vehicles readily available

Negative effects

- local companies were affected by an influx of cheap foreign goods
- local businessman and producers had to close down and to retrench their workers
- ESAP actually worsened the debt problem of Zimbabwe
- government cut its health and education budgets
- there was reintroduction of school fees and hiking of levies by School Development Associations
- there was brain drain in the health and education sectors.
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

15 **How successful was the Government of Zimbabwe in promoting gender equity between 1980 and 2000?**

The key issue is an assessment of the government's gender policy.

Candidates may consider the following:

- Zimbabwe signed Human Rights Conventions such as
- the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- SADC Gender and Development Declaration
- the Beijing Declaration
- government established the Ministry of Community, Cooperative Development and Women's Affairs whose objectives were to eliminate all forms of discrimination against women and to enhance the quality of life for women (Affirmative Action)
- girls benefitted from free primary education and new opportunities in tertiary education at colleges and universities
- females benefitted immensely from adult literacy which enabled them to attend various courses on agriculture, livestock management, cooperatives.
- females began to have political roles
- laws were passed which gave women greater equality before law
- the 1982 Legal Age of Majority Act gave majority status to both men and women at 18 years of age
- the Matrimonial Cases Act of 1985 allows for equitable distribution of property between spouses in a registered marriage on divorce
- women have also benefitted from the revised inheritance laws and the Sexual Offences Act
- Equal Pay Regulations (1990) ensured that men and women get equal pay for equal work
- Minimum Wages Act (1982) stipulated scales of pay for workers in the unskilled category irrespective of sex
- women benefitted from paid maternity leave

However,

- They are victims of girl child marriages
- disparities based on gender still exist
- women are overrepresented in the informal sector of the economy and in low wage jobs in the formal sector
- there are few women representatives in high political positions
- They still suffer forced marriages on religious and cultural grounds

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

Examine the reasons for the failure by the Movement for Democratic Change (MDC) to gain power between 2000 and 2013.

The **key issue** is an assessment of the reasons for the failure by the MDC's to gain power.

The MDC's efforts generally came to nought due to the following factors:

- ZANU PF enjoyed popular support in the rural areas where the majority of the people lived
- ZANU PF popular policies like the Land Reform Programme
- ZANU PF effective campaigning methods e.g. Star rallies
- ZANU PF had popular election manifesto
- ZANU PF offered stiff resistance
- the Look East Policy neutralised the effects of the West imposed sanctions that could have worked in favour of the opposition
- ZANU PF is a revolutionary party therefore is considered more legitimate than MDC
- R.G. Mugabe's leadership qualities
- Ruling party was supported by war veterans, army and police force
- ZANU PF introduced programmes like the Youth Services and National Strategic Studies to promote patriotism

The opposition had its own weaknesses such as

- lack of political experience
 - lack of charisma on the part of Morgan Tsvangirai
 - failure to come up with an attractive policy (Manifesto)
 - continuous splits which threatened the party's existence
 - MDC considered as a western sponsored party
 - MDC had most of its supporters in urban areas
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
 - answers that contain some appropriate elements score marks between 11 and 13
 - answers not properly focused score 10 and below.



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

6006/2

HISTORY

PAPER 2 Regional and International History

3 hours

NOVEMBER 2018 SESSION

Additional material:
Answer paper

TIME 3 hours

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper.

Answer **four** questions from **at least three** of Sections A – E.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

This question paper consists of 20 questions.

Each question in this paper carries equal marks.

You are reminded of the need for good English and clear presentation in your answers.

This question paper consists of 3 printed pages and 1 blank page.

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[Turn over

Section A

- 1 How successfully were the problems associated with the transition from Slave Trade to Legitimate Trade dealt with in West Africa?
- 2 Explain the earlier successes and later failures of Samori Toure in the Western Sudan.
- 3 Assess the contributions of Johannes IV and Menelik II to the unity, modernisation and preservation of Ethiopian independence.
- 4 In what ways and for what reasons did the interest of the European powers in Africa change between 1875 and 1890?

Section B

- 5 In what ways and for what reasons did Louis XVI's attempts to reform France precipitate instead of avert a Revolution in 1789?
- 6 'The Directory brought about stability to France between 1795 and 1799.' Discuss.
- 7 To what extent did Napoleon Bonaparte's personal abilities contribute to the success of the Coup d'etat of Brumaire?
- 8 By what means and with what success did Napoleon I preserve his empire?

Section C

- 9 How justified are the criticisms levelled against the Vienna Congress?
- 10 Analyse the reasons why the Congress System was so short-lived.
- 11 To what extent did the restored Bourbons in France follow reactionary policies between 1815 and 1830?
- 12 Examine Piedmont's role in Italy's progress towards unification in the period 1848 to 1870.

Section D

- 13 How and to what extent did German foreign policy between 1890 and 1914 cause tension in Europe?
- 14 To what extent was the Versailles Peace Settlement a compromise between British and French views?
- 15 Discuss the view that the League of Nations' association with the Paris Peace Settlement of 1919 contributed most to its downfall?
- 16 How successful was Hitler's domestic policy in fulfilling his aims?

Section E

- 17 Explain the reasons for the Provisional Government's rise to power and its subsequent collapse in Russia in 1917.
- 18 How accurate is the view that Mao Zedong was the main factor behind the Communists' victory over the Nationalists in 1949?
- 19 'Despite all the criticism levelled against it, the United Nations Organisation (UNO) has achieved a lot since 1960.' Discuss
- 20 With reference to Europe and the Caribbean, explain why, inspite of efforts to relax tension, the Cold War deteriorated into a serious crisis in the 1960s and 1970s.

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ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

SUGGESTED REVISION ANSWERS

REGIONAL AND INTERNATIONAL HISTORY

NOVEMBER 2018

HISTORY

6006/2

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of the mark within the band will depend on the analysis and amount of supporting information. Essays in Bands 1 – 3 will clearly be question-focused, whereas answers in the lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in Bands 1 – 3; this must also be accompanied by sufficient accurate, relevant supporting material.

BANDS MARKS QUALITY OF THE ANSWER

- | | | |
|---|---------|--|
| 1 | 21 - 25 | The approach will be consistently <u>analytical</u> or <u>explanatory</u> rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by appropriate factual material. The writing will be accurate. At the lower end of the essay, there may be some weaker sections to the answer, but the overall quality will show that the student is in control of the argument. The best answers must achieve 25 marks. |
| 2 | 18 - 20 | Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly <u>analytical</u> or <u>explanatory</u> rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate. |
| 3 | 16 - 17 | Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation, but there may be some heavily narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate. |
| 4 | 14 - 15 | Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions or conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organized more effectively. The writing will usually be accurate. |

- 5 11 - 13 Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. The approach will lack analysis and the quality of description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors.
- 6 8 - 10 Essays will not be properly focused on the requirement of the question. There may be unsupported assertions and commentaries, which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weaknesses.
- 7 0 - 7 Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weaknesses. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

CHIREDDI GOVERNMENT HIGH SCHOOL
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09 JUN 2022
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1 **How successfully were the problems associated with the transition from Slave Trade to Legitimate Trade dealt with in West Africa?**

The key issue is an assessment of the transition from slave trade to legitimate trade.

Candidates are required to identify and explain the problems encountered in West Africa in making the change from slave trade to legitimate trade. They must then explain the extent to which these problems were surmounted.

Problems faced included difficulties involved in developing alternatives, transport problems, geographic factors such as remoteness from the coast and poor soils that did not favour plantation agriculture. Other problems were related to the continuation of the slave trade in spite of the efforts to stamp it out. As the demand for slaves increased due to the growth of sugar and coffee plantations in Brazil, so too did the supply of slaves.

- The British Anti Slave Trade Squadron and its trade to intercept slave ships and free slaves.
- The British used open force to abolish slave trade-bombardment of Lagos in 1852
- West African states such as the Niger Delta States (Bonny, Brass, Calabar) adapted to the changes by resorting to the palm oil trade. Sene-Gambia prospered in groundnut production.
- Dahomey successfully dealt with most of the problems and her success typifies what has been regarded as "man's triumph over geography." On the contrary Asante and some states in the Western Sudan failed to deal with most of the problems.

21 – 25 marks are for answers that refer to specific examples, identify problems faced and how successfully they were dealt with. 18 – 20 marks will miss out on some problems but will be explanatory. 16 – 17 marks will be for a clear understanding of the question but depends more on description than analysis. 14 – 15 answers will not be clear about the problems but will be narratives. 11 – 13 answers are not effectively linked to question.

2 Explain the earlier successes and later failures of Samori Toure in the Western Sudan.

The **key issue** is an analysis of the reasons for the initial successes and later failures, in the career, of Samori Toure.

Reasons for earlier successes;

- Samori's state building genius e.g. his ability to use a combination of religion and economics to build his empire.
- His use of military conquest and marriage alliances.
- The Mandinka empire was efficiently administered – founded on three parallel lines of unity namely; the traditional, military and Islamic. This explains why Samori is a typical example of a state builder of the highest order in 19th Century Africa. It also explains why Samori was able to resist French encroachment for a considerable length of time.

Later failures can be explained by;

- the inherently self defeating tactics he used e.g. forced Islamisation policy, forced and mass movement of people and the tactical blunders he made like the long siege on Sikasso etc. All this formed opposition and desertion leading to his capture and exile.
- Inferior weapons
- Failure of an African alliance against European encroachment.

21 – 25 marks are for answers that refer to specific examples, identify problems faced and how successfully they were dealt with. 18 – 20 marks will miss out on some problems but will be explanatory. 16 – 17 marks will be for a clear understanding of the question but depends more on description than analysis. 14 – 15 answers will not be clear about the problems but will be narratives. 11 – 13 answers are not effectively linked to question.

3 **Assess the contributions of Johannes IV and Menelik II to the unity, modernisation and preservation of Ethiopian independence.**

The key issue is a comparative assessment of the contributions of Johannes IV and Menelik II to unity, modernisation and preservation of Ethiopian independence.

- Johannes continued Tewodros' attempts to unite and modernize Ethiopia by appointing governors/rases who had loyalty to him. Achieved the unity of the 6 Christian provinces
- In religion he tried to unite the three dominant religions sects, Christianity, Ethiopian Orthodox Church and Islam.
- Was instrumental in preserving Ethiopian independence by fighting Ismail Pasha of Egypt 1875- 6, Muhammad Ahmad (the Madhi) Of Sudan 1885, 1889 when he unfortunately he was killed in battle.

Menelik II

- Brought many of the northern territories together through political consensus.
- Reunified the Eastern, western and southern parts of the empire
- made Addis Ababa the capital
- Within Ethiopia Menelik laid the foundation of modern Ethiopia in terms of a western style cabinet
- Established the first hospital in Ethiopia Menelik II hospital and immunization
- Schools were built
- Founded the Bank of Abyssinia
- Modern Postal System
- First rail road linking with Djibouti
- Abolition of slave trade in the 1890s.
- In foreign affairs Menelik expanded Ethiopian's diplomatic ties with Russia
- By careful diplomacy and planning menelik preserved Ethiopian independence by defeating the Italians at the battle of Adowa in March 1896 Ethiopia was recognized internationally as a independent state

21 – 25 marks are for focused, analytical and balanced answers, 18 – 20 answers would be explanatory with gaps, 16 – 17 answers will be largely descriptive with analysis, 14 – 15 are narrative with implied comments, while 11 – 13 have some appropriate elements

In what ways and for what reasons did the interest of the European powers in Africa change between 1875 and 1890?

This key issue is an examination of the reasons for the colonisation of Africa

- Candidates should focus on the following. Before 1875 the European powers were mainly interested in spheres of influence, informal empire and profit through trade without direct responsibility.
- This approach dramatically changed demanding European power to colonise or directly control their previous spheres of influence
- various factors contributed to this change
- Economic factors
- Direct control of the colonies would ensure protected markets in a period of overproduction of goods and economic depression
- colonies would ensure exclusive sources of raw materials like minerals rubber, palm oil ivory for the mother country
- Opening up opportunities for new investments for the industrial bourgeoisies
- Political factors drove European powers to expand in Africa
- Nationalism Italy and Germany had been recently unified and to them colonies were recently unified and to them colonies were a sign expression of great power status. France sought compensation for her lost pride which could be restored through colonial conquest
- Colonies in Africa were sought for strategic reasons – Cape Colony, Egypt
- Social factors could encompass philanthropic arguments like desire by Europeans to spread the 3Cs;

21 – 25 marks are for focused, analytical and balanced answers, 18 – 20 answers would be explanatory with gaps, 16 – 17 answers will be largely descriptive with analysis, 14 – 15. are narrative with implied comments, while 11 – 13 have some appropriate elements.

5

In what ways and for what reasons did Louis XVI's attempts to reform France precipitate instead of avert a Revolution in 1789?

The **key issue** is an examination of Louis XVI's methods and explanation of how they led to revolution.

- From 1774 until 1789 Louis adopted varied measures to address problems in France. The attempt was to avert or stop revolution. Nonetheless the measure provoked revolution.
- Appointment of Comptroller Generals or Finance Ministers (Turgot, Necker, Calonne, Brienne who suggested a range of reforms that would include the nobility in paying taxes. When presented with the suggested reforms the probability rejected them and with the queen on their side influenced the kings to dismiss the ministers at the various stages
- France's financial problems worsened and invigorated demands for reform. It led to disillusionment of the 3rd Estate who had hoped for equality and relief.
- Another measure was summoning of the Assembly of Notables which was a handpicked assembly of nobles whom Louis thought would approve Calonnes reforms. Again the assembly rejected the reforms.
- The king attempted some measure of force by exiling the Parlement of Paris to Troyes hoping it would be pliable. This did not work and on return in 1788 was more militant and determined to challenge royal power / the king.

Faced with increasing financial difficulties and deadlock with the Parlement the king was forced to summon the Estate General in May 1789. The Estate General meeting became the prelude to revolution as the 3rd Estate stood its ground. \The king had made very little plans especially on voting procedures and closure of the meeting venue. The King lacked the will power to implement reform.

21 – 25 marks are for focused, analytical and balanced answers, 18 – 20 answers would be explanatory with gaps, 16 – 17 answers will be largely descriptive with analysis, 14 - 15 are narrative with implied comments, while 11 – 13 have some appropriate elements.

6

6 'The Directory brought stability to France between 1795 and 1799.' Discuss.

The key issue is an assessment of the work of the Directory.

The Directory had its successes. The creation of order at home was a key aim of the Directory. It brought political stability by dealing with revolts in La Vendee district which had been raging on since 1790. The constitution of 1795 promoted stability through the separation of powers and limiting the Directors' term of office. It brought peace as the Reign of Terror had been ended. This meant the relaxation of economic tyranny as well as reinstating religious freedom.

- Measures were taken to restore the treasury's finances. Ramel, the Controller general of finance managed to balance the budget for the first time. A revision of the tax system ensured a measure of economic stability.
- This stability was also ensured through successes in foreign affairs. The Directory relied on the army for its success and under Napoleon Bonaparte's command, the army brought success by disposing of France's enemies. Through conquest, France made peace with Prussia, Austria, Piedmont and Spain. Victories under the Directory promoted stability at home. The successful Italian campaign brought glory and even though the Egyptian campaign failed.
- On the other hand, it is clear that the stability in France proved difficult to maintain. The Directory was the longest surviving revolutionary government but it had numerous problems. The government was established by a series of plots. One such plot was planned by Garacchus Babeuf in 1796. The government also proved to be unpopular and unstable as it survived on coups e.g. the coups of Floreal and Fructidor. This means that it lacked popular support.
- The government itself was also weak and depended on the army for power. Directors such as Emmanuel Sieyes and Roger-Ducos even plotted to use the army to overturn the constitution which weakened central government. In spite of its popular Republican character, the Directory kept a narrow franchise and its membership gave it a bourgeoisie character leading to opposition.
- Economic stability was also fragile.

21 – 25 marks are for focused, analytical and balanced answers, 18 – 20 answers would be explanatory with gaps, 16 – 17 answers will be largely descriptive with analysis, 14 – 15 are narrative with implied comments, while 11 – 13 have some appropriate Elements; fragmentary and incoherent answers will get below 10 marks.

To what extent did Napoleon Bonaparte's personal abilities contribute to the success of the Coup d'etat of Brumaire?

The **key issue** is an assessment of the relative contribution of Napoleon and other factors to the success of the coup of Brumaire in overthrowing the Directory.

Brumaire was one of a series of coups during the Directory's reign. In previous cases, The Directors had relied on the army to annul outcomes of unfavourable elections. By 1799, Napoleon's prestige was high and was received as a saviour. The disaster in Egypt was not reckoned against him but only victories in Italy. Napoleon had command and loyalty of the Paris Garrison which he used to disperse the opposition members of the Council of Five Hundred. He had also carefully planned the scheme on his way from Egypt. Napoleon had great ambition referring to himself as a man of destiny, charismatic, and able to attract support and motivate his soldiers.

Success also depended on other factors such as the state of mind and the growing disillusionment with the Directory. While the Directory had its achievements, it was more tolerated than accepted. It faced opposition from royalists and extreme republicans, Catholics and property owners. It was inherently unstable and did not command universal affection and support from different sections of society. Napoleon was aware of these serious weaknesses. They had lost the earlier gains when Napoleon was in Egypt. Under the Directory, political apathy had developed among the people such that when the coup occurred, there was little enthusiasm and support for the Directory. Napoleon received timely assistance from his brother Lucien Bonaparte, Sieyes, Saliceti, Barras and Augustine Robespierre. All acted as conspirators. The election of Lucien as president of the Council of Five Hundred was vital, so was his role in the events of the coup where Napoleon himself appeared hesitant and reluctant, lacking the firmness required in such a bold action. Napoleon was in some way an unwilling accomplice while the true hero was Lucien.

21 – 20 answers will be thorough and explanatory in approach. 18 – 20 answers will be analytical and explanatory but may be one-sided. 16 – 17 answers will be largely descriptive of the weaknesses of the Directory and Napoleon's role. Analysis will be limited. 14 – 15 marks will be for descriptions of Napoleon's role and the relative weakness of the Directory with implied comments. Weak descriptive answers that are basic and more topic focused will be awarded 11 – 13 marks. Answers that are significantly weak, not focused and incoherent should get a ceiling of 10 marks.

8 **By what means and with what success did Napoleon I preserve his empire?**

The **key issue** is an assessment of the methods used by Napoleon I to preserve his empire and the extent of success.

Napoleon I used a number of methods to preserve the Grand Empire he had created. The methods were more effective in the period 1800 – 1807 and less effective in the period after. One such method Napoleon I used was war. War became a necessity since Napoleon I had created the Grand Empire. He went to war with members of the coalition forces such as Austria; Prussia; Russia, Britain. By 1807 the Grand coalition had crumbled and all those countries with the exception of Britain had been defeated, for example Russia was defeated at Friedland (1807) and signed the treaty of Tilsit, Prussia was defeated at the battle of Jena (1806), Austria at Austerlitz (1805). Though this method worked against these forces it was not fruitful against Britain as Napoleon I was defeated at the battle of Trafalgar (1805) forcing Napoleon to embark on a dangerous course that eventually became a source of his predicament, that is the continental system. The use of wars of conquest was not very successful after 1807 as evidenced by the disastrous Moscow Campaign which swept away Napoleon I's forces. His military conquests thereafter were a disaster. Napoleon's military conquests against Portugal and Spain were not effective. He suffered to many setbacks and therefore failed to preserve his Empire. Another method which Napoleon I used were the dynastic ties whereby he would place his relatives on foreign territories such as Holland, Sweden, Italy, Spain. The strategy was successful at first but later became a source of predicament. It led to the rise of nationalism across Europe, particularly in Spain where they waged a guerrilla warfare against Napoleon's forces and Napoleon could not keep his Empire intact. Candidates should take note of other methods such as the marriage alliance, the economic blockade, the signing of treaties. They should also note that methods worked up to 1807 but thereafter proved farlon.

21 – 25 answers will be consistently analytical balanced and well-illustrated. 18 – 20 answers will be analytical but may miss some possible lines of argument. 16 – 17 answers will be largely descriptive of the events of Napoleon I's methods with analysis. 14 – 15 answers will be heavily descriptive of the methods of Napoleon I. 11 – 13 answers will be weak narratives of Napoleon's military conquests while vague and incoherent answers will not get more than 10 marks.

How justified are the criticisms levelled against the Vienna Settlement?

The key issue is an examination of the extent to which the criticisms against the settlement of Vienna are justified. The settlement of Vienna of 1815 was the first post-Napoleonic settlement designed to map the way forward in as far as the former Napoleon possessions were concerned. They also wanted to find ways of maintaining peace in Europe and prevent the rise of another Napoleon. In their endeavour to achieve these aims they instituted principles that were to act as working guidelines for all European Nations. It is these principles which attracted and received a lot of criticism and condemnation. The principles though aimed at preserving peace, suppressed and ignored two important forces that European nationals felt were supposed to be recognised. These forces were nationalism and liberalism. The principle of balance of power for example, was condemned for ignoring the liberty and nationality of the Germans, Belgians, Italians and many other nationals. In a bid to prevent the domination of Europe by a single state, the statesmen at Vienna distributed territories to major European powers to achieve balance of power but in the process ignoring nationalism and liberalism. Prussia and Austria were elevated at the expense of Polish and Italian liberty and Nationalism. The same can be said about the principle of Barriers or Buffer zones. The idea was to create strong barriers around France to resist future aggression. The barriers ignored the nationality of the Germans, Italians and Belgians. The Belgians were forced to join Holland to form the kingdom of Netherlands they there had less in common in terms of culture and language. The Belgians were not consulted. The feeling among the Great powers was that Belgium was vulnerable to future French aggression. They had the hundred days in their minds.

- The Vienna settlement has been criticised for being conservative by restoring despotic as in the case of France, Spain and some Italian state. This was done through the principle of legitimacy. It restored some of the worst rulers in Europe like Ferdinand VII of Spain and Ferdinand II of Naples. Nonetheless, the Bourbons were restored with a Charter while the restored rules were believed to provide the most stable government.
- Most of the arrangements were not permanent – the Belgian settlement lasted up to 1830. In Italy and Germany the territorial arrangements lasted until 1870/1 with the unification of Italy and Germany.

Focused, well-illustrated and analytical answers will merit 21 – 25 marks. 18 – 20 answers will be analytical but may miss possible lines of arguments. 16 – 17 will be largely narrative with analysis in places. 14 – 15 will be awarded to full descriptions. 11 – 13 will be topic focused and weak descriptions. 8 – 10 answers will not be clearly focused on the demands of the question. 0 – 7 answers are fragmentary.

Analyse the reasons why the Congress System was so short-lived.

The **key issue** is an explanation for the short life span of the Congress system.

The victorious powers agreed at Paris (1815) in the Quadruple Alliance, to meet regularly to maintain peace. There were meetings at Aix-la-Chapelle (1818), Troppau (1820), Laibach (1821) and Verona (1822). Only Austria, Prussia and Russia met at St Petersburg (1825) and this meeting exposed the deep differences between Austria and Russia. Candidates will be given credit as they explain the growing differences between the major powers, linking them to specific developments such as revolts in Spain and Italy or the increasing divisive Greek Question. While there was general concern about rebellion in the early 1820s, the powers were divided on the best means to deal with the problem. Canning might have been notable for his open suspicion of the System but his general views were reflected in other governments. The disappearance of the Napoleonic threat removed one factor which had united the four major powers. Now according to Canning, it was each nation for itself and God for us all!

- Difference between Britain and the conservative rulers of Austria, Russia over the question of intervention
- The Congress system was founded on two unclear charters the Quadruple Alliance and the Holy Alliance which created suspicion
- The congress system was not systematic – no organisational framework, congresses were held on an ad hoc basis. It also operated in competition with the Conference of Ambassadors in Paris.
- The death of the founding fathers – Castlereagh and Tsar Nicholas I. Their successors share the vision of their predecessors.

21 – 25, answers will be conceptually sound and will explore a variety of reasons, effectively linking them particular developments. 18 – 20 will be largely analytical but may miss lines of discussion. 16 – 17 answers will be sound descriptions with comments in places. Heavily descriptive answers will earn 14 – 15. 11 – 13 will be for relevant narrations.

11 **To what extent did the restored Bourbons in France follow reactionary policies between 1815 and 1830?**

The **key issue** is an assessment of the reigns of Louis XVIII (1815 – 24) and Charles X (1824 – 1830).

The best answers will show understanding of the term reactionary as the desire to turn the clock back to the ancien regime period. They will argue that this was the time of Charles X. Louis XVIII ruled by a Charter and sought to moderate the excesses of the royalists, returning émigrés and clericals. He tried to avoid returning to the ancien regime because this would be resisted by groups such as the Bonapartists, Republicans and Liberals. Louis therefore followed a middle-of-the-road policy in which some of the gains of the revolution were retained. For instance, those who had gained land kept it as a result, Louis XVIII's reign ended peacefully.

On the contrary, Charles X was clearly and overall a reactionary. His coronation was followed by his policy of forming groups and interest which were anti-revolutionary increasingly, his ministers, and especially Polignac sought to reverse any liberal gains. Ultimately, Charles X and his ministers attempted to rule by ordinance and royal prerogative. Being crowned in the ancien regime fashion at Rheims, discarding rule by a charter, giving control of education back to the church, compensating the émigrés who had lost land during the revolution and introducing the Sacrilege Law, were all reactionary policies reminiscent of the ancient regime. The July 1830 ordinances removed the constitution, disenfranchised many people and restored press censorship.

The best answers, 21 – 25, will demonstrate a clear understanding of the term 'reactionary' and accurately illustrate it. Such candidates will clearly distinguish the reactionary policies of Charles V from Louis XVIII's moderate ones. 18 – 20 will be thorough and largely analytical with a few gaps in factual knowledge. 16 – 17 will be largely descriptive of the two reigns with comments in places. 14 – 15 will be heavy descriptions with implied comments. 11 – 13 answers will be partly relevant narrations. Thin and vague assertions will earn a ceiling of 10 marks.

12 **Examine Piedmont's role in Italy's progress towards unification in the period 1848 to 1870.**

The **key issue** is an assessment of the role played by Piedmont in the unification of Italy after 1848.

Alone among the Italian states after 1849 Piedmont-Sardinia possessed a constitution. Although limited it offered to some of its citizens opportunities for political participation which could not be found anywhere else in the Peninsula. Piedmont's status as a constitutional state won her sympathy outside Italy notably in Britain and attracted the attention of all those political hopefuls – the democrats, the liberals the nationalists and the republicans who sought some practical means of transforming Italy. During the 1850s Piedmont's free press acted as a magnet attracting political exiles from other Italian states. Agitation for change in Italy began to be powerfully concentrated on one area. During the 1850s many Italians came to reject the republican idealism of Mazzini. His methods had clearly failed and it seemed appropriate to seek an alternative. The new direction emerged in the decade after 1848 – 49 was articulated and developed by Giorgio Pallaviano founder of the National Society. Cavour's appointment as Prime Minister of Piedmont in 1852 was an important stage in Italy's progress towards nationhood. He was known as an able politician who favoured liberal causes. Vehemently opposed to the revolutionary republicanism of Mazzini and his followers Cavour was determined to rid the Peninsula of Austrian influence and to allow Italians to determine their own fortunes. He envisaged a modern and extended Piedmont at the head of the drive towards independence. With these aims in mind he initiated the economic transformation of the state. He concluded trade treaties with France, Britain, Belgium and Austria and the merchant fleet was enlarged. During the 1850s Piedmont's foreign trade trebled in value. Cavour promoted the use of the latest techniques in farming and in factories and encouraged the development of a railway network. Cavour also engineered a political partnership which allowed him to remain firmly in control of governments. He sought for foreign help from Napoleon III to defeat Austria.

However there were other factors that contributed to the progress towards unification role of Garibaldi and his Red Shirts in liberation of the two Sicilies and surrendering them to Piedmont. the role of foreign powers-France in the 1859 war between Piedmont and Austria, Prussia in the 1866 war and the 1870 – 71 war enabling Italy to secure Lombardy, Venetia and Rome. Britain's "hands off" Italy also worked for Italian unification.

The best answers 21 – 25 will be consistently explanatory and coherent while 18 – 20 answers why have gaps in factual evidence but remaining largely explanatory. Largely descriptive but explanatory in places will be awarded 16 – 17 marks. Answers which are competent in describing the factors with little or no attempt to explain and but issues will be awarded 14 – 15. Weaker descriptive fairly accurate in their presentation of knowledge will deserve 11 – 13 marks. Answers showing significant weakness will be worth a maximum of 10 marks.

13 **How and to what extent did German foreign policy between 1890 and 1914 cause tension in Europe?**

The **key issue** is an examination of factors which caused tension in Europe in the period between 1890 and 1914.

Much of the tension between European powers can be attributed to the growth of German power and foreign policy. Under Bismarck Germany had adopted a cautious foreign policy designed to avoid the outbreak of a European war pitting France and her allies on one hand and Germany and her allies on the other. Bismarck therefore designed the alliance system to keep France isolated. For a while the alliance system worked but later became a predicament and source of trouble for Germany and other European countries. The alliance system created divisions and tension among European powers. The departure of Bismarck from office saw Germany under the Kaiser adopting an aggressive foreign policy. German policy became intensely nationalistic and militaristic. The Kaiser made little effort to keep on good terms with Russia which provided an opening for French diplomacy resulting in Russia and France making a military alliance in 1893. Thus Europe became divided – the Triple Alliance against the Dual Alliance, reckless diplomacy forced Britain to look for allies and abandon her 'splendid' isolation. His support for the Boers in the Second Boer War turned British opinion against alliance with Germany. Britain then sought co-operation with the French leading to the Entente Cordiale (1904) and subsequently the Triple Entente. All the powers were now involved in defensive military alliances.

The Kaiser's proclamation of World policy (Welt Politik) a mixture of nationalism and militarism also created tension and worsened relations. It manifested itself in the naval and arm's race particularly with Britain, the extension of German influence in the Balkan which brought her into conflict with Britain and Russia, colonial expansion in Africa which brought her into conflict with France and Britain.

On balance candidates should consider the role played by other European states in causing hostile relations e.g. Russian expansionist policy in the Balkans so was Austria's reckless policy there, Balkan nationalism, French desire to reassert her position in Europe and regain her lost territories Alsace and Lorraine.

The best answers 21 – 25 will be consistently explanatory and coherent while 18 – 20 answers will have gaps in factual evidence but remaining largely explanatory. Largely descriptive but explanatory in places will be awarded 16 – 17 marks. Answers which are competent in describing the factors with little or no attempt to explain and but issues will be awarded 14 – 15. Weaker descriptive fairly accurate in their presentation of knowledge will deserve 11 – 13 marks. Answers showing significant weakness will be worth a maximum of 10 marks.

14 To what extent was the Versailles Peace Settlement a compromise between British and French views?

The **key issue** is an examination of the impact of French and British views on the Versailles Treaty.

They should show the impact of these motives on the actual terms.

Lloyd George was not prepared to exact impossible amounts of reparations from Germany but he was hampered by ferocious demands of the British public and parliamentarians who wanted Germany to pay. Georges Clemenceau wanted revenge and to punish the Germans for what they had done. He wanted to make Germany pay for the damage done during the First World War. He also wanted to weaken Germany to ensure future security for France. A strong Germany would be a menace to France again.

The ultimate terms on reparations disarmament demilitarisation of the Rhineland, the war guilty clause were a compromise for France which had demanded more punitive, France had demanded complete disarmament of Germany. The outcome of an army of 100 000 men and a weakened navy were a compromise France had demanded a neutral state between France and Germany. The demilitarisation of the Rhineland and French occupation of the Rhur was done as compromise to these demands. Britain was opposed to a total weakening of Germany. Return of Alsace and Lorraine to France was agreed to by all.

The best answers 21 – 25 will be consistently explanatory and coherent while 18 – 20 answers which have gaps in factual evidence but remaining largely explanatory. Largely descriptive but explanatory in places will be awarded 16 – 17 marks. Answers which are competent in describing the factors with little or no attempt to explain and but issues will be awarded 14 – 15. Weaker descriptive fairly accurate in their presentation of knowledge will deserve 11 – 13 marks. Answers showing significant weakness will be worth a maximum of 10 marks.

- 15 **Discuss the view that the League of Nations' association with the Paris Peace Settlement of 1919 contributed most to its downfall.**

The **key issue** is an assessment of the reasons for the failure of the League of Nations.

The close association of the League with the Versailles Treaties is derived from the fact that the Covenant of the League was included in the treaties with the defeated powers. These treaties were regarded as harsh and widely resented especially in Germany for their restrictions on arms, reparations, war guilt and territorial arrangements. The League was therefore seen as an organisation to defend nothing else but the hated treaties. The failure to apply the principle of self-determination impartially by placing so many Germans under foreign rule seemed to contradict the League's aims of guaranteeing sovereignty to all nations. Germans naturally harboured strong sentiments to revise the treaty which the League failed to uphold. The same observation can be made with regard to disarmament which was selectively applied to Germany. Membership of the League represented the victors. Germany was not a member until 1926 and the USSR only joined in 1934. The League was therefore viewed as a club of victors bent on enforcing the hated treaties.

The League was, however made impotent by other factors. The USA absence paralysed its actions and credibility depriving the League the voice and resources of one of the great powers whose presence no doubt could have made a great difference. The League also had serious structural defects in the form of the unanimity clause which gave all members veto power making consensus impossible. It also lacked a military force to enforce its decisions. The operation of the Conference of Ambassadors in Paris created a parallel organ at odds with the League. The Great Depression and its impact, rise of totalitarian regimes, policies like appeasement and the pacifist attitude of Britain and France upon which the League depended all combined to undermine the League.

Focused answers that are analytical and well-illustrated will earn 21 – 25marks. 18 – 20 will be analytical but miss possible lines of comparison. 16 – 17 will be descriptive with limited analysis. 14 – 15 marks will be awarded to descriptive answers with implied comments. 11 – 13 will be for weaker narratives. Answers that are not focused and lacking sufficient factual support will not merit 10 marks.

16 **How successful was Hitler's domestic policy in fulfilling his aims?**

The **key issue** is an assessment of Hitler's domestic policy.

Hitler had a number of aims at his accession to power. He dreamt of a Germany which was strong, which could restore peace and order. He also wanted to bring prosperity and raise the standards of living of the German people. He also aimed at making Germany self-sufficient in its economy, eradicate unemployment, eliminate the Jews from Germany. A number of measures or policies were implemented to achieve the Nazi programme Hitler had by 1939 created a strong peaceful and stable German state.

He achieved this through dictatorial means such as the introduction of a one party state. Hitler intended to eliminate Jews from Germany. This was achieved through a number of measures among them boycotting Jewish businesses, removal of Jews from civil service, banning of intermarriages, stripping of Jew of citizenships and sending them to concentration camps. The outlawing of the communists, the elimination of opponents by the Gestapo, the SS and SA, centralisation of power where magistrates, judges and courts were rigidly controlled.

- The use of propaganda, and censorship of press, film, radio and theatre.
- Hitler also made efforts to eradicate unemployment which stood at 6 million, when he came to power and by 1939 unemployment stood at 200 000.
- He also made efforts to achieve self-sufficiency in food and essential raw materials. Industry and agriculture were supported in form of loans to stimulate production. This resulted in steel production. There were no more imports of synthetic rubber, wool and oil and Germany's dependence on imports fell from 35% to 25%. On the contrary these successes were not in totality, some of these successes were on the surface e.g. by the time Germany engaged in the war the economy was depressed with a huge budget deficit and the country was near bankruptcy. Dependency on imports was not totally eradicated. Taxation remained very high and German workers worked longer hours than any of the workers in Europe and USA.
- Loss of freedom

Focused, consistently analytical and balanced answer earn 21 – 25 marks. 18 – 20 answers will be analytical but not balanced. 16 – 17 will be full accounts but limited in explanation. Those that are not explicit on Hitler's aims will merit marks in this mark band. 14 – 15 answers will be narrative in approach while 11 – 13 will be for thin and basic descriptions. Vague and irrelevant essay will not score above 10 marks.

17

Explain the reasons for the Provisional Government's rise to power and its subsequent collapse in Russia in 1917.

The **key issue** is an explanation of the rise of the Provisional Government and its fall.

The Provisional Government was a product of the February revolution. The February Revolution was caused by several factors. Government ministers were corrupt and inefficient, soldiers were poorly armed and badly fed leading to losses in battles e.g. the battle of Tannenberg. Rasputin's influence on Tsardom was very dangerous. Russian soldiers were sent to the battle-field, almost unarmed, leading to high casualties. The wheat producing area of the Ukraine was invaded by the Central powers, creating bread shortages. Famine hit Russia, with high food prices, unemployment and scarcity of food. This caused mutiny in the army especially in Petrograd and Caucasus. Soviets were formed, many groups of people supported the February Revolution: peasants, protestants, professional workers and the middle – class. There was general discontent due to suffering which made Revolution successful. This led to the king's abdication, with the establishment of a Provisional Government, first under Prince Lvov and later, Kerensky – both who were of bourgeois origin.

Several factors also caused the October Revolution, especially the question of war: whether Russia had to continue with war or not Russia was facing defeat, so continuing was not the best option for Russia. Soldiers deserted the battle field. They formed soldiers' committees. Mensheviks had misfired. Bolsheviks on the other hand, demanded an end to the war. The return of Lenin, Trotsky and Stalin from exile ignited the situation. Lenin's address in Petrograd was pivotal. He called for a proletarian revolution, not only in Russia, but the whole world. He encouraged the Soviets to seize power.

The July uprising was a flop, leading to the capture of Stalin and Trotsky. Lenin escaped. Pravda, the Bolshevik newspaper was closed down. Peasants invaded landlord's estates and anarchy followed. Trotsky was elected Chairman of the revolutionary committee. Kerensky wanted to use the army to suppress the rising. Tovarishchi were put in important position. The Winter Palace was bombarded, Lenin and Soviets took over power.

Best answers, 21 – 25 should be analytical, giving a balance between the two sides. 18 – 20, though analytical, may miss some lines of the debate. 16 – 17 are for full descriptions with few comments while 14 – 15 are for full narratives. 11 – 13 are for basic answers while fragmentary answers cannot exceed 10 marks.

18

18 How accurate is the view that Mao Zedong was the main factor behind the Communists' victory over the Nationalists in 1949?

The **key issue** is an assessment of the causes of Communist victory in 1949.

Mao played a pivotal role in Communist victory. He was a military genius. He transformed the Communists from a guerrilla force into a formidable fighting force. He was the major inspiration behind the army. He was a shrewd strategist and a spirited and committed leader.

However, apart from Mao's contribution, there are other factors. The unswerving support of the peasants was an important factor. Support from outside countries like the Soviet Union was important. The weaknesses and shortcomings of the Nationalists ensured Communist victory. Mao's military efficiency should be contrasted with Chiang Jiesh's military ineptitude. Military historians now emphasise that Chiang's basic military failing was lack of patience at a critical juncture. Chiang lacked strategic judgement in military affairs. The Nationalists had a weak support base as they depended for their support on the small social and political elite. So they lost the struggle for the hearts of the people to the Communists.

Best answers, 21 – 25 should be analytical, giving a balance between the two sides. 18 – 20, though analytical, may miss some lines of the debate. 16 – 17 are for full descriptions with few comments while 14 – 15 are for full narratives. 11 – 13 are for basic answers while fragmentary answers cannot exceed 10 marks.

- 19 'Despite all the criticism levelled against it, the United Nations Organisation (UNO) has achieved a lot since 1960.' Discuss.

The **key issue** is an assessment of the work of the United Nations (UN) since the 1960s.

The UN has been criticised for being dominated by the Great powers, this is evident in situations where they have failed to intervene where their interests were threatened. For example, in 1968 during the Czechoslovakia crisis, Russia vetoed security council decision, in 1994 in Somalia where UN pulled out troops, failure in Bosnia in the Srebrenica massacre and in 2003 when USA and Britain unilaterally acted alone and declared war against Iraq without security council approval. In spite of the criticism the UN has made considerable progress in peacekeeping. For example, in 1991 Gulf War when they protected Kuwait, Cyprus in 1964 and in Mozambique when UN assisted in ending the civil war in Mozambique. Success has been made through other organs such as the World Health Organisation (WHO) which has improved health conditions especially in developing countries through introduction of vaccines, free contraceptives, launching of campaigns to fight diseases such as Tuberculosis, cholera and leprosy. The WHO continues to fight HIV/AIDS. Through the Food and Agriculture Organisation (FAO), there has been an improvement in methods of farming and food security in developing countries. The United Nations Educational Scientific and Cultural Organisation (UNESCO) has improved literacy and scientific education.

Best answers, 21 – 25 should be analytical, giving a balance between the two sides. 18 – 20, though analytical, may miss some lines of the debate. 16 – 17 are for full descriptions with few comments while 14 – 15 are for full narratives. 11 – 13 are for basic answers while fragmentary answers cannot exceed 10 marks.

20 With reference to Europe and the Caribbean, explain why, in spite of efforts to relax tension, the Cold War deteriorated into a serious crisis in the 1960s and 1970s.

The **key issue** is an explanation of reasons why the Cold War became a serious crisis, in the 1960s and 1970s.

The death of Stalin led to the rise of Khrushchev who called for a peaceful co-existence with the West. Evidence of the thaw can be seen in the end of Korean War in 1953, in 1955 the USSR made concessions and agreed to give up military bases in Finland. However, this peace was soon broken due to a change of policy by Khrushchev. Tensions were revived due to nuclear arms race between USSR and USA. During the nuclear arms race there was a crisis over Cuban missiles stationed too close to USA. The rise of anti USA leader in Cuba Fidel Castro worsened the situation. Fidel Castro adopted Marxist ideas. Khrushchev stationed Soviet missiles in Cuba near the American Coast.

1968 USSR attacked Czechoslovakia to forestall the trend of reforms that were likely to threaten Soviet control over its control of the satellite states in Eastern Europe. US condemned the invasion worsening East-West relations.

Best answers, 21 – 25 should be analytical, giving a balance between the two sides. 18 – 20, though analytical, may miss some lines of the debate. 16 – 17 are for full descriptions with few comments while 14 – 15 are for full narratives. 11 – 13 are for basic answers while fragmentary answers cannot exceed 10 marks.



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

HISTORY

PAPER 1 HISTORY OF ZIMBABWE (PRE-COLONIAL TO PRESENT)
JUNE 2019 SESSION

6006/1

3 hours

Additional materials:
Answer paper

TIME 3 hours

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces provided on the answer paper.

Answer **four** questions from **at least three** of Sections A – D.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

This paper consists of 16 questions.

Each question in this paper carries 25 marks.

You are reminded of the need for good English and clear presentation in your answers.

You should illustrate your answers with specific examples.

Candidates are advised to spend 45 minutes on each question.

This question paper consists of 2 printed pages and 2 blank pages.

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[Turn over

SECTION A

1. Assess the contribution of rock-art in the recovery of Zimbabwe's pre-history.
2. To what extent did the San's way of life demonstrate advanced knowledge of the environment?
3. Assess the impact of the introduction of Iron technology on early Zimbabwean societies.
4. Discuss the various theories surrounding the rise of the Great Zimbabwe State.

SECTION B

5. 'The destructive effects of the Portuguese in the Mutapa State during the 16th and 17th centuries have often been exaggerated.' Discuss with reference to the fall of the Mutapa State.
6. Examine the contention that the Ndebele political system during the reign of Lobengula was largely authoritarian.
7. Assess the view that the colonisation of Zimbabwe by the British was driven more by economic rather than religious motives.
8. Discuss the view that the defeat of the Ndebele and Shona in the First Chimurenga / Umvukela of 1896 – 97 was self-inflicted.

SECTION C

9. Explain the reasons for the success of European capitalist agriculture in Southern Rhodesia between 1908 and 1940.
10. Evaluate the part played by the colonial government in Southern Rhodesia in ensuring the failure of African Trade Unions between 1920 and 1945.
11. To what extent did African opposition to the Federation of Rhodesia and Nyasaland lead to its collapse in 1963?
12. Examine the effectiveness of the strategies employed by the Rhodesian forces during the Second Chimurenga/Umvukela (1966 – 1979) in Zimbabwe.

SECTION D

13. 'The Unity Accord of 1987 brought peace without reconciliation.' How far do you agree with this assertion?
14. Examine the view that the Economic Structural Adjustment Programme (ESAP) of 1991 in Zimbabwe was a total failure.
15. How far can the electoral process in Zimbabwe between 2000 and 2013 be described as 'transparent and fair'?
16. To what extent have Zimbabweans benefited from the government's policies of indigenization and black empowerment?

ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

SUGGESTED REVISION ANSWERS

HISTORY
ZIMBABWE (PRE-COLONIAL TO PRESENT)

JUNE 2019 SESSION

6006/1

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of the mark within the band will depend on the analysis and amount of supporting information. Essays in Bands 1 – 3 will clearly be question-focused, whereas answers in the lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in Bands 1 – 3; this must also be accompanied by sufficient accurate, relevant supporting material.

BANDS MARKS QUALITY OF THE ANSWER

- | | | |
|---|-------------------|--|
| 1 | 21 - 25
rather | The approach will be consistently <u>analytical</u> or <u>explanatory</u> than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by appropriate factual material. The writing will be accurate. At the lower end of the essay, there may be some weaker sections to the answer, but the overall quality will show that the student is in control of the argument. The best answers must achieve 25 marks. |
| 2 | 18 - 20 | Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly <u>analytical</u> or <u>explanatory</u> rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate. |
| 3 | 16 - 17 | Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation, but there may be some heavily narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate. |
| 4 | 14 - 15 | Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions or conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organized more effectively. The writing will usually be accurate. |

5 11 - 13

Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. The approach will lack analysis and the quality of description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors.

6 8 - 10

Essays will not be properly focused on the requirement of the question. There may be unsupported assertions and commentaries, which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weaknesses.

7 0 - 7

Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weaknesses. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

1 **Assess the contribution of rock-art in the recovery of Zimbabwe pre-history.**

The key issue is an evaluation of the merits and demerits of rock-art in the recovery of Zimbabwe's past before 1450. Candidates are expected to focus on the contribution of other sources.

Merits

- Provides information about the lifestyle, social interactions and beliefs e.g. paintings at Mucheka Caves, Chikupu Cave, Charehwa.
- Rock-art depicts the socio-economic and political way of life during the pre-historic era.
- It is the major source of information on Stone Age Societies in Zimbabwe.

Limitations

- Prone to misinterpretation and misrepresentation of facts projected on the walls.
 - Paintings are confined to dealing with particular events.
 - No details are provided hence extensive application of inference by historians
 - Depends on the historian's competence in recovering the history from the pictures drawn
 - Paintings are not drawn according to scale
 - Some of the painting are now blurred because of the elements of weather
 - Candidates are also expected to discuss the contribution of other sources like Oral Traditions, archaeology and written documents to fill in the gaps left by rock art.
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
 - answers that contain some appropriate elements score marks between 11 and 13
 - answers not properly focused score 10 and below.

2 **To what extent did the San way of life demonstrate advanced knowledge of the environment?**

The key issue is an assessment of the San way of life. Candidates are expected to bring out the elements of advancement and backwardness in the San way of life.

Elements of advancement can be depicted by the following.

- Preservation of food methods
 - Methods of hunting and gathering
 - Religion and burial of the dead
 - Family planning
 - Rock paintings
 - Fishing methods
 - Craftwork
 - Knowledge of nature and environmental conservation
 - Medicinal herbs
 - Use of fire
 - Elements of backwardness are revealed by the following aspects
 - Rock paintings are not drawn to scale
 - Nomadism
 - Temporary shelter
 - They abandoned the sick and the old to die
 - Backward toods
 - Poisoning of water sources
 - Lacked knowledge of crop production
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
 - answers that contain some appropriate elements score marks between 11 and 13
 - answers not properly focused score 10 and below.

3 Assess the impact of the introduction of Iron technology on early Zimbabwean societies.

The key issue is an assessment of the impact of the introduction of Iron Age on Zimbabwean societies.

Candidates should examine both the positive and negative effects of the introduction of Iron on the Zimbabwean Societies. They should use specific examples to substantiate their claims.

Candidates are expected to consider the following

Positive Economic developments

- Crop production (clearance of land and tillage became easier)
- Domestication of animals
- Diet improved
- Hunting became easier
- Development of external trade
- Mining was improved and expanded
- Food security improved due to increased crop production

(b) Negative Economic developments

- Exploitation of man by man
- Wealth disparity
- Land degradation due to increased mining and land cleaning for crop production

Positive Political Changes

- State formation began
- Improved weapons for defence
- Growth of villages and development of an elaborate political system

Negative developments

- Tribute payment and exploitation of subjects by masters/rulers
- Wars became bloodier
- Raiding of weaker groups by stronger groups
- Succession disputes

(c) Positive Social Developments

- Population growth
- Permanent settlement improved shelter and wealth occupation
- Specialisation and economic diversification
- Payment of lobola
- Emergence of religious beliefs

Negative social developments

- Social stratification and exploitation
- exploitation of women
- status of women was lowered

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

4 **Discuss the various theories surrounding the rise of the Great Zimbabwe State.**

The key issue is an examination of the various views on the rise of the Great Zimbabwe state.

Firstly candidates are expected to acknowledge the controversial nature of early Zimbabwean history caused mainly by the scarcity of written records on that period. Therefore, the period lends itself to many debates and controversies.

Some of the suggested reasons for the rise of Great Zimbabwe are as follows:

Ecological Factors

The availability of rich soils around Great Zimbabwe were especially suited for crop cultivation. The Shona cultivated a number of crops and the rich soils could have led to a settled existence.

Cattle theory

Availability of good pastures – the Great Zimbabwe area was well suited for cattle rearing as it was endowed with rich grasslands, which constituted grazing land for cattle. This could have encouraged the Shona cattle keepers to settle around that area.

Trade Stimulus Theory

Trade – The Great Zimbabwe area was strategically located in relation to the Indian ocean trade. Therefore, being part of the Indian Ocean trade system exposed the area to foreign goods and influence. This enabled the state to increase in influence and importance.

Availability of minerals – The area around Great Zimbabwe was richly endowed with a variety of minerals such as gold, iron, tin, copper.

Abundance of wildlife such as elephants and rhino which facilitated long distant trade through the provision of ivory.

Religious theory

Great Zimbabwe was the headquarters of the national spirit leaders which the chiefs of Great Zimbabwe used to extent their political influence over the rest of the Zimbabwe plateau.

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

- 5 **'The destructive effects of the Portuguese in the Mutapa State during the 16th and 17th centuries have often been exaggerated.' Discuss with reference to the fall of the Mutapa State.**

The key issue is an assessment of reasons for the collapse of the Mutapa State.

Candidates may use the following information.

Destructive effects of the Portuguese

- Portuguese meddled in the Mutapa politics and civil wars
- The puppet system led Mutapas to lose credibility – Gatsi Rusere in 1607, Mavhura Mhande 1629
- forced labour created a semi-slavery mode of production
- unfair trade practices, e.g. credit system weakened the economy
- progressive depletion of resources like ivory and gold
- lawlessness brought by the Chikundas
- abuse of women by the Portuguese and Chikundas

Other factors contributing to the fall of the Mutapa State

- The Maravi invasion
- Civil wars caused by succession disputes
- Nguni incursions in the 19th Century
- British imperialism in the 19th Century

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

6

Examine the contention that the Ndebele political system during the reign of Lobengula was largely authoritarian.

The key issue is an assessment of the nature of the Ndebele political system during the time of Lobengula. Candidates are expected to bring out the dictatorial nature of the political system while appreciating that it was also democratic in some forms. They should come up with a sound conclusion.

The candidates may use the following points:

Dictatorial nature

- political control was centralised in the king
- The Inkosi was at the apex of the political system
- He alone had the power over life and death.
- He was the top military leader in the state.
- He appointed and dismissed indunas at will.
- He was the chief decision maker and judiciary leader
- He alone distributed land, cattle and captives
- Basis of political organisation was the army and a spy network
- The king presided over the Ixwala ceremony
- Society was rigid and those from the hlo and enhla could not rise to the high political offices

Democratic nature

- Umphakhati and izikhulu were involved in the administration of the state
 - Umphakhati played a part in national policy formulation
 - Izinkulu was a provincial advisory council though it did not make decisions
 - He had a special adviser or induna emkhulu who was Umnombate
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
 - answers that contain some appropriate elements score marks between 11 and 13
 - answers not properly focused score 10 and below.

Assess the view that the colonisation of Zimbabwe by the British was driven more by economic rather than religious motives.

The key issue is the examination of the economic and religious reasons for the colonisation of Zimbabwe by the British. This is a sequential comparison of the economic and religious factors

Candidates may use the following information.

Economic factors

- the quest for a Second Rand
- the desire to control Ndebele cattle and grazing lands
- need to control the fertile savannah soils
- desire for raw materials and markets
- need to construct a railway line from Cape to Cairo

Religious motives

- need to spread Christianity
- missionary calls to destroy the Ndebele in order to advance their interests and their involvement in the signing of treaties

- Focused, analytical, well-illustrated and balanced answers score a mark between 18 and 25
- Answers that are largely descriptive with some comments on places merit 16 or 17 marks
- Descriptive answers with implied arguments merit 14 or 15 marks
- Answers with some appropriate elements will earn 11 to 13 marks
- Answers not properly focused will not go beyond 10 marks

Discuss the view that the defeat of the Ndebele and Shona in the First Chimurenga/ Umvukela of 1896 – 97 was self-inflicted.

The key issue is an assessment of the reasons for the defeat of the Ndebele and Shona in the First Chimurenga/ Umvukela of 1896 – 97. Candidates are expected to discuss the weaknesses of the Africans which led to the defeat while appreciating the contribution of other factors.

Weaknesses of the Africans

- Disunity of Africans (zvimurenga in Mashonaland)
- inferior weapons were used
- Africans lacked effective co-ordination and strategies
- Ndebele – Shona hostility led them to fight separately
- Ndebele and Shona were hostile to their neighbours hence received no military aid
- agrarian economies meant that Africans could not sustain a protracted war.
- some Africans fought on the whites side' - collaborated with the whites
- the spirit mediums misguided the Africans
- some Shona chiefs remained neutral e.g. Masvingo chiefs

Strengths of the British

- used sophisticated military technology e.g. maxim guns
 - used brutal methods e.g. dynamiting caves and scorched earth policy
 - British used mercenary soldiers from Britain, New Zealand, Ngwatoland and South Africa
 - British were more mobile due to use of horses
 - Brussels Convention (1891) ensured that Africans had no efficient firearms but out-dated ones.
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
 - answers that contain some appropriate elements score marks between 11 and 13
 - answers not properly focused score 10 and below.

9 **Explain the reasons for the success of European capitalist agriculture in Southern Rhodesia between 1908 and 1940.**

The key issue is an explanation of the reasons behind the success of settler capitalist agriculture in Southern Rhodesia between 1908 and 1940. Candidates should be fully aware of the strategies adopted by the company and government to ensure agricultural prosperity

Candidates may use the following points:-

- the 1906 report by C.D. Wise created a base for the adoption of settler farming
- creation of the Rhodesia Agricultural Journal to disseminate information to farmers
- development of transport infrastructure to move both inputs and products
- Establishment of Experimental farms/ Central Farms e.g. Mazowe and Premier Estates
- The Land Bank of 1912 to offer loans to whites
- Agricultural Bank (1924) created to offer credit facilities
- primitive accumulation methods e.g. forced labour, taxation, confiscation of cattle, land pegs and rents to landlords
- 1930 Land Apportionment Act
- Maize Control Act (1934) etc.
- Cattle Levy Act (1934)

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

10 **Evaluate the part played by the colonial government in Southern Rhodesia in ensuring the failure of African Trade Unions between 1920 and 1945.**

The key issue is an examination of the reasons for the failure of African Trade Unions in realising their aims to 1945. Candidates are expected to discuss the contribution of the colonial government in the failure of African Trade Unionism while appreciating the role of other factors.

Candidates may use the following points.

Contribution of colonial government

- Trade unions were banned
- Trade unionists were intimidated and harassed
- Trade unionists were arrested and imprisoned e.g. Aaron Jacha.
- Trade unionists were deported e.g. Clemence Kadalie and Martha Ngano
- Unionists were forbidden to enter into mining compounds hence were detached from the workers
- Harsh laws were passed e.g. Pass Laws, Industrial and Conciliation Act, Master and Servant Act.

Other factors

- Trade unions were regional and elitist in nature
- non-militant approach of Trade Unions
- poor transport and communication which hindered movement
- poor organisational skills due to lack of education

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

11 **To what extent did African opposition to the Federation of Rhodesia and Nyasaland lead to its collapse in 1963?**

The key issue is an assessment of the contribution of the African opposition and other factors to the collapse of the federation.

Candidates may use the following information.

Part played by Africans:

- formation of African political groups in the three territories
- the rise of trade unionism against inadequate, land and educational facilities
- growth of African nationalism against the horse and rider relationship in the Federation
- outburst of political violence .

Role of other factors

- MacMillan's winds of change speech
 - United Nations encouragement of decolonisation
 - Pressure from Pan-Africanists like Kwame Nkrumah
 - Independence of Ghana inspired African opposition against Federation
 - British policy of decolonisation
 - The fall of copper prices destroyed the economic foundation of the Federation
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
 - answers that contain some appropriate elements score marks between 11 and 13
 - answers not properly focused score 10 and below.

12 **Examine the effectiveness of the strategies employed by the Rhodesian forces during the Second Chimurenga/Umvukela (1966 – 1979) in Zimbabwe.**

The key issue is an assessment of the methods used by the Rhodesian Forces to counter guerrilla strategies during the Second Chimurenga. Candidates are expected to identify a variety of methods and measure their effectiveness and come to a sound conclusion.

Strategies used

- Pseudo-insurgent operations – infiltration into insurgent areas and disguising themselves as guerrillas causing confusion among the guerrillas and the masses
 - Raiding of ZANLA bases e.g. Nyadzonja in 1976 resulting in high casualties
 - Reconnaissance troop (1976)
 - Operation 'Lemon' and 'Orange' / Operation 'Fruit Salad'
 - Border minefields e.g. Gonarezhou and Hwange dissuaded youths from joining the struggle
 - Protected villages e.g. Kandeya in the North East of Zimbabwe (1973) – suppressed support for the guerrillas
 - Use of Selous and Grey Scouts - confusion
 - Disrupting pungwe
 - Torturing of civilians – discouraged civilians from supporting the guerrillas.
 - Scorched earth policy – destruction of homes and burning of granaries instilled fear
 - These measures were a short term drawback on the struggle. In the long term they were neutralised by creation of liberation zones resulting in more youths crossing borders to join the armed struggle.
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
 - answers that contain some appropriate elements score marks between 11 and 13
 - answers not properly focused score 10 and below.

13 **'The Unity Accord of 1987 brought peace without reconciliation.' How far do you agree with this assertion?**

The key issue is an assessment of the impact of the Unity Accord of 1987. Candidates must focus on the cessation of dissident activities in Matabeleland and parts of Midlands. They are also expected to focus on the forgiveness and togetherness between ZANU PF and PF ZAPU.

A number of views have been given by scholars on the Unity Accord of 1987, among them, T.H. Mashingaidze and S Gatsheni-Ndlovu.

- They argue that the Unity Accord ended war but did not lead to reconciliation. The following points have been raised to support that view:
- That it was an elitist agreement which used a top-down approach. Nkomo and Mugabe signed it and sold it to the people.
- There was no consultation of the grassroots.
- There has not been compensation of those affected by the disturbances in Matabeleland and Midlands.
- There has not been any acknowledgement of wrong doing and public apology.
- No trial of those accused of wrong doing.
- The people of Matabeleland are still hostile to ZANU(PF) as evidenced by the party's poor electoral performance there since 2000.
- Some think that the Unity Accord ended with the death of Joshua Nkomo in 1999.
- In other words, the Unity Accord has not brought about closure to that turbulent era.
- The re-emergence of ZAPU as a party and other separatist, movements is testimony to the failure of the policy of reconciliation.

However, the Unity Accord did end the violence which had characterised the early years of independence.

Some members of former ZAPU, such as Joshua Nkomo, Joseph Msika, John Nkomo and others become part of the government.

- Hence, to some considerable extent, peace was achieved. As for reconciliation, it may be difficult to measure.
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

- 14 **Examine the view that the Economic Structural Adjustment Programme (ESAP) of 1991 in Zimbabwe was a total failure.**

The key issue is an assessment of the effects of the post- independent policy of E.S.A.P on Zimbabwe. Candidates should discuss the successes and failures of E.S.A.P in Zimbabwe. They should come up with a sound conclusion.

Candidates may use the following information.

Failures

- it crippled the health delivery system leading to high mortalities
- it accelerated poverty and deterioration of the standards of living
- inflation mounted and cost of living increased.
- Little direct foreign investment was realised.
- led to widespread unemployment through downsizing and retrenchment
- it led to food riots in major towns e.g. Harare in 1993
- strikes occurred and they paralysed industry
- initiated political activism
- led to school drop outs and brain drain in education
- closure of industries due to competition from cheaper products.

Successes

- led to removal of trade restrictions liberalizing the economy
- influx of cheaper foreign goods into the domestic market e.g. cars, televisions and computers. Indigenisation of the economy

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

15 **How far can the electoral process in Zimbabwe between 2000 and 2013 be described as 'transparent and fair'?**

The key issue is an assessment of the elections which took place between 2000 and 2013. Candidates are expected to bring out the fairness and unfairness of the elections.

Candidates may use the following information.

Elements of fairness

- voter registration is announced well in advance
- voting is non-discriminatory
- election dates are announced
- the Electoral Supervising Commission (ESC) ensures voters' roll inspection

- voter education is conducted by the ESC /ZEC, political parties and NGOs (ZESN)
- voting is by secret ballot
- party candidates are allowed to campaign
- transparent conducting of the votes by counting
- results are announced
- Equal opportunities to campaign
- Local and foreign observers are allowed to observe

Elements of lack of Transparency

- There is a difference between theory and practice here. Practically, transparency seems to be compromised.
- Zimbabwe Electoral Commission and its officials are not independent of the government
- pre-election period is characterised by violent campaigns
- alleged vote rigging in March 2008, June 2008 and July 2013.
- alleged tempering with the voters' roll
- Custody, management and announcement of results not transparent
- Activities of Chiefs in rural areas not monitored.
- Allegations of vote buying
- In 2008 foreign observers were barred
- Partisan from observers by security agents police and army

- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
- largely analytical, illustrative but one sided answers earn 18 – 20 marks.
- descriptive answers which contain some analysis 16 – 17.
- descriptive answers with implied arguments score 14 – 15
- answers that contain some appropriate elements score marks between 11 and 13
- answers not properly focused score 10 and below.

16 **To what extent have Zimbabweans benefited from the government's policies of indigenization and black empowerment?**

The key issue is an assessment of the policies of indigenisation and black empowerment. Candidates should clearly bring out the benefits and negatives of the policies.

Candidates are expected to use the following.

Benefits

- it created opportunities for indigenous entrepreneurs
- created employment
- alleviated poverty
- created more wealth for entrepreneurs
- brought economic justice between races
- democratised the economic system – unhindered access to resources and skills
- led to improved standards of living
- equal participation in economic development
- and to the blacks

Negatives

- led to deteriorating economic standards – agricultural and industrial collapse and associated problems like unemployment
 - affected direct foreign investment
 - policies affected by lack of collateral security, inhibitive government legislations to entrepreneurs e.g. title deeds, high interest rates on loans, lack of entrepreneurial skills.
-
- clearly focused, balanced, consistently, analytical and illustrative answers earn marks between 21 and 25.
 - largely analytical, illustrative but one sided answers earn 18 – 20 marks.
 - descriptive answers which contain some analysis 16 – 17.
 - descriptive answers with implied arguments score 14 – 15
 - answers that contain some appropriate elements score marks between 11 and 13
 - answers not properly focused score 10 and below.



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

HISTORY

PAPER 2 Regional and International History

6006/2

Additional material:
Answer paper

JUNE 2019 SESSION

3 hours

TIME 3 hours

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces provided on the answer paper.

Answer **four** questions from **at least three** of Sections A – E.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

This paper consists of 20 questions.

Each question in this paper carries 25 marks.

You are reminded of the need for good English and clear presentation in your answers.

You should illustrate your answers with specific examples.

Candidates are advised to spend 45 minutes on each question.

This question paper consists of 3 printed pages and 1 blank page.

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[Turn over

Section A

- 1 Examine the problems experienced in the transition from the Trans-Atlantic Slave Trade to legitimate trade in West Africa.
- 2 'Tshaka's reforms were both beneficial and repressive.' Discuss.
- 3 To what extent did economic factors contribute to the colonisation of Africa?
- 4 Analyse the features of the Maji-Maji uprising of 1905 to 1907.

Section B

- 5 How far did the foreign policy of the French monarchy contribute to the outbreak of the French Revolution in 1789?
- 6 Examine the reasons for the souring of relations between the moderate revolutionaries and the French monarchy by 1792.
- 7 To what extent was the defence of the gains of the Revolution the main reason for the Terror in Revolutionary France between 1792 and 1794?
- 8 How and with what success did Napoleon I silence opposition to his rule between 1800 and 1815?

Section C

- 9 'Reactionary and illiberal.' Is this a true assessment of the Vienna Settlement of 1815?
- 10 Discuss the view that the restored Bourbons were 'insensitive and unrepentant.'
- 11 How far was the unification of Italy primarily the work of Northern Italians?
- 12 Examine the view that German Unification was achieved more by Bismarck's diplomatic skill than by war.

Section D

- 13 To what extent did the rise of the German Empire lead to the outbreak of the First World War in 1914?
- 14 'Punitive motives dominated the Versailles Peace Settlement of 1919.' Discuss the validity of this claim.
- 15 How far did the economic problems of the Weimar Republic help Hitler's rise to power by 1933?
- 16 Discuss the notion that Mussolini's foreign policy was 'undiplomatic and aggressive' up to 1939.

Section E

- 17 Assess the effectiveness of Stalin's control of the Soviet Union up to 1941?
- 18 How far was dissatisfaction with the Kuomintang (KMT) the main reason for the growth of Communist support in China to 1949?
- 19 To what extent was the formation of the Southern African Development Co-ordination Conference (SADCC) in 1980 necessitated by economic motives?
- 20 In what ways, and to what extent, have financial constraints militated against the United Nations' efforts to achieve its aims?

ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

SUGGESTED REVISION ANSWERS

HISTORY
REGIONAL AND INTERNATIONAL

JUNE 2019 SESSION

6006/2

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of the mark within the band will depend on the analysis and amount of supporting information. Essays in Bands 1 – 3 will clearly be question-focused, whereas answers in the lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in Bands 1 – 3; this must also be accompanied by sufficient accurate, relevant supporting material.

BANDS MARKS QUALITY OF THE ANSWER

1 21 - 25

The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by appropriate factual material. The writing will be accurate. At the lower end of the essay, there may be some weaker sections to the answer, but the overall quality will show that the student is in control of the argument. The best answers must achieve 25 marks.

2 18 - 20

Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate.

3 16 - 17

Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation, but there may be some heavily narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.

14 - 15

Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions or conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organized more effectively. The writing will usually be accurate.

- 5 11 - 13 Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. The approach will lack analysis and the quality of description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors.
- 6 8 - 10 Essays will not be properly focused on the requirement of the question. There may be unsupported assertions and commentaries, which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weaknesses.
- 7 0 - 7 Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weaknesses. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

1 **Examine the problems experienced in the transition from the Trans-Atlantic Slave Trade to legitimate trade in West Africa.**

The key issue is an examination of problems faced in the transition from the Trans-Atlantic Slave Trade to legitimate trade in West Africa.

Some of the problems were lack of capital, inadequate labour, poor soils, unfavourable climatic conditions and the persistent demand for external slaves in Brazil and Cuba. Slave Trade was much more profitable and easier for Africans than the new legitimate trade. Difficulties were met in maintaining an effective naval blockade due to creeks and lagoons. Most states were far away from the coast to transport the palm oil and that is why there was intensification of domestic slavery in Dahomey as they made use of 'pulla boys' to roll barrels of palm oil to the coast. Crops in addition took much longer to realize profits and Africans lacked knowledge on the cultivation of the crops like groundnuts and cocoa.

21 – 25 will be consistently analytical, illustrative and balanced, 18 – 20 will be explanatory with some gaps, 16 – 17 will largely be descriptive with some comments, 14 – 15 will be highly narrative, 11 – 13 will be basic answers, 8 – 10 will not be properly focused on the demands of the question while 0 – 7 will be fragmentary and coherent.

2 **'Tshaka's reforms were both beneficial and repressive.' Discuss.**

The key issue is an assessment of Tshaka's reforms.

Tshaka's reforms were beneficial to the Zulu nation in that, speaking in one language brought unity. His military reforms brought peace through the defeat and expulsion of the Ndwandwe under Zwide. The state expanded bringing more land, water sources and trade under the control of the Zulu. Several victims of the Mfecane sought refuge in Tshaka's kingdom.

However, there were some non-benefits such as killing of many people through these wars, the soldiers not allowed to marry before the age of forty, some people were forced to adopt Zulu culture, property destroyed, some people were forced into cannibalism due to starvation. Some people lost their identities and identified with the Zulu. Defeated groups were scattered by the Mfecane. Depopulation of Nguniland opening the area for occupation by Boers and British.

21 – 25 will be consistently analytical, illustrative and balanced, 18 – 20 will be explanatory with some gaps, 16 – 17 will largely be descriptive with some comments, 14 – 15 will be highly narrative, 11 – 13 will be basic answers, 8 – 10 will not be properly focused on the demands of the question while 0 – 7 will be fragmentary and in coherent.

3 To what extent did economic factors contribute to the colonization of Africa?

The key issue is an assessment of the reasons for the colonisation of Africa

The Industrial Revolution contributed to the desire for outside markets and raw materials in Europe. Depression caused European states to flock to Africa as Africa offered Britain, Germany and France and other countries markets where they would sell surplus goods. In addition surplus capital was often more profitably invested overseas where cheap labour, limited competition and abundant raw materials made a greater premium possible. Another economic inducement to the colonization of Africa rose from the fact that Africa had precious minerals like gold, copper and diamonds. The discovery of gold and diamonds in South Africa contributed to colonisation. Leopold II of Belgium wanted to obtain rubber in Congo and Britain wanted palm oil in West Africa for the lubrication of their industrial machines. Candidates need to discuss other factors like the Malthusian theory, balance of power, need for prestige and the desire to spread Christianity in Africa.

21 – 25 will be consistently analytical, illustrative and balanced, 18 – 20 will be explanatory with some gaps, 16 – 17 will largely be descriptive with some comments, 14 – 15 will be highly narrative, 11 – 13 will be basic answers, 8 – 10 will not be properly focused on the demands of the question while 0 – 7 will be fragmentary and incoherent.

4 Analyse the features of the Maji-Maji uprising of 1905 to 1907.

The key issue is an analysis of the key features of the Maji-Maji uprising.

The Maji-Maji uprising was a unique one which portrayed an uprising that was so massive. It involved large population and was so widespread. The uprising was led by charismatic individuals like Kinjikitile Ngwale, a priest who became very influential. He encouraged the masses to express their dissatisfaction with their German colonial masters by taking up arms. Among other features of this uprising was its religious character. Religious interpretation was given to the problems faced by the people. Traditional methods of fighting were employed with the fighters using traditional weapons such as knobkerries, spears. The uprising also emanated from the grievances raised by the people against their colonial masters such as forced labour, forced growing cotton, abuse of their African women by their colonial masters. The uprising also cut across tribal lines. It was an uprising that was so widespread and covered a huge area. The Germans were taken by surprise. The improvising failed to achieve liberation and Germans were forced to moderate their system.

21 – 25 will be consistently analytical, illustrative and balanced, 18 – 20 will be explanatory with some gaps, 16 – 17 will largely be descriptive with some comments, 14 – 15 will be highly narrative, 11 – 13 will be basic answers, 8 – 10 will not be properly focused on the demands of the question while 0 – 7 will be fragmentary and incoherent.

5 **How far did the foreign policy of the French monarchy contribute to the outbreak of the French Revolution in 1789?**

The key issue is an assessment of the causes of the French Revolution.

The king of France made some blunders in his foreign policy which had a bearing on him at home. His biggest blunder was to engage in a costly war, the American War of Independence. He also signed trade treaties like the Eden Treaty of 1786 which affected the middle class. The treaty was signed with Britain and it allowed for an influx of cheap manufactured goods from Britain. Local industries could not compete with the British goods. To make matters worse his participation in the American War of Independence 1778 was ill thought. He wanted to revenge for the loss of colonies made by France to Britain in the Seven Years War 1756 – 1763. The king participated in this war supporting the rebellious British colonies. The war had a huge negative effect on France. It worsened the financial problems, it helped to quickly worsen the financial crisis that was largely felt in 1789. France did not have the money to finance the war, she had to rely heavily on loans which came at huge interest in order to finance the war. It was partly due to this borrowing that the monarchy became bankrupt and by 1789 an Estates General Meeting had to be called to discuss this bankruptcy. The war also impacted political thought among the war veterans who participated. The veterans saw the freedoms enjoyed in America by the ordinary person who was a landowner who did not pay tax and did not belong to the class system. Veterans like Lafayette came back strong critics and provided leadership for the revolution.

However, the foreign policy was certainly not the only cause of the revolution. Poor financial administration characterised by taxation of the poor and exemption of the rich classes compounded the position of the monarchy, the unpopular queen, the incompetent king, the ideas of the philosophers brought about the revolution. The economic hardships of 1789 due to crop failure, unemployment the intransigent nobility and the despotism of the ancient regime also contributed.

21 – 25 will be consistently analytical, illustrative and balanced, 18 – 20 will be explanatory with some gaps, 16 – 17 will largely be descriptive with some comments, 14 – 15 will be highly narrative, 11 – 13 will be basic answers, 8 – 10 will not be properly focused on the demands of the question while 0 – 7 will be fragmentary and incoherent.

6 **Examine the reasons for the souring of relations between the moderate revolutionaries and the French monarchy by 1792.**

The key issue is an assessment of the reasons for the breakdown of relations between the revolutionaries and the monarchy.

Since the formation of the National Assembly in 1789, Louis XVI seemed to be working well with moderate revolutionaries, sharing power. However, this cooperation was just but cosmetic since mutual suspicion plots and counter-plots existed underneath. The king with time became uncooperative e.g. vetoed the revolutionary laws that were against the emigres and the refractory priests. His aborted flight to skip the border at Varennes further underlined his incompatibility with the pace of revolutionary developments. Furthermore the discovery of his correspondence with Austria and the emigres sealed his fate. He had been reluctant to ratify the document of the rights of man and of citizen. On the other hand, revolutionaries were slowly gravitating towards radicalism. The idea of republicanism began to crop up as a result of the emergence of various political clubs e.g. Jacobins and Girondins. The Sans Cullotes in the Paris Commune and the sections were increasingly becoming powerful at every turn, e.g. at the invasion of the king's palace (The Tuileries).

However, other factors were at play. The early defeat of France in the war with Austria and Prussia in 1792 raised the suspicion that the king was to blame after his dismissal of the Girondin War minister. The Brunswick Manifesto which threatened action against the revolutionaries in defence of the French monarchy further eroded the little trust in the sincerity of the monarchy. Economic hardships caused by the war further exacerbated the already hostile relations. The death of count Mirabeau, a respected figure on both camps removed any restraints against confrontation. Furthermore the 1791 Constitution failed to apportion power between the executive and the legislature in a proper manner.

21 – 25 will be consistently analytical, illustrative and balanced, 18 – 20 will be explanatory with some gaps, 16 – 17 will largely be descriptive with some comments, 14 – 15 will be highly narrative, 11 – 13 will be basic answers, 8 – 10 will not be properly focused on the demands of the question while 0 – 7 will be fragmentary and incoherent.

7 **To what extent was the defence of the gains of the Revolution the main reason for the Terror in Revolutionary France between 1792 and 1794?**

The key issue is the assessment of the causes of the reign of terror in revolutionary France.

The newly enacted Republic was facing a grave danger of attack within and from outside France. The counter revolutionaries were on their path to triumph. There was need to save the revolution from this challenge. Within France the Republic faced political opponents in the form of devout Catholics in the La Vendee district. The peasants and the non constitutional priests had risen against the church reforms. The rebellious priests refused to sign an oath of loyalty to serve the government of France. They had the support of the peasants who not only disliked the attack on their religion but their forced conscription into the army as well. The rebellion turned into a civil war posing a great threat to the revolution and the Republic. There was growing fear that the embattled king might receive support to defeat the Republic. Policies like the Law of Suspects were adopted to deal with this threat. Other threats to the Republic came from economic challenges. The treasury was empty now that the peasants no longer paid taxes yet France needed money to finance the war effort. France faced an acute shortage of basic goods like grain, soap and this led to adoption of economic Terror whereby policies like the Law of the Maximum and the Law of Requisitioning came into place. The dangers of the disastrous war deserve mention as a cause of Terror. The military threat imposed on France by March 1793 with the formation of the First Coalition made defeat seem imminent. Prior to this the unprepared armies had been defeated at Longwy and Neerwinden. Dumouriez commander of French troops defected and joined the enemies of France. As a result this led to the adoption of military Terror. The army was to be strengthened and all males between the ages of 18 - 25 were supposed to join the army.

However, Terror was adopted because of personal ambitions of prominent revolutionaries. For some Jacobins terror became a tool to fulfil personal ambitions. The ambitions of Herbert who led the Commune, he wanted to secularise France by attacking Christianity. Churches were closed down symbols of Catholic faith were desecrated and Catholic churches closed down. New religions like the Goddess of Reason were introduced. For some like Robspierre it was a tool for personal advancement. He used it to perpetuate his values and to eliminate political rivals like Danton and Camille Desmoulins. For some like Fouche, General Turreau it became an opportunity to kill people needlessly. Sadistic and evil intentions dominated in some of the instigators of Terror.

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8 **How and with what success did Napoleon I silence opposition to his rule between 1800 and 1815?**

The key issue is an examination of the methods used to silence opposition by Napoleon I.

Among other methods used by Napoleon I to silence opposition was patronage which envisaged the legion of Honour for distinguished military personnel in the service, regional estates were granted to senators. Also large salaries were granted. Huge lands and palaces were also granted to gain favour from high ranking officers. New titles were conferred to Generals who became Marshals or Grand officers of the empire. Other Grand dignitaries with huge estates and salaries were also put in place. Imperial nobility was recognised in the Grand Duchy of Warsaw with Italy and Germany having new titles such as prince, count (Bishops/ Archbishop), barons (Bishops and mayors). Another method besides patronage was the use of the police. This was headed by Joseph Fouché and its duties among others were to spy on individuals regarded as rebellious, supervise prisons, search for deserters act as censors, provide information about the public. Fouché also sent daily reports directly to Napoleon. Militant Jacobins found it difficult to stir up trouble. Prefects also spied on people identified as dangerous to state security and reported them to the state. Prefects also spread propaganda issued by Napoleon I. Populist policies were also employed in education with schools, university of France, polytechnic established. Other populist policies were the civil code, concordat with the Pope, and indoctrination. Low ranking individuals like army officers, government officials were given enough money to buy houses.

For balance candidates will point out that desertion reached alarming levels by 1813. There were gangs of vagabonds who terrorised rural areas during periods of economic depression. Nevertheless opposition was limited. There are also several attempts on his life.

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'Reactionary and illiberal.' Is this a true assessment of the Vienna Settlement of 1815?

The key issue is an assessment of the Vienna Settlement.

The Vienna Settlement disregarded national claims, did not take views of the smaller states and restored the hated Bourbon monarchy and set up buffer states like the United Kingdom of Netherlands, giving the Rhine frontier to Prussia, giving the Italian frontier to Austria. The answers will also argue that the settlement feared for a possible French comeback. In the process it came to be regarded by European liberals as a hateful compact of despots against the liberties of mankind. However, the settlement preserved peace for forty years, condemned the slave-trade and the advocacy of the freedom of navigation on international rivers and water ways, the Bourbons were restored with a constitution maintained the 39 German states.

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Discuss the view that the restored Bourbons were insensitive and unrepentant.

The key issue is the assessment of the reigns of the restored kings Louis XVIII and Charles X.

The restored kings in particular Charles X failed to change and adapt to the new times, he still wanted to bring back the ancient regime. His policies were clearly unrepentant as he believed in the divine right of kings. Such policies had been challenged and overthrown by the revolution in France. He undid most of his brother's moderate policies. Charles X refused to rule by the charter because he believed in the monarchy which had absolute powers. He revived the powers of the Church. Laws of sacrilege made it an offense punishable by death the profanation of the Holy places. Religious orders were allowed to return and Jesuits were allowed to control education. His coronation at Rheims showed that he was out of touch with needs of the people. His compensation of the emigres and appointment of reactionary ministers like Polignac showed his clear disconnection with the French. By banning the tri-colour of the Revolution he showed his lack of appreciation of gains made from the revolution. The tri-colour flag introduced by the revolution was of sentimental value to the French. He failed to appreciate the importance of the National Guard which he also banned. His ordinances of St Cloud stifled liberalism. However, the bourbons showed change and tolerance. Louis XVIII had a genuine understanding that the old order could not be brought back. Louis XVIII's policies were moderate, he tried not to offend the people of France. He preserved many of their revolutionary gains, he accepted to rule by the Charter and hence became a constitutional monarchy. During his reign France was on the path of success she even found acceptance among Great Powers. Louis XVIII managed to repay the indemnity imposed upon France. He appointed moderate Ministers like Richelieu and Decazes.

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11 How far was the unification of Italy primarily the work of Northern Italians?

The key issue is an assessment of the factors that led to the unification of Italy.

Northern Italy particularly the kingdom of Piedmont and its leadership contributed significantly to the unification of Italy. Piedmont became the backbone of the unification. It was the state that led the unification movement. Piedmont unlike other parts of Italy enjoyed many advantages and she was therefore more capable than other parts of Italy. Piedmont was the only state under Italian rule whereas other parts of Italy were either under direct or indirect foreign control. Naples and Sicily for instance were ruled by a foreign monarchy. Apart from its freedom or self-rule Piedmont had a patriotic King Victor Emmanuel II, who agreed to lead the unification. He retained the Liberal constitution that had been implemented by his father Charles Albert before he abdicated from power. Piedmont's status as a constitutional monarchy won her the sympathy of Britain. Piedmont also had capable leaders like Cavour. He became the architect of Italian unification. He implemented reforms which strengthened Piedmont economically. Cavour removed duties, he concluded trade treaties with other countries and he built railways. He also strengthened the army. A strong Piedmont became confident to confront Austria. Cavour sought foreign military aid from other countries in order to liberate Italy from foreign rule. He managed to win the support of Napoleon III of France who agreed to provide military aid to free Lombardy and Venetia. However, Lombardy was freed and Piedmont managed to acquire the Duchies of Parma, Modena and Tuscany after they rebelled and chased their rulers away. Cavour and Victor Emmanuel persuaded Garibaldi to surrender his conquest. By 1860 Piedmont had managed to form the Kingdom of Northern Italy consisting of Piedmont, Lombardy, the Duchies, Romagna, Naples and Sicily.

However, the unification was a result of other players who did not have a strong bond with the North. Garibaldi the soldier of the unification managed to free Southern Italy (Naples and Sicily) with his army the Red Shirts. Mazzini's role was also important. Most his efforts were limited up to 1848. Through the Young Italian movement, Mazzini encouraged unity although he failed to see the need for foreign aid. Unification was also a result of foreign players like France. French aid helped to liberate Lombardy and indirectly the Duchies. British support unwittingly led to the freeing of Southern Italy. Prussia helped free Venetia and Rome hence unification was achieved by 1871.

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Examine the view that German Unification was achieved more by Bismarck's diplomatic skill than by war.

The key issue is an assessment of the role played by Bismarck's diplomacy and in promoting the unification of Germany.

Bismarckian diplomacy helped attain the unification of Germany in that, Bismarck outmanoeuvred Austria over the Schleswig – Holstein affair and agreed with Austria to invade the two Duchies and share the spoils. Bismarck also outwitted France by promising her territorial compensation in the Rhine for neutrality in the Austro-Prussian war of 1866. To prevent Russian interference in the Austro-Prussian war, Bismarck refused asylum to leaders of the Polish rebellion so that they face their punishment by hands of Austria in return for her assistance in the war against Austria. With the treaty of Prague, 1866, Bismarck annexed Schleswig and Holstein and handed over Venetia to Italy. To provoke France, Bismarck thwarted French demands of Luxemburg from Holland at a European conference. On war against France, Bismarck wanted Russia to remain neutral, which he got by diplomatic promises of supporting her repudiate the Black Sea clauses of the Treaty of Paris, 1856. Through the treaty of Prague, 1866, Prussia annexed Holstein, Nassau, Hanover, Hesse-Cassel and Frankfurt.

However, besides the Bismarckian diplomacy, German unification was also achieved through war. War was fought against Denmark, seven weeks war with Austria where two Duchies, Schleswig and Holstein were incorporated into the German Confederation which was the Northern German Confederation in which Austria was excluded and lost influence. In 1870 – 71 the Franco-Prussian war was fought in which northern Germany was united with southern states to form a United Germany. Von Roon reformed the Prussian army and increased it to 63 000 to create (53) fifty-three new regiments. Moltke's reforms in the army must be discussed also.

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13 To what extent did the rise of the German Empire lead to the outbreak of the First World War in 1914?

The key issue is an assessment of the causes of the First World War.

The establishment of the German Empire by Bismarck in 1871 had far reaching consequences for Europe and the world at large. The creation of this empire was done at the expense of the balance of power, a fundamental pre-requisite for peace in the post Napoleonic period. The creation of the empire tilted the balance of power in Europe, which countries such as Britain had thrived to preserve before her adoption of the policy of splendid isolation in Germany's favour. Germany grew powerful to such an extent to challenge Britain and Russia in military build ups and territorial acquisitions. This created tension in Europe which degenerated into a world war. The empire was also created at the expense of French territorial integrity. Germany had defeated France and seized two of her rich territories, namely Alsace and Lorraine. This created tension between her and France and forced Bismarck to embark on a system of alliances to isolate France such that in the event of a war of revenge the French would not get helpers. It was this system of alliances which later divided Europe into two hostile military camps, the Triple Alliance and the Triple Entente. France had always wanted a war of revenge to repossess her lost territories and to do that she had to be militarily and economically strong. She, therefore, embarked on an expansionist policy in Africa which in turn created tension with other European imperialists, further deepening the crisis.

On balance candidates will have to consider other factors such as Britain's abandonment of the policy of isolation, Balkan nationalism, military and naval build ups and finally the Sarajevo assassination.

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14 'Punitive motives dominated the Versailles Peace Settlement of 1919.' Discuss the validity of this claim.

The key issue is an assessment of the terms of the Versailles peace Settlement of 1919

Candidates must discuss the key issue from the point of view of the big three. The USA, was idealistic, Britain was for a compromise while France wanted revenge. The final settlement was considered vindictive and punitive Britain and France sought revenge and a harsh peace leading to Germany's loss of land, reparations, which were beyond her capacity to pay disarmament and the fact that they had not been at the conference table. The treaty of Versailles was thus a 'diktat'. The war guilty clause was also punitive Germany alone for the outbreak of war to justify reparation.

On the other hand the aims of peace makers were to prevent another outbreak of the war. They encouraged the independence of racial groups. Intentions were moderate and had prospects of peace. Austria, Bulgaria, Hungary and Turkey had not been overly punished. Austria in fact benefitted from financial assistance when the Bank of Vienna collapsed. The uprising in Turkey was quickly brought under control with the treaty of Lausanne. Some of the terms of the treaty with Germany were fair and moderate in the case of the return of Alsace and Lorraine to France.

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15 How far did the economic problems of the Weimar Republic help Hitler's rise to power by 1933?

The **key issue** is an assessment of the factors that led to the rise of Hitler in Germany.

Hitler's Nazi party became the single largest party in the Reichstag winning support by promises to remedy Germany's economic problems.

Germany's economic problems included high unemployment, run-away inflation, shortages of basic commodities and a bankrupt government. The Nazis had an attractive program that absorbed its ranks e.g. youth movements that created employment. The Great Depression of 1929 – 30 sealed the fate the Weimar Republic.

On the other hand a plethora of other factors gave a hand to the rise of Hitler. He was a charismatic leader. He was also gifted at political demagoguery and an electrifying speaker. The Germans were also disillusioned by the government's lack of central authority from which firm decisions could radiate. The coalition governments were always weak and indecisive. Socially many other Germans lived in abject poverty and hence looked forward to Hitler as their saviour. Hindenburg's invitation of Hitler as Chancellor the organisational abilities of the Nazi leaders use of propaganda and intimidation.

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16 Discuss the notion that Mussolini's foreign policy was 'undiplomatic and aggressive' up to 1939.

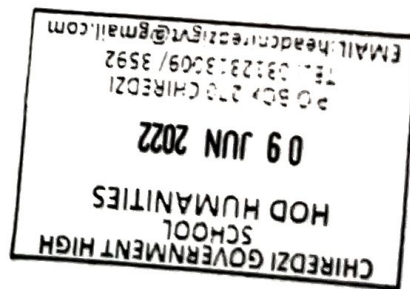
The key issue is an assessment of Mussolini's foreign policy.

Mussolini's foreign policy can be divided into two phases: the peaceful stage before 1935 when Italy cooperated with both Britain and France and the aggressive phase when Mussolini was now almost a protégé of Hitler.

During the first phase (1922-1935), Mussolini was largely peaceful and co-operative as he signed treaties that promoted peace. He was part of the signatories of the Locarno treaties and Kellogg-Briand Pact (1928). Mussolini also attended the World Disarmament Conferences (1932 - 33) that encouraged members of the League of Nations to disarm. Mussolini took a giant step towards maintenance of peace when he prevented Hitler from invading Austria in 1934. He also signed the Stresa Front where Italy, Britain and France condemned Hitler's aggression. Even during this period Mussolini displayed aggressive tendencies in the invasion of Fiume and the Corfu incident.

However, Mussolini became increasingly aggressive as he now admired Hitler's foreign policy. Italy invaded Ethiopia in 1935. He began to sign a series of alliances with Hitler e.g. Rome-Berlin Axis, Pact of Steel and approved of Hitler's occupation of Sudetenland. When the World War II broke out in 1939, Italy was a key member of the Axis powers. Mussolini supported France in the Spanish Civil war.

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17 **Assess the effectiveness of Stalin's control of the Soviet Union up to 1941?**

The key issue is an assessment of Stalin's control of the Soviet Union by 1941.

When Stalin came to power in 1929 he reversed the new Economic Policy and embarked on rapid industrialization of agriculture to make good the gap between the USSR and the West. State control was central to the command economy as the five year plans were introduced. Targets were set up in each industry. Failure to meet these led to the use of force but where progress was made, good rewards were given as in the case of Stakanov.

In agriculture the state farms, *Savkhoz* and *Kolkhoz* became key features. Compulsion was key in bringing about change. Resistance by peasants led to a civil war between 1929 and 1932.

Politically Stalin established a dictatorship in which the cult of personality was central. Those accused of opposing the state and their leaders became victims of the purges that started with the murder of Kirov in 1934.

There was economic growth. This led the Soviet Union to compete favourably with the West by 1941. The command System greatly benefited the social area especially education. Political support for Stalin was at great cost to people in terms of their freedom and loss of life. By 1939 Stalin's position within the Bolshevik party and the state at large was unchallenged. All members of the old Bolshevik party had gone through trials and chief among them were Trotsky, Zinoviev and Kamanev. Methods used for control by the state included secret police. Victims of police arrests were either executed or sent to labour camps. To control the economy Stalin introduced the Five Year Plans (FYP) which was to be effected through Central Planning Commission. New machines led to the increase in the production of iron, oil and electricity. The 3rd Five Year Plan also led to the increase in armaments production. Production was high and industrialisation was under way.

There was control in education. However agricultural problems were not effectively dealt with. Famine prevailed in the period 1928 – 1934. Livestock production went down.

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18 **How far was dissatisfaction with the Kuomintang (KMT) the main reason for the growth of Communist support in China to 1949?**

The key issue is an assessment of the reasons for the growth of Communism as an ideology under Mao.

The KMT government proved a disappointment to the majority of Chinese people. Chiang achieved the first of Sun's principles but no moves were made towards democracy or land reform. There were Laws intended to prevent the worst excesses of industrial working conditions, but these were ineffective because Chiang did not want to upset his industrial supporters. The KMT supported the interests of industrialists, bankers and land owners, carried out few reforms and made no real attempt to organise mass support. Mao was able to exploit this. The KMT was seen as ineffective in dealing with the distress in rural areas caused by droughts and bad harvests. Rice and wheat were hoarded in cities by profiteering merchants while workers suffered from high taxes and forced labour. Also the KMT put up no effective resistance to the Japanese when they occupied Manchuria in 1931. Chiang was more concerned with fighting Mao than with fighting the Japanese, for example he moved back to Shensi to attack Mao in 1938. Chiang was taken prisoner by some of his own troops incensed with the KMT's lack of resistance to Japan. Zhou Entai persuaded Chiang to form an alliance with the CCP to fight the Japanese, but Communists remained undefeated in Shensi. Communists were thus seen as stronger than the KMT against the Japanese.

However, it can be argued that Communism rose to prominence due to their own strengths. Mao and the Communists concentrated on winning mass support among the peasants knowing that the KMT was too strong in industrial cities. The long March enabled Mao to establish a base in Shensi province. Mao's land policy was attractive, peasants seized estates of rich landowners and redistributed it among themselves. The fact that the Communists remained undefeated against the Japanese enabled Mao to present the CCP as patriotic nationalists leading an effective guerrilla campaign against Japan. This gained the CCP massive support from the peasants and middle classes who hated Japanese arrogance and brutality. In 1937 the

CCP had five bases controlling 12 million people. Mao's charismatic a leadership and teachings.

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19 **To what extent was the formation of the Southern African Development Coordination Conference (SADCC) in 1980 necessitated by economic motives?**

The key issue is an assessment of the factors that promoted the establishment of SADC.

SADCC was formed to counter South Africa's economic dominance when it was under white rule. Front line states initiated this idea to liberate themselves economically and in particular to reduce economic reliance on the apartheid government of South Africa. The economic rationale behind the formation of SADCC also included the market size argument to attract larger economic investment opportunities and a market for investors. This was only viable with integration. Welfare arguments were also put up. It was believed Regional integration would improve economic and social welfare of citizens of participating countries. More trade and investment would lead to higher employment rate. On this would be done by funders of development projects such as Development banks, Multilateral donor agencies e.g. European Union and private donors.

On the international level Globalisation the regional body would have more weight on international bodies, World Trade Organisation (WTO) United Nations Development Programme, World Health Organisation (WHO). However political rationale such as the security argument and democratic convergence should be considered.

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In what ways, and to what extent, have financial constraints militated against the United Nations' efforts to achieve its aims?

The key issue is an assessment of the reasons behind United Nations' failure to achieve its aims.

It should be noted that the United Nations is nowhere near achieving its basic aims. The whole world is facing enormous problems ranging from poverty, recessions, diseases, wars, racial discrimination, slavery, aggression etc. One of its major setbacks has been inadequate funding. Throughout its history, the United Nations has always been inadequately funded. The vast scope of its work means that it needs large sums of money to finance its operations. It depends on the goodwill of member states and contributions from the same members. Each state pays a regular annual contribution based on its general wealth and ability to pay. Member states have struggled to honour their financial obligations because of financial difficulties of their own. This has hampered effectiveness in dealing with the enormous problems.

On balance there are other factors that militate against success. There is a wastage of effort and resources among agencies some who duplicate each other's work. Failure of leadership poor management indiscipline and inefficiency, corruption. The United Nations does not have a permanent army. It normally relies on member states to provide troops to enable it to enforce decisions. The misuse of veto power by the USA Russia, China, France and Britain.

- Rise in world terrorism activities
- Intolerance in some religions
- Unwillingness to confront acts of genocide or totalitarian regimes and willingness to tolerate tyrants and dictators

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ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

HISTORY

6006/1

PAPER 1 HISTORY OF ZIMBABWE(PRE-COLONIAL TO PRESENT)

NOVEMBER 2019 SESSION

3 hours

Additional materials:
Answer paper

TIME 3 hours

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper.

Answer **four** questions from **at least three** of Sections A – D.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

This paper consists of 16 questions.

Each question in this paper carries 25 marks.

You are reminded of the need for good English and clear presentation in your answers.

You should illustrate your answers with specific examples.

Candidates are advised to spend 45 minutes on each question.

This question paper consists of 3 printed pages and 1 blank pages.

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[Turn over

SECTION A

- 1 'Archaeology is the only reliable source of historical evidence for both the Late Stone Age and Early Iron Age periods in Zimbabwe.' Examine the validity of this assertion.
- 2 Discuss the role of Indigenous Knowledge Systems (IKSs) in conserving the natural environment in pre-colonial Zimbabwe.
- 3 Assess the impact of the introduction of agriculture on the Early Iron Age Zimbabwean communities.
- 4 Examine the view that the decline of Great Zimbabwe was caused more by internal than external factors.

SECTION B

- 5 'The advent of the Portuguese in the Mutapa State speeded up the process of decay which was already underway.' How justifiable is this verdict on the decline of the Mutapa State?
- 6 Analyse the nature of Ndebele-Shona relations between 1840 and 1900.
- 7 Examine the views surrounding the extent of Rozvi power up to the late nineteenth century.
- 8 To what extent was the colonial occupation of Zimbabwe by 1890 a result of economic considerations?

SECTION C

- 9 To what extent was land appropriation key to solving the settlers' labour problems between 1900 and 1930?
- 10 Evaluate the progress made in the development of the Trade Union Movement in Southern Rhodesia between 1940 and 1950.
- 11 Explain why Ian Smith's regime survived for such a long time despite the hostile political and economic environment?
- 12 To what extent can it be argued that peasants played the most critical role in the success of the armed struggle in Zimbabwe?

SECTION D

- 13 Assess the impact of Zimbabwe's post-independence land policy on ordinary Zimbabweans.
- 14 Evaluate the effectiveness of the measures taken by the Zimbabwean government to address the challenges it faced in the education and health sectors between 1980 and 2000.
- 15 'The Economic Structural Adjustment Programme (ESAP) failed to achieve its set objectives.' Discuss.
- 16 Examine Zimbabwe's foreign policy since 1980.

ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

SUGGESTED REVISION ANSWERS

HISTORY OF ZIMBABWE
(PRE-COLONIAL TO PRESENT)

NOVEMBER 2019 SESSION

6006/1

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of the mark within the band will depend on the analysis and amount of supporting information. Essays in Bands 1 – 3 will clearly be question-focused, whereas answers in the lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in Bands 1 – 3; this must also be accompanied by sufficient accurate, relevant supporting material.

BANDS	MARKS	QUALITY OF THE ANSWER
1	21 - 25	The approach will be consistently <u>analytical</u> or <u>explanatory</u> rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by appropriate factual material. The writing will be accurate. At the lower end of the essay, there may be some weaker sections to the answer, but the overall quality will show that the student is in control of the argument. The best answers must achieve 25 marks.
2	18 - 20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly <u>analytical</u> or <u>explanatory</u> rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate.
3	16 - 17	Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation, but there may be some heavily narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.
4	14 - 15	Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions or conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organized more effectively. The writing will usually be accurate.

11 - 13

Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. The approach will lack analysis and the quality of description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors.

8 - 10

Essays will not be properly focused on the requirement of the question. There may be unsupported assertions and commentaries, which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weaknesses.

0 - 7

Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weaknesses. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

1 'Archaeology is the only reliable source of historical evidence for both the Late Stone Age and Early Iron Age periods in Zimbabwe.' Examine the validity of this assertion.

The key issue is an analysis of the contribution of archaeology and other sources in the provision of historical evidence before 1450.

Candidates are expected to focus on the following:-

Candidates to show their understanding of the multi-disciplinary approach in the use of sources.

Archaeology is the scientific study of the remains of the past.

- Provides a deeper analysis of the two periods.
- Contributes in the form of artefacts such as pottery, tools, skeletons, jewellery etc. Way of life of the people in these periods can be deduced from the artefacts and the fragments of buildings, terraces, cattle pits, burial sites, spears, arrows, axes, beads, ceramics
- Archaeology remains the chief source as it offers, apart from the above, the following evidence which depicts lifestyles of both periods eg during Stone Age, stone tools such as handaxe, fish bones hooks, scrapers etc were used.
- Activities such as hunting can therefore be derived.
- Again from the artefacts activities such as farming, trade and cattle keeping can be deduced.
- Religious way of life can be deduced from the exhumed grave sites.
- Most reliable source on the more remote past – does not suffer from memory loss like oral tradition.

However, archaeology is a silent witness, it does not provide specific dates, it is expensive, it is time consuming and does not provide names. Therefore there is need to use it together with other sources.

- Rock paintings are pictorial presentation of data.
- Rock paintings offer portraits of religious, economic, political and social way of life of the two periods.

Written records by Arab and Portuguese writers play a complementary role. Writers such as Ibn Majid and Al Masudi reported on trade, gold mining and hunting that took place in the interior. They also reported on the trade links between the interior and the Far East. Ibn Said also reported that Great Zimbabwe was established by the Shona people. However, written reports from these writers depend on hear say. Arabs and Portuguese were ignorant about life in the interior, particularly the beliefs, customs and practices of the local people.

- Oral tradition is important in the recovery of pre-historic past.
- It provides information on both periods.

Supplies information such as systems of trade, hunting activities, religious practices, rise, growth and fall of states, provides names of leaders eg Chikura, Wadyembeu, Chibatamatosi and Nyatsimba Mutota.

Other sources such as linguistics, anthropology and ethnography have also supplied evidence helpful in the reconstruction of the past. Candidates should therefore pass a judgement after the sources have been discussed.

Consistently analytical, focused and balanced answers with a judgement earn marks in the top range 21-25 marks. Detailed and analytical answers with some gaps 18-20 marks. Largely descriptive answers containing some analysis on the sources score 16-17 marks. 14-15 marks are awarded to essays which offer an attempt to argue but with implied arguments. 11 - 13 will offer some appropriate elements. 8-10 marks are for responses which are not properly focused. 0-7 marks are for essays showing significantly irrelevant answers.

2 **Discuss the role of Indigenous Knowledge Systems (IKSs) on conservation in pre-colonial Zimbabwe.**

The key issue is an examination of the role of Indigenous Knowledge Systems on conserving the natural habit. Candidates are expected to focus on the following.

- Preservation of forests was achieved through observation of taboos e.g. it was taboo to cut certain tree types e.g. sacred trees.
- Water pollution was avoided through the observation of the taboo that urinating in a water source resulted in the dysfunction of the reproductive organ/infertility.
- Indiscriminate killing of animals was prevented through totems.
- Natural habit was preserved by prohibiting people from going to sacred places like mountains, hills and pools.
- Traditional rules and regulations governing the exploitation of natural resources.
- Hunters were forbidden from killing pregnant animals.
- Honey harvesting methods discouraged the killing of bees.

- However, some IKSs led to environmental degradation .
- Shifting cultivation
- Slash and burn land clearing methods
- Poisoning of water sources for fishing purposes

The best candidates, 21-25, will be consistently analytical, with an excellent grasp of the issues; 18-20 answers will be largely analytical but with some gaps. 16-17 answers will be sound description with comments in places; 14-15 will be for descriptive answers with implied comments; 11-13 answers will be basic narratives, 8-10 answers will be limited in content and relevance; 0-7 will be largely fragmentary and irrelevant.

3 **Assess the impact of the introduction of agriculture on the Early Iron Age Zimbabwean communities.**

The key issue is an assessment of the impact of the introduction of agriculture on Early Iron Age communities.

Candidates are expected to show the impact of crop and animal production on society.

The following points should be discussed:-

- Sedentary / Permanent settlement
- Large areas were now under cultivation and hence surplus production.
- Domestication of animals – cattle, goats, sheep – these helped in food security and provision of a balanced diet.
- Growing of traditional grass cereals eg rapoko, sorghum and millet.
- Development of communities and the beginning of chiefdoms and later state formation.
- Gradual population growth.
- Division of labour began.
- Emergence of class system.
- Exploitation of man by man.
- Wars became fatal
- Trade flourished
- External trade began

Consistently analytical, focused and balanced answers earn 21-25 marks. Mostly analytical answers but weak in one aspect earn 18-20 marks. Largely descriptive answers containing some analysis earn 16-17 marks. 14-15 answers will show an attempt to argue relevantly but implicitly. 11-13 essays contain some appropriate elements. 8-10 marks are answers not properly focused. 0-7 marks are for essays showing significantly irrelevant arguments.

- 4 **Examine the view that the decline of Great Zimbabwe was caused more by internal than external factors.**

The key issue is a comparative assessment of the contribution of internal and external factors to the decline of Great Zimbabwe.

Candidates are expected to discuss the following factors before passing a judgement.

Internal factors

- Incompetent leadership – the case of Munembiri Mudadi who disrespected spirit mediums
- Natural disasters – food scarcity following a prolonged drought in the 1430s
- Exhaustion of timber, firewood, grazing lands, farming areas, minerals, shortages of salt
- Succession disputes, which caused civil wars – the case of Nyatsimba
- Mutota against Torwa
- Diseases a large population at the capital leading to poor waste management
- Sprawling nature of the kingdom – the state had become too big for effective control
- Rise of ambitious leaders – Mutota.

External factors

- Shift of route trade from Sabi Valley to the Zambezi River.
- Abundance of wildlife, pastures, woodlands and good fertile soils for agriculture, minerals and salt, in the Dande region.
- Availability of water in the Zambezi river – fishing

Consistently analytical, focused and balanced answers attract 21-25 marks. Analytical, focused and detailed answers but weak in one area earn 18-20 marks. 16-17 marks are awarded to responses containing some analysis but with largely descriptive passages. 14-15 answers will show an attempt to argue relevantly but arguments are implied. For the heavily narrative answers with some appropriate elements are awarded 11-13. 8-10 responses are not properly focused on the question demands. 0-7 answers are significantly irrelevant to the question.

5 **'The advent of the Portuguese in the Mutapa State speeded up the process of decay which was already underway.'** How justifiable is this verdict on the decline of the Mutapa State?

The key issue is an examination of the factors leading to the decline of the Mutapa State prior to the Portuguese entrance into the Mutapa and the contribution of the Portuguese to the decline.

Candidates can acknowledge or refute the fact that the Mutapa State was in decline before the arrival of the Portuguese. The following factors should therefore be considered:-

- Succession of inexperienced Mutapas eg Nyahuma.
- Rebellion by vassal chiefs eg Changa of Mbire laying down the basis for what was to become the Rozvi Empire.
- Secession by Manyika, Teve and Danda Provinces which left the authority of the Mutapa confined to Dande, Chidima and Zambezi Valley. From this it can be argued that the Mutapa had lost a large part of its territory and this happened in the 15th century.
- The extent of the kingdom creating problems on governance.
- The Portuguese arrived in the 16th and by then the Mutapa State had been very much reduced and had become weak. The Portuguese were therefore only responsible for the fall of the small remnant Mutapa State.

Candidates are therefore expected to explain, giving examples of how the Portuguese eventually completed the process of decay through their political interference, treaties signed, exploitative trade contracts and the unlimited gold mining leading to exhaustion and reduced agriculture due to land degradation, the prazo system.

Consistently analytical, focused and balanced answers with a judgement earn 21 – 25 marks. 18-20 marks are awarded to essays which are balanced, detailed and analytical but may be weak in one aspect. 16-17 marks are for responses that are largely descriptive. 14-15 are for responses with implied arguments. Answers with some appropriate elements earn between 11 and 13 marks while answers not properly focused will not score above 10 marks.

6 Analyse the nature of Ndebele-Shona relations between 1840 – 1900.

The key issue is an analysis of the Shona-Ndebele relations. Candidates should highlight both the cordial relations and the hostile relations before passing a judgement.

The following points should be considered÷

- Some Shona people were independent from Ndebele domination eg Manyika.
- The Ndebele gave some Shona specialist groups high respect eg Njanja Iron Workers.
- The Ndebele valued the Mufure people's religious belief systems as well as the Shona medicine.
- Cultural interaction – adoption of Ndebele totems, names and dressing by the Shona people.
- The Ndebele also adopted Shona religious practices hence the cultural conquest of the conquerors by the vanquished.
- Good trade links.
- Shona people nearer the Ndebele were under direct Ndebele control while those at the furthest were independent of the Ndebele control.
- The concept of cattle loaning suggests cordial relations.

However there were periods of hostility shown by÷

- Raids on the Shona people by the Ndebele.
- Caste System relegated the Shona to the bottom of the social system
- Intermarriages were restricted
- They fought separately in the 1st Chimurenga.
- The Shona were Ndebele subjects.
- Tribalism was rife leading to sour relations.

Consistently analytical, focused and balanced answers with a judgement earn 21-25 marks. Consistently analytical, focused and detailed answers weak in one aspect score 18-20 marks. Largely descriptive answers containing some analysis score 16-17. 14-15 essays reflect an attempt to argue but with implied arguments. 11-13 answers contain some elements relevant to the question but is heavily narrative. 8-10 responses are not properly focused on the demands of the questions. 0-7 marks are for responses with significantly irrelevant answers.

7 **Examine the views surrounding the extent of Rozvi power up to the late nineteenth century.**

The key issue is an assessment of the debate on the extent of power and glory of the Rozvi rulers up to late nineteenth century.

Candidates are expected to focus on the following:

- According to the Portuguese documents, the State was very powerful.
- Power was based on control of cattle.
- Rozvi Mambos were greatly feared by the Portuguese.
- Rozvi Army often defeated the Portuguese – the famous battle of Maungwe and expulsion of the Portuguese from the Zimbabwean plateau.
- They conquered the Portuguese trade posts
- Rozvi mambo's power was evidenced by their control of the Mwari cult.
- The mambos had magical powers making rain and changing the colour of cattle.
- They were associated with the Khami Stone buildings.
- However, the image of the Mambos seems exaggerated
- No empire at all. The various confederacies were quite independent of Rozvi Control
- Rozvi Mambos came from ordinary Shona dynasties.
- No little or no connection with the prestigious stone buildings.
- The life of the Shona under the Rozvi Mambos was poorer and violent.
- They were not as powerful as depicted as they suffered defeat from the Nguni incursion.

- They capture and skinning alive of Chirisamhuru dispelled the myth that the mambo had two hearts.
- With the arrival of Mzilikazi, the Rozvi subdued, dispossessed and scattered.

Consistently analytical, focused and balanced answers earn 21-25 marks. Analytical balanced and focused answer but weak in one aspect earn 18-20 marks. Largely descriptive answers with some analysis earn 16-17 marks. Answers with implied arguments reflecting an attempt to argue relevantly earn 14-15 marks. 11-13 marks to be awarded to essays with appropriate elements. 8-10 answers are not properly focused on the demands of the question. 0-7 marks are awarded to essays reflecting significantly irrelevant material.

8 To what extent was the colonial occupation of Zimbabwe by 1890 a result of economic considerations?

The key issue is an assessment of the contribution of the economic factors and other factors to the colonization of Zimbabwe.

Candidates are expected to consider the following aspects÷

Economic factors

- Search for markets.
- Search for raw materials.
- Search for investment opportunities.
- Abundance of resources – woodlands, savanna grasslands, game.
- Availability of minerals
- Fertile soils.

Other factors ÷ Political and Social

- British aim of encircling Transvaal for the sake of British prestige.
- C.J. Rhodes' insatiable desire to build a railway line from Cape to Cairo to keep Germany and Portugal at bay
- Rhodes' racial considerations and desire for domination
- The Berlin Conference of 1884-5 and the principle of effective occupation.
- Spreading of Christianity, commerce and civilization

Consistently analytical, focused and balanced answers earn 21-25 marks. Detailed, focused and analytical answers missing one aspect score 18-20 marks. Largely descriptive answers lacking depth analysis and balance score 16-17 marks. 14-15 marks are awarded to essays reflecting an attempt to argue relevantly but with some implied arguments. 11-13 marks are for responses containing some appropriate 8-10 marks are for essays which may not be properly focused. 0-7 marks are awarded to essays which are significantly irrelevant.

9 **To what extent was land appropriation key to solving the settlers' labour problems between 1900 and 1930?**

The key issue is an assessment of the efforts by the white settlers to solve the shortage of labour.

Candidates are expected to focus on the following:-

Creation of reserves 1898-1902 led to artificial poverty that forced Africans to provide labour.

- Private locations ordinance 1908.
- Reserve Commission 1914-1920.
- Land Apportionment Act 1930.

NB: The Acts were a deliberate move to subjugate and impoverish the hitherto independent and self-sufficient African agriculturalists so that with such hardships they were to look for employment in mines, farms and industries.

However land appropriation was unable to provide adequate labour necessitating adoption of other methods migrant labour through the SRNLB, Pass laws, compound system, cattle taxation and forced labour.

Consistently analytical, focused, balanced and coherent arguments earn 21-25 marks. Detailed analytical and focused arguments weak in one aspect earn marks 18-20. Largely descriptive answers carrying some analysis and coherence score 16-17 marks. 14-15 marks are awarded to essays reflecting implied analysis. 11-13 answers will contain some appropriate elements Essays which may not be properly focused should be awarded 8-10 marks. 0-7 marks are for answers reflecting significantly irrelevant material.

10 Evaluate the progress made in the development of the Trade Union Movement in Southern Rhodesia between 1940 and 1950.

The key issue is an examination of the development of the African Trade Union Movement. Candidates may consider the following aspects:-

- By the 1940s workers' consciousness had reached greater heights in Zimbabwe as was evidenced by country-wide demonstrations and strikes.
- This worker consciousness was the climax of many efforts by workers to make a common stance dating back from the earliest period of colonization.
- Brought together all African Societies, Clubs and Associations.
- Capable of voicing African opinions/grievances to the government.
- The trade Union Movement made tremendous progress in the decade between 1940 and 1950 with reference to growth of membership elaborate leadership / organisation, more radical approach, resulting in government granting concession to the movement.

The 1940s

- SRBC remained the umbrella organization.
- Most Regional Associations and Trade Unions affiliated to it.

1945 Railway Strike

- About 8 000 Bulawayo based Railway African Employees Association members participated.
- Demanded an improvement of the general conditions of service of the railway workers.
- It was the first ever well organised and disciplined strike by black workers.
- Forced settlers to make concessions in wages.
- Effected the establishment of the Native Labour Boards to regulate working conditions.
- Railway African Employees Association was officially recognized.

1946 The Federation of Bulawayo African Workers Union led by J.Z. Savanhu.

1946 The Reformed Industrial Commercial Workers' Union led by Charles Mzingeli was formed with more militant approach.

1947 African Workers' Voice Association led by Benjamin Burombo.

- The Federation and the African voice played important roles during the 1948 National strikes.
- However – there was suppression of labour movement, leaders were arrested, and little concessions were given by the whites, infiltration by government agents within the labour movement.

Consistently analytical, focused, balanced and coherent arguments earn 21-25 marks. Detailed analytical and focused arguments weak in one aspect earn 18-20. Largely descriptive answers carrying some analysis and coherence score 16-17. 14-15 marks are awarded to essays reflecting implied analysis. 11-13 answers will contain some appropriate elements. Essays not be properly focused should be awarded 8-10 marks. 0-7 marks are for answers reflecting significantly irrelevant material.

Explain why Ian Smith's regime survived for such a long time despite the hostile political and economic environment?

The key issue is an examination of the reasons leading to continued existence of Ian Smith's regime amid the hostile environment. Candidates are expected to examine the strengths of Smith's regime and the limitations of the liberation movements.

- Internal settlement weakened the liberation war effort.
- Economy remained basically sound eg in 1968 there was 8.6% rise in Gross Domestic Product sustaining the regime's military operations enabling Smith's stay in power
- Diversified secondary industries especially on textiles, footwear, steel
- Got assistance from Portugal and South Africa.
- Got trading partners in Western Europe, Japan and USA.
- Illegal trade between Rhodesia and some elements in Britain
- Use of state machinery eg militia to suppress opposition.
- Smith had a well-equipped army both Infantry and air force
- Britain's refusal to use force against Smith's U.D.I.
- The whites' determination to maintain their superiority complex.
- Protected villagers were established and national leaders were eliminated

However the limitation of the liberation movements also aided in prolonging the smith regime.

- Divisions within the Nationalist movements
- Kaunda's response to the Chitepo assassination
- Internal rebellions in ZANU like the Nhari rebellion
- In the initial phase there was little political education among the masses and poor mobilization of the masses
- Wrong war strategies
- Activities of sell outs like Morris Nyathi

Answers which are consistently analytical, balanced and focused score 21-25 marks. The 18-20 answers will be mostly analytical, balanced and focused but may miss one aspect. 16-17 marks are awarded to essays heavily descriptive but with some analysis. 14-15 marks are awarded to essays with implied arguments 11-13 marks are for answers containing some appropriate elements. 8-10 marks are for essays which are not focused properly on the demands of the question. 0-7 marks are awarded to essays containing significantly irrelevant arguments.

12 To what extent can it be argued that peasants played the most critical role in the success of the armed struggle in Zimbabwe?

The key issue is an assessment of the role played by peasants and other players in the armed struggle in Zimbabwe.

Candidates are expected to focus on the contribution of peasants and other key players before passing a judgement.

The following serve as a guideline:-

- Provided food and shelter to the guerrillas.
- Provided information on security forces movements' locations, logistics and the essential cover.
- Peasants provided cover to the guerrillas / freedom fighters
- The Mujibha's and Chimbwido's carried supplies and weapons from one base to another.
- Provided new recruits.
- Peasants and Mujibha's acted as the eyes and ears of the guerrillas.
- Girls provided morale for the guerrillas as well as doing laundry for them.
- Peasants took great risk to support guerrillas after establishment of protected villages

Other players

- Guerrillas played a significant role as they were the ones that the forefront.
- The International Community on the other hand through the Frontline States, OAU, China, the Soviet Union and the humanitarian organisations of the UN contributed immensely.
- Workers supported in a variety of ways. They provided clothes, boots, food, radios, money and cigarettes.
- Workers offered transport.
- Missionaries, spirits mediums, musicians and business man also supported the guerrillas

Consistently analytical, balanced and focused answers passing a judgement score 21-25 marks. 18-20 answers are mostly analytical, balanced, focused but may be weak in one aspect. 16-17 essays are largely descriptive but contains some analysis. 14-15 essays offer implied arguments though some attempts are made to argue relevantly. 11-13 essays contain some appropriate elements relevant to the topic but may lack factual material to support the argument. 8-10 essays may not be properly focused on the demands of the question. 0-7 answers contain significantly irrelevant arguments.

Assess the impact of Zimbabwe's post-independence land policy on ordinary Zimbabweans.

The key issue is an assessment of the impact of the land policy in Zimbabwe since 1980 on ordinary Zimbabweans. Candidates are expected to bring out the positive and negative results.

- The post-independence land policy relieved pressure on communal lands – decongestion of the communal lands
- This corrected the historical land imbalances enabling some peasant to own land
- In the initial resettlement program there was infrastructural development. Planned villages, schools, clinics and roads enhanced the lives of the resettled peasants
- There was improved food security among the resettled communities with surplus being sold to realise cash
- In the second phase of the land policy from 2000 more people were resettled on the A1 and A2 farms ensuring ownership and empowerment through the 99 year leases
- Some Zimbabwean ventured into commercial farming producing tobacco , maize livestock and horticulture
- However both phases had negative results
- The resettlement program weakened family spirit by separating members of the same family
- Decongestion in the communal areas was not sufficiently dealt with, leading to the second phase.
- In the second phase farm workers lost jobs
- There was a decline in food production
- Inadequate infrastructure and social facilities like schools and clinics leading to hardships for the resettled communities
- Land policy and its implementation resulted in division among the people leading to violence death and displacements.
- The post-independence land policy relieved pressure on communal lands – decongestion of the communal lands.

Consistently analytical, detailed and focused answers score 21-25 marks. Detailed and analytical answers but weak in some aspects 18-20 marks. Largely descriptive answers with analysis depth score 16-17 marks. Essays offering an attempt to argue relevantly score 14-15 marks. 11-13 answers contain some appropriate elements. 8-10 answers are not properly focused on demands of the question. 0-7 answers contain significantly irrelevant material.

14 Evaluate the effectiveness of the measures taken by the Zimbabwean government to address the challenges it faced in the education and health sectors between 1980 and 2000.

The key issue is an assessment of the success and failures of the measures brought by the government to the education and health sectors between 1980 and 2000.

Candidates are expected to show a clear understanding of the reforms made by the government to redress the inequalities of the pre-independence era up to 2000.

- In education, tremendous efforts were made eg education for all, equality, education as a basic human right, free and compulsory education, reforms such as introduction of CDU to review curriculum, localisation of examinations through ZIMSEC, employment of expatriate teachers, establishment of new schools countrywide, tertiary institutions (teachers colleges, polytechnics and universities) rise in enrolment figures is testimony to the effectiveness of the measures.

However, challenges were faced eg racism in education remained, inadequate finances to sponsor free education, quantitative expansion compromised qualitative education, unemployment rose, efforts to force practical subjects were fruitless due to lack of finances.

Health sector – changes were significant eg free health, new clinics and hospitals. Recruitment of expatriate doctors, environmental health workers were deployed countrywide, immunisation program expanded. However, financial constraints were a setback, brain drain, and elitism in the health sector continued

Consistently analytical, focused and balanced answers showing the extent of achievement score 21-25 marks. Answers which are detailed and focused but weak in one area score 18-20 marks. Largely descriptive answers with analysis earn 16-17 marks. Essays showing an attempt to argue relevantly but with implied arguments attract 14-15 marks. 11-13 show some appropriate elements. 8-10 answers are not properly focused on the demands of the question. 0-7 marks are for significantly irrelevant answers.

15 'The Economic Structural Adjustment Programme (ESAP) failed to achieve its set objectives.' Discuss.

The key issue is an assessment of both the negative and positive effects of ESAP on Zimbabwe's socio-economic sector.

Candidates are expected to focus on the following:

Successes

ESAP achieved some of its objectives especially on trade liberalisation and deregulation.

- The foreign exchange allocation system was relaxed.
- Price controls were removed, investment licencing was abolished except for large investments.
- Government monopoly over the purchase and sale of agricultural commodities was removed.
- Deregulation of various sectors eg transport and banking sectors. (commuter bus operators and many banks).
- Commercialisation of some parastatals eg Dairy Marketing Board (DMB), Cotton Marketing Board (CMB) and the Cold Storage Commission (CSC).
- Availability of goods due to trade liberalisation e.g. electrical goods.

Failures

- Local companies performance declined as imported consumer goods were readily available.
- Retrenchment and close down of companies due to decline in output leading to massive unemployment and by 2 000 nearly 150 000 workers were out of work in the textile industry.
- Worsened the debt problems of the country. By 1995 the foreign debt had risen to over US\$5 billion.
- Social sector was heavily affected.
- National production collapsed as government cut its health and education budgets passing the costs on to the consumers.
- Introduction of school fees and hiking of levies by the School Development Associations especially in former group A schools.
- Enrolment in schools declined as few could afford the fees.
- Health sector was hard hit. There was massive brain drain due to poor wages and unattractive working conditions.
- Hyper inflation

Consistently analytical, focused and balanced earn 21-25. Mostly analytical and focused answers but weak in one aspect earn 18-20 marks. Largely descriptive answers containing some analysis earn 16-17 marks. Answers with implied arguments earn 14-15 marks. 11-13 marks are awarded to essays containing some appropriate elements relevant to the question but lack sufficient factual material to support the argument. 8-10 answers may not be properly focused on the demands of the question. 0-7 marks are awarded to essays with significantly irrelevant material.

16 **Examine Zimbabwe's foreign policy since 1980.**

The key issue is an analysis of Zimbabwe's foreign policy. Candidates are expected to assess the country's foreign policy, regionally, continentally and internationally.

Candidates are expected to highlight in their discussion that the country's foreign policy has been inconsistent. The following points therefore need to be discussed:

- At first Zimbabwe was pro-socialist as a result of the liberation war.
- Later, relations with the West improved only to turn bad after the shooting of the Korean Airline (1987) when Zimbabwe refused to condemn the Soviet Union for the act.
- Zimbabwe condemned USA for the invasion of Grenada.
- Relations with the West further deteriorated following the Land reforms coupled with violent displacement since 2000.
- Regionally – Zimbabwe's foreign policy was intertwined with economic survival, eg intervention in Mozambique and DRC.
- Role of Zimbabwe within both SADCC and SADC.
- Zimbabwe's participation in the OAU and AU – through peace mission, eg Liberia and Sudan.
- Zimbabwe's position in the UN.
- Joined the Non-Aligned Movement (NAM) at the peak of the Cold War.
- Adopted the Look East Policy after imposition of sanction by the West
- Policy of re-engagement following the establishment of Second Republic

Consistently analytical, focused and detailed answers earn 21-25 marks. Focused and mostly analytical and detailed answers but weak in some aspects earn 18-20 marks. Largely descriptive answers containing analysis earn 16-17 marks. 14-15 answers show an attempt to argue relevantly but with implied arguments. 11-13 marks are for essays lacking sufficient factual material to support the argument. 8-10 essays will not be properly focused on question requirements. 0-7 essays contain significantly irrelevant material.



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

HISTORY

6006/2

PAPER 2 Regional and International History

NOVEMBER 2019 SESSION

3 hours

Additional material:
Answer paper

TIME 3 hours

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper.

Answer **four** questions from **at least three** of Sections **A – E**.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

This paper consists of 20 questions.

Each question in this paper carries 25 marks.

You are reminded of the need for good English and clear presentation in your answers.

You should illustrate your answers with specific examples.

Candidates are advised to spend 45 minutes on each question.

This question paper consists of 3 printed pages and 1 blank page.

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[Turn over

Section A

- 1 Examine the reasons for the persistence of the Slave Trade into the last half of the nineteenth century in West Africa.
- 2 'Dahomey lived far ahead of its time'. Discuss.
- 3 Compare the contribution of political and economic factors to the colonization of Africa in the last quarter of the nineteenth century.
- 4 Examine the reasons for the prolonged Liberation Struggle in Mozambique.

Section B

- 5 How far can it be argued that the 1789 revolution in France was caused mainly by economic mismanagement?
- 6 Examine the impact of the August 4 decrees on revolutionary France up to 1792.
- 7 To what extent did the Vendemiaire (4 October) uprising of 1795 help Napoleon Bonaparte's rise to power by 1799?
- 8 Discuss the assertion that Napoleon I's rule in France was 'reactionary but not revolutionary.'

Section C

- 9 'A masterpiece of diplomatic achievements.' To what extent do the 1815 peacemakers at Vienna deserve this praise?
- 10 How far can it be argued that the Congress System only benefitted the Holy Alliance powers?
- 11 Discuss the view that the fall of the Bourbons in France in 1830 was inevitable.
- 12 Compare the contribution of the Liberals with that of Prussia to the unification of Germany by 1871.

Section D

- 13 'The Weltpolitik was an ambitious project by Germany's Kaiser William II that destabilised world peace by 1914.' How accurate is this assessment?
- 14 Evaluate the European efforts to achieve collective peace between 1920 and 1939.
- 15 To what extent did post-war disillusionment in Italy contribute to the rise of Mussolini?
- 16 Compare the victorious powers' treatment of Germany after the two world wars.

Section E

- 17 To what extent did the Bolsheviks capitalise on the weaknesses of the Provisional Government in their rise to power in Russia in 1917?
- 18 Assess the effectiveness of Mao Zedong's efforts to tackle the problems faced by the People's Republic of China between 1949 and 1976.
- 19 'Its achievements far outweigh its failures.' How justified is this view of the African Union since 2002?
- 20 Discuss the role of the San Francisco Conference in the establishment of the United Nations Organisation (UNO) in 1945?

ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

SUGGESTED REVISION ANSWERS

HISTORY
REGIONAL AND INTERNATIONAL

NOVEMBER 2019 SESSION

6006/2

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of the mark within the band will depend on the analysis and amount of supporting information. Essays in Bands 1 – 3 will clearly be question-focused, whereas answers in the lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in Bands 1 – 3; this must also be accompanied by sufficient accurate, relevant supporting material.

BANDS MARKS QUALITY OF THE ANSWER

- | | | |
|---|---------|--|
| 1 | 21 - 25 | The approach will be consistently <u>analytical</u> or <u>explanatory</u> rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by appropriate factual material. The writing will be accurate. At the lower end of the essay, there may be some weaker sections to the answer, but the overall quality will show that the student is in control of the argument. The best answers must achieve 25 marks. |
| 2 | 18 - 20 | Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly <u>analytical</u> or <u>explanatory</u> rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate. |
| 3 | 16 - 17 | Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation, but there may be some heavily narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate. |
| 4 | 14 - 15 | Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions or conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organized more effectively. The writing will usually be accurate. |

- 5 11 - 13 Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. The approach will lack analysis and the quality of description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors.
- 6 8 - 10 Essays will not be properly focused on the requirement of the question. There may be unsupported assertions and commentaries, which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weaknesses.
- 7 0 - 7 Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weaknesses. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

Examine the reasons for the persistence of the Slave Trade into the last half of the nineteenth century in West Africa.

The key issue is the examination of the reasons for the continuation of the slave trade in West Africa.

Slave trade was regarded as part and parcel of African culture and therefore had become a custom for other states. It was an easy, and faster type of trade with immediate profits. There were problems in the mounting of an effective naval blockade to stop the slave trade in Dahomey, Asante and the Niger Delta. Islam's great tolerance of slavery, lack of a democratic alternative to slave trade and the high demand for slave labour by Cuba and Brazil were some of the reasons.

21 - 25 answers will be analytical and balanced. 18 - 20 will be analytical but with some gaps. 16 - 17 will be largely descriptive of the reasons with comments. 14 - 15 answers will be heavily narrative. 11 - 13 will be basic narratives with limited factual knowledge. 8 - 10 will be fragmentary.

2 'Dahomey lived far ahead of its time'. Discuss.

The key issue is an assessment of Dahomey's level of economic, social and political development.

Dahomey, though a pre-colonial African State, had many features representing a modern day society. Its economy, for example was organised along modern lines. The economy was well planned and highly centralised. This was rarely found in other 19th Century African States. Centralisation was done mainly for the purposes of taxation. Cultivation of crops, for example, was regionalised, specific crops were grown in specific regions depending on soil type and and climatic conditions. It was not done haphazardly. This is a modern day feature. A census was conducted in Dahomey. The pattern and distribution was modern. Although other states in the pre-colonial period conducted censuses, its purpose was simply for conscription but for Dahomey it was multi-purpose. It was done for conscription, taxation and planning purposes. Information recorded included gender, profession, origin and age. A census for all domesticated animals was also carried out and it was from this that they could control consumption and production. If consumption ran ahead of production measures were put in place to balance the scale. All palm trees were counted and approximate volumes of oil to be produced were projected.

This was a unique feature and an advanced system of extracting tax and wealth. All forges were reassured to register their trademarks, a system which applies to modern day societies and economic systems.

Its political system was also well developed and planned. The King as in modern political system worked with a cabinet of ministers. Although pre-colonial African Kingdoms had councils rarely were they assigned special portfolios. In Dahomey all ministers were assigned special tasks and each minister was supervised by a woman official called the Naye. This system was unique and also shows how gender sensitive Dahomians were just like modern societies. Other features to consider are the role of women in the army and its social systems.

On balance candidates should discuss those features which were still backward like human sacrifices, slave trade, internal slavery and the class system.

21 – 25 will be consistently analytical and balanced. 18 – 20 answers although analytical may lack balance. 16 – 17 answers will be largely narrative with some patches of analysis. 14 – 15 answers will be highly narrative while 11 – 13 answers will not be effectively linked to the demands of the question. 8 – 10 answers will not be properly linked to the demands of the question. Thin and vague surveys will not merit more than 7 marks.

3 **Compare the contribution of political and economic factors to the colonization of Africa in the last quarter of the nineteenth century.**

The key issue is a comparative assessment of the political and economic factors leading to the colonisation of Africa.

Political considerations certainly played a part. European countries looked up to acquisitions of territories as a way of obtaining prestige. France saw overseas expansion as a means to compensate for her lost provinces of Alsace-Lorraine to Prussia. African colonies were used to make up for this loss. The more the territory acquired the more powerful the state became. French acquisition of Tunisia was a sign that she was recovering her position as a great power. Rivalry in the Congo was important. A Franco-German alliance was set up as Britain was accused of wanting to shut others out. This alliance challenged British predominance in West Africa and the Congo.

Economically, the background of growing protectionism in Europe gave impetus to the search for new markets outside Europe. With shrinking and increasing protectionist continental markets due to the long depression (1873 – 1896) Africa offered Britain, Germany, France and other countries an open market that would garner them a trade surplus. In addition, surplus capital was often more profitably invested overseas where cheap labour limited competition and abundant raw materials made a greater premium possible. Another inducement to the scramble rose from the demand for raw materials available in Africa especially copper, cotton, rubber and palm oil.

21 – 25 will be analytic detailed and balanced. 18 – 20 answers will be analytic but they may miss certain possible lines of the argument. 16 -17 will be narrative with comments in some places. 14 – 15 answers will be descriptive with implied arguments. 11 – 13 answers will be basic offering some appropriate elements. 8 – 10 will be fragmentary while 0 – 7 will be incoherent

4 Examine the reasons for the prolonged Liberation Struggle in Mozambique.

The key issue is an assessment of the reasons why it took long to liberate Mozambique from colonial rule.

FRELIMO faced a number of challenges which hampered their efforts at removing colonial rule. These challenges were mostly felt during the first phase of the liberation struggle 1964 – 1969. FRELIMO faced a critical shortage of resources to carry out the war. What resources were available had to be carried on foot from Tanzania to war zones in Mozambique. Serious divisions existed among leading nationalists as they differed on how to attain liberation. Some like Nkavandane believed that whites and Mulattoes should not be allowed to join the armed struggle led by FRELIMO. Others like party President Mondlane believed that whites and Mulattoes should be allowed to join the armed struggle. Regionalism and ethnic rivalries also affected the struggle. The assassination of Mondlane in 1969 was partly attributed to these divisions. Although FRELIMO had managed to liberate parts of the country they struggled to administer liberated zones.

The Portuguese made efforts to defeat the struggle. They realised that FRELIMO depended on peasants so they created protected villages. FRELIMO was also discredited by the press, it was portrayed as consisting of dangerous socialists. As a result, the colonial regime won the support of NATO allies in particular the USA who were eager to forestall the growth of Communism. The Portuguese were given state of the art military weapons like fighter planes. The colonial government also used divide and rule tactics to weaken FRELIMO. Political repression was used, it was led by secret police the PIDE. Opponents of the colonial regime were arrested. Assassinations of prominent liberation leaders were carried out.

21 – 25 answers will be balanced, analytical and exhaustive. 18 – 20 answers will be analytical but may have some unevenness. 16 – 17 answers will be largely narrative with a few comments. 14 – 15 will be full descriptive, 11 – 13 will be basic and 8 – 10 will not be properly focused 0 – 7 will be incoherent.

How far can it be argued that the 1789 revolution in France was caused mainly by economic mismanagement?

The key issue is an assessment of the causes of the 1789 revolution in France.

On the eve of the French revolution, the interest and payments on the royal debt amounted to just over one half of the entire budget. The annual deficit was in the vicinity of 126 million livres. Given the economic vitality of the nation, this debt was neither overly large nor disproportionate to the debts of other European powers. The problem lay with the inability of the royal monarchy to tap the wealth of the French nation through taxes to service and repay the debt. In place of consistent policy to deal with growing debt, the monarchy gave way to hesitancy, retreat and even duplicity. The nobility proved too powerful for Louis XVI, therefore, all efforts to tap the wealth of the nation proved fruitless. The monarch instead, kept on increasing taxes on the poor commoners. The dismissal of finance ministers, extravagancy at the court, overbrowning to finance unnecessary wars, the Eden Treaty 1786.

Government revenue base remain shallow. This was worsened by the inefficient system of collecting tax. Tax collection was done by tax farmers who pocketed large sums and remitted small amounts. The church, the richest institution then, was spared so were the nobles. This was worsened by the chaotic system of administration. The Government could not properly tap the wealth of the nation given the bureaucratic delays, a confused system of weights and measures and the absence of a common tariff system.

On balance, candidates would consider other factors that caused the 1789 revolution. Such reasons included the character of the King, the absolutism of the monarchy, food shortages the influence of philosophers.

21 – 25 will be consistently analytical, solid and balanced. 18 – 20 answers will be explanatory but may lack balance. 16 – 17 answers will be largely narrative with limited comments. 14 – 15 answers are full narratives with implied analysis. 11 – 13 will be for less detailed answers. Thin and incomplete surveys will not earn more than 10 marks.

6 **Examine the impact of the August 4 decrees on revolutionary France up to 1792.**

The key issue is an evaluation of the impact of the August 4 decrees on revolutionary France.

The impact of the August 4 decrees was both positive and negative on the French people. The August 4 decrees removed tithes payable to the church, abolished venality, all financial and tax privileges relating to land or persons were abolished. All citizens were to be taxed equally, special privileges were abolished, all citizens without distinction of birth were eligible for all offices be it ecclesiastical, civil or military.

The results of the August 4 decrees were that, they started the process of dismantling the ancient regime, noble power ended and peasants became committed to the new regime. There was also an end to the feudal system and provincial estates were swept aside. The ground for the new constitution was prepared with the Declaration of the Rights of Man and Citizen. Church lands were nationalised. The government structures were re-organised with new structures put in place on local government. On the economic front assignats/bonds were sold to raise money for the new government. There was to be uniformity on legal system.

However, the August 4 decrees also had far reaching consequences where the Declaration of the Rights of Man and Citizen mainly represented the rights and interests of bourgeoisie though this sounded the death knell of the ancient regime. A new law on the right to vote was introduced with active citizens and passive citizens defined by their incomes. Direct and indirect taxation system was to be maintained for the regime to raise funds.

The Civil Constitution of the clergy led to discontent among the clergy and some peasants who became opponents of the revolution when some rose against the new government eg those in Brittany and Vendee. There was also widespread fear of aristocratic plot against the revolution. Rise of counter revolution and flight of emigres, animosity between France and her neighbors and radicalization of the revolution.

21 – 25 will be balanced, analytical and illustrative, 18 – 20 will be explanatory with some gaps, 16 – 17 will be a fair attempt with comments, 14 – 15 are more narrative with implied comments, 11 – 13 are basic responses, and those answers not properly focused will not exceed 10 marks.

To what extent did the Vendemiaire (4 October) uprising of 1795 help Napoleon Bonaparte's rise to power by 1799?

The key issue is an assessment of the factors that led to the rise of Napoleon Bonaparte.

The Vendemiaire uprising was the rising of the Parisians and the Royalists in the month of October 1795. The Parisians rose against economic hardships such as the soaring bread prices after the removal of price controls. The Royalists joined the rising with their small army. The intention was now to overthrow the government.

Napoleon was called upon by Barras to scatter the rioters using grapeshot. Hence this became known as the whiff of grapeshot. This left a few hundred rioters dead. Napoleon won the admiration of politicians who would continue to use him in future. Because of this, Napoleon was given command of the army of the interior, which was a promotion. Once in command, he was then given foreign assignments that boosted his prestige, e.g. the Italian and Egyptian campaigns.

The weaknesses of the Directory also contributed. They were divided such that Napoleon exploited this division to launch the coup of 1799. Economic hardships continued to pester during this era and the Directory failed solve them.

Nepoleon's character - He was ambitious and charismatic

21 - 25 marks will be for explanatory answers that are balanced and coherent. Explanatory answers with gaps will score 18 - 20 marks. 16 - 17 marks will be for narratives with comments in places. Full descriptions with implied comments. 14 - 15 marks. Weak and basic narrations will earn 11 - 13 marks. 8 - 10 marks will be for answers with unsupported assertions. Fragmented and irrelevant answers will earn up to 7 marks.

8 Discuss the assertion that Napoleon I's rule in France was 'reactionary but not revolutionary.'

The key issue is an assessment of Napoleon I's rule in France.

Candidates should be able to define the two key terms in the question. As a revolutionary Napoleon maintained some of the revolutionary gains and aspirations in different sectors. In the education sector, Napoleon embraced the revolutionary principle of freedom of education as education was made open to all classes but as a reactionary he denied women their right to attain higher education. He believed that the best place for them was the kitchen and not public office and that their mothers were their best teachers. The bursary system was so selective as it favoured sons of his closest allies and prominent people. The education system was also designed to thwart liberal ideas subjects people like history and philosophy were not permitted in schools. Emphasis was on semi-military education which was aimed at producing loyal and passive citizens.

In the economic sector, Napoleon revamped the economy. Inflation was high and taxes were no longer collected when Napoleon came to power. He introduced a new currency to stabilise inflation. The collection of tax was resumed. Taxes were now centralised, rationalised and standardised as the revolutionaries had anticipated. The bank of France was introduced to handle all financial transactions and to ease interest's rates on government loans. The chamber of commerce was created to discuss economic matters. He also reformed the agricultural sector by advancing loans to farmers. But all the same, policies were imposed.

His reforms at local government and central government levels were progressive and effective. This is what the revolutionaries wanted. This was achieved through the prefects ie at local government level and the creation of ministries at central government level. Napoleon maintained the representative institutions like the Senate Tribunal, Council of State and Corps legislative although their powers were severely limited.

The French were denied the right to choose government officials as they were imposed by Napoleon. Candidates should also consider the code Napoleon, religious reforms and other policies.

21 – 25 will be consistently analytical and balanced. 18 – 20 answers will be analytical but may lack balance. 16 – 17 answers will be largely narrative with limited analysis. 14 – 15 will be narrative with implied comments. 11 – 13 will be for less detailed answers. Thin and fragmentary answers will not earn more than 10 marks.

9 'A masterpiece of diplomatic achievements.' To what extent do the 1815 peacemakers at Vienna deserve this praise?

The key issue is an evaluation of the 1815 Vienna Settlement.

The peacemakers deserve to be applauded for their noble principles and aims. They managed to come up with useful solutions to problems that had affected post-war Europe. Perhaps their biggest achievement was the attainment of peace and fair treatment of France. They managed to deal with French aggression through their principle of containment. They managed to deal with French aggression by creating buffer states around France like creating the United Kingdom of Netherlands, giving the Italian frontier to Austria and granting of independence to Switzerland. By so doing they managed to preserve peace. They managed to solve the Polish-Saxon problem an issue that had threatened to split the Great Powers. They managed to re-establish a balance of power by sharing territories in a way that became acceptable to all. France was fairly treated thereby preventing her from having a spirit of revenge in future. They agreed to end slave trade and guaranteed freedom of Navigation of International waters. They created a platform of co-operation among major powers in Europe by forming alliances such as the Quadruple Alliance which led to the creation of the Concert of Europe. Their Congress System managed to re-admit France in 1818 at Aix la Chapelle. Peace was maintained for forty years, until the Crimean War of 1854. They advised Louis XVIII to govern with a Charter.

However, the Great Powers created problems for Europe. They were reactionary in particular their resentment of democratic ideas of revolutionary France. They also suppressed smaller states as they restored the old order. Countries like Poland and Belgium were put under foreign rule. Poland was partitioned between Russia who got most of it and Prussia. The Italian Peninsular was put under different foreign rulers for example Lombardy and Venetia were put Austrian rule while Southern Italy was put under Bourbon Monarchy. They ignored new ideas of liberalism and nationalism because they believed that these ideas would cause mayhem in Europe. The Congress System was used by some of their members to suppress nationalism and revolutions for instance at Troppau and Laibach where countries such as Austria, Prussia advocated for a policy of intervention. They restored unpopular rulers and this caused widespread revolutions in Europe from the 1820s to 1830. The settlement became an obstacle to the attainment of unity among states like Italy and Germany.

21 – 25 will be analytic balanced and thorough. 18 – 20 will be analytic but miss certain possible lines of argument. 16 – 17 answers will be narrative with some comments. 14 – 15 answers will be descriptive. 11 – 13 will offer some appropriate elements. 8 – 10 answers will not be properly focused while 0 – 7 will be incoherent and wayward.

10 How far can it be argued that the Congress System only benefitted the Holy Alliance powers?

The key issue is the assessment of the Congress System.

The answers will deal with the major meetings at Aix-la-Chapelle (1818) Troppau (1820), Laibach (1821), Verona (1822) and the abortive meeting at St Petersburg (1825). The answers must analyse the interests of the major powers namely Britain, Austria, Prussia, France and Russia. The Congress System was attacked by Canning because it infringed on the rights of small states. A general point is that all states benefitted because there was peace in Europe for forty years. The suppression of liberals and nationalist movements benefitted Austria and Russia. France readmitted to the circle of great powers hence benefitted. Britain was often at odds with the conservative autocracies and the Congress System did not benefit her except the peace for all.

21 – 25 will be analytical and balanced 18 – 20 will be solid with some gaps. 16 – 17 will be largely descriptive with limited analysis. 14 – 15 will be heavily descriptive. 11 – 13 will be basic narratives while 8 – 10 will be vague and fragmentary.

11 Discuss the view that the fall of the Bourbons in France in 1830 was inevitable.

The key issue is an assessment of the reasons which led to the fall of the Bourbons in 1830.

The fall of the Bourbons should be sought for from Charles X's reign. Charles X was an Ultra of the Ultras and his policies were retrogressive in nature. He was a firm believer of the ancient times and very nostalgic about it. He believed in the rule by divine right and wanted it back. He was not a man of charters and constitutions. "I had rather chop wood than reign after the fashion of the King of England." These were his words to sum up his political ideology. His coronation in Rheims cathedral was also a clear sign of retrogression. It was surrounded by medieval pageantry and visit to hospitals to cure those inflicted with scrofula by his Holy Touch which was a reminder of his strong affection to the ancient times. In his policies at home he in 1824 abolished the annual elections introduced by Richelieu in 1818 which had created a sizeable moderate faction in the chamber of Deputies. He showed his intention of maintaining the rule of the ultras by increasing the term, the Deputies were elected from five to seven years. In 1825 he passed a law to compensate his emigres to please the ultras. He restored the power of the church by allowing Catholics to run schools. Father Frayssinous was made Minister of Education. The Catholic priests dismissed lay teachers in 1827. Heresy and sacrilege became capital offences. At universities teachers were replaced by clerics. The press was heavily gagged. By 1827 censorship was being applied to all books. In 1829 he dismissed the moderate Minister Martignac and appointed another ultra of ultras – Polignac. Purging in the army became the order of the day – especially the Bonarpatists. The National Guard was disbanded, Ordinances of St Cloud were declared, electorate reduced.

Louis XVIII managed to sustain the Bourbons in power for he ruled by the Charter from 1814 to 1824. No revolution took place during his reign. Louis XVIII pursued fairly moderate policies and was helped by capable ministers like Richelieu and duc de

Decazes. He tried to work with parliament. He was supported by the "Pays legal" – those who had the right to vote. There was general economic recovery in France after 1815 in which French industry prospered. Soon he paid off war indemnity and foreign troops were evacuated from France. At Aix la Chapelle France was readmitted to the concert of Europe, regaining international prestige. French army was reformed and used to crush Spanish liberal revolt to restore Ferdinand VII. Louis XVIII followed "the middle of the road policy." Opposition from the Carbonari fell due to government spies who uncovered their activities and their failure to get support from the army in 1822 when they planned an uprising. Therefore the fall of the Bourbons avoidable as shown by the prospects of survival during the reign of Louis XVIII in spite of threats caused by the white terror.

21- 25 will be consistently analytical, balanced and illustrative, 18 – 20 will be explanatory with some missing gaps, 16 – 17 will be largely descriptive with some comments, 14 – 15 will be an attempt to argue with heavy narration, 8 – 10 will not be properly focused, 0 – 7 will be fragmentary and incoherent.

12 **Compare the contribution of the Liberals with that of Prussia to the unification of Germany by 1871.**

The key issue is a comparative assessment of the contribution of the liberals with that of Prussia to the unification of Germany by 1871.

The challenges that were faced in 1848 – 49 by the Frankfurt Parliament must be discussed as well as the advantages that Prussia had which contributed to her success. The 1848 revolutionaries had managed to create a parliament at Frankfurt. However, they faced a number of challenges. They could not solve the rivalry between the two leading German States of Prussia and Austria. They struggled to decide on the position of Austria in the United Germany. Some advocated for the absorption of the part of Austria which was German in character, her empire which was non-German was to be excluded. Others felt that Austria was to be left out completely. Austria bitterly resented her exclusion. Another huge challenge which they faced was the issue of leadership of the two German States, who was to lead the unification Prussia or Austria? Some were of the Grossdeutsch idea the greater Germany including Austria. While others advocated for the Kleindeutsch or the smaller Germany under Prussian rule. However, none of these states accepted to lead. Fedrick William the King of Prussia when he was asked to lead the unification declined. Formed the Germany National Association in 1859. Other challenges which they faced was lack of an army and thus they had no power base. Bismarck aptly summarised the challenges of the Liberals of 1848 in his blood and iron speech.

However, by 1871 Prussia had overcome these hardships. Prussia had economic wealth she obtained from natural resources in the Saar and Ruhr regions. She also had the Zollverein which gave her political and economic advantage. Prussia had good leaders particularly Bismarck, Roon and Moltke. These three men assisted Prussia to unify Germany from 1862. Bismarck used diplomacy to engineer the unification wars with Denmark 1864, with Austria 1866 and with France 1870. Bismarck crushed the Liberals who were against military reforms. Roon and Moltke helped strengthen the army. It was the supremacy of Prussian armies that enabled her to unify Germany.

21 – 25 will be analytical, balanced and illustrative. 18 – 20 answers will be analytical but may miss possible lines of the argument. 16 – 17 answers will be narrative and may have comments in some places. 14 – 15 will be descriptive with implied analysis. 11 – 13 will offer some appropriate elements. 8 – 10 will not be properly focused while 0 – 7 answers will be wayward and incoherent.

- 13 'The Weltpolitik was an ambitious project by Germany's Kaiser William II that destabilised world peace by 1914.' How accurate is this assessment?

The key issue is an assessment of the reasons that destabilized world peace.

Weltpolitik was Germany's world policy whereby she attempted to dominate the world, socially, economically and politically. Indeed this was ambitious since it was an unenviable task attempting to dislodge the forerunners and custodians of economic, military and political advancement: the British.

Germany began to compete with Britain in the building of navies, arms and armies, thereby triggering the arms and naval races that compromised world peace. The Tangier and Agadir crises in Morocco further strained colonial relations with Britain and France. Economically, German merchants urged Kaiser's government intervention in a bid to outmuscle British merchants in overseas trade. Furthermore, Germany feared encirclement by enemies and pursued Bismarck's system of alliances albeit with monumental blunders. This promptly forced Britain out of self-isolation as she had to scurry for allies. Eventually, it was the Kaiser's poking of his nose into the restive and volatile Balkan region in support of Austria-Hungary that triggered the outbreak of World War I. All such German actions put the world peace on the precipice.

Other factors were also at play. Russia, as the champions of Pan-Slavism, encouraged Balkan nationalism. Austria-Hungary's reckless foreign policy and abuse of blank cheque from Germany also threatened peace. The involvement of Russia and France in colonial and arms competitions hitherto limited to Germany and Britain also destabilised world peace.

21 – 25 marks will be for explanatory answers with balance and coherence. Sound analysis with some missing lines of arguments will score 18 – 20 marks. 16 – 17 marks will be for a fair attempt at arguing in a descriptive response. Full descriptions of causes of World War I will merit 14 – 15 marks while thin narratives will get 11 – 13 marks. Unsupported assertions will score 8 – 10 marks while 0 – 7 marks will be for answers that are be irrelevant, incoherent and fragmented.

14 Evaluate the European efforts to achieve collective peace between 1920 and 1939.

The key issue is an evaluation of the measures introduced by European powers to achieve peace between 1920 and 1939.

Candidates need to identify the measures and then determine whether these measures helped achieve peace or not.

After the conclusion of World War One, the major European powers together with the United States of America (USA) committed themselves to avoiding the recurrence of such a destructive war. Their efforts to achieve this goal can be seen in a number of initiatives, which included the formation of the League of Nations in 1920, the Locarno Treaties, the Dawes and Young plans of 1924 and 1929 respectively, and the Disarmament Conference of 1932, among other measures. The fact that a Second World War erupted in 1939 indicated that the above efforts ultimately failed to achieve permanent collective peace. However, the European powers should be commended for their efforts which prevented a world war for twenty years. The major reason for the failure of collective peace was that Europe remained an unsettled place after World War I. The League of Nations was formed against a background of suspicion, distrust, anger and resentment which can be traced back to the harsh terms of the Versailles settlement. The settlement sowed seeds of revenge among the defeated powers. The League of Nations itself could not effectively enforce collective peace because it did not have the machinery to do so. Besides, the USA, which was key to its formation, was not a member, which weakened it economically and militarily.

In 1923 and 1924 two efforts to secure peace through the League of Nations failed. First to fail was the Draft Treaty of Mutual Assistance (1923) and secondly the Geneva Protocol for the Pacific Settlement of International Disputes (1924). These failed due to British objections. The Locarno Treaties included arbitration treaties between Germany and France, Belgium, Poland and Czechoslovakia. However, the so-called 'Spirit of Locarno' never truly held. With the Wall Street Crash in 1929, the optimism and sense of security which characterised the latter half of the 1920s ended. The appeasement efforts by Britain and France were intended to avoid war. Rise of dictatorship threatened effort to realise World peace.

21-25, will be consistently analytical, balanced and illustrative. 18-20, answers, will be largely analytical, with gaps. 16 - 17 will be largely descriptive with comments in places; 14-15 will be for heavily descriptive answers with implied comments, 11-13 answers will be basic narratives, 8-10 will be for weak narratives; fragmentary answers, 0-7.

To what extent did post-war disillusionment in Italy contribute to the rise of Mussolini?

The key issue is an assessment of reasons for the rise of Mussolini.

The word *disillusionment* should be interpreted broadly. It should be taken to mean a wide range of issues that may have made the Italians disappointed. The post-war territorial settlement disillusioned the Italians. Italy had been a member of the Triple Alliance but was persuaded to join the triple entente on the understanding that she would get a fair share after the war. The territorial arrangements made at the Paris Peace Conference did not honour all territorial pledges made to her by the allied powers. She did not get what she wanted and this did not please many Italians. They raged their anger on the government for its failure to negotiate a better package. Discontent was also over failure by successive governments to establish a powerful democratic system. Riots, protests, assassinations, land invasions, strikes, demonstrations were the order of the day. Unemployment, inflation, slow economic growth, poverty, suffering and hunger were detested by many. The Fascists took advantage of the discontent and went on vigorous campaigns to lure the disillusioned electorate.

On balance candidates should explain Mussolini's personal attributes as well as the threat of communism and use of violence by Fascist members.

21 – 25 answers will be consistently analytical and balanced. 18 – 20 answers will be mostly analytical and may lack balance. 16 – 17 answers will be largely narrative with limited analysis. 14 – 15 answers will be highly narrative with implied analysis while 11 – 13 answers will be weak narrations. 8 – 10 marks will be for generalised surveys and those that are thin and vague will not merit more than 7 marks.

16 **Compare the victorious powers' treatment of Germany after the two world wars.**

The key issue is a comparative evaluation of the treatment of Germany after the First and Second World Wars

Germany was treated differently at the end of the two wars. In 1919 she was harshly treated. The Versailles Treaty she was made to sign was vindictive. There was a strong feeling among the allies especially from France that Germany was responsible for the war. Germany was accused of giving a blank cheque to Austria. She was not allowed representation at Versailles. She alone was made to sign the war guilt clause, she was made to pay reparations and had her territories taken away from her. She was to be disarmed. France wanted to see Germany suffer punishment because much of the war had been in France and several French towns had been destroyed. By reducing her army they thought Germany would not build another army to cause future wars.

However, after World War II, Germany was treated fairly. This was true especially to West Germany. The victorious powers made every possible effort to rebuild Germany and re-establish a strong government and strong economy. They had learnt important lessons from 1919. They had realised that there was no need to punish the nation as they had done in 1919, but rather it was the leaders who deserved punishment. They also did not want to cripple Germany financially by making her pay an indemnity as they done in the past.

A poor Germany would resort to Communism and look to the USSR for support something which they dreaded. To avoid this they committed financial assistance to Germany through the Marshal Plan. They also did not want to weaken Germany's army severely a Germany without a strong army would be easily defeated by the Communists. After World War II, Germany was split into two West and East Germany. This was because the allies had different economic policies. East Germany was occupied by Communist Russia.

21 – 25 will be analytic detailed and balanced. Answers 18 – 20 will be mostly analytical but may miss possible lines of the argument. 16 – 17 answers will be mostly narrative with comments in places. 14 – 15 will be descriptive with implied arguments. 11 – 13 will offer some appropriate elements. 8 – 10 will not be properly focused. 0 – 7 will be incoherent.

To what extent did the Bolsheviks capitalise on the weaknesses of the Provisional Government in their rise to power in Russia in 1917?

The key issue is an assessment of the reasons for the success of the Bolsheviks.

The Provisional Government under Kerensky failed to deliver some of its promises after the February/March Revolution eg the land redistribution. Although it was till too early and under turmoil elections for the Constituent Assembly had not been held yet. Some internal rivalries worked against the success of the Provisional Government. Furthermore, some soviets were growing too powerful as the government was forced to share power with the Petrograd Soviet. Despite signs that Russia was losing ground on the battle front, the Provisional Government ignored the clarion calls for withdrawal from the World War I. This had the effect of worsening Russia's economic plight.

In contrast, the Bolsheviks had able leadership of Lenin who was ready to pounce on any weakness of the Provisional Government. He had an attractive program that promised to settle the long standing issues of peace, land and bread. Finally, Lenin's ability to relaunch a second revolution in October 1917 was received with alacrity by many Russians.

21 – 25 marks will be for explanatory, coherent, detailed and balanced. 18 – 20 analytical but lacking balance. 16 – 17 marks will be for descriptive with some relevant comments. Full narratives will earn 14 – 15 marks. Basic answers will attract 11 – 13 marks. Responses not focused properly to question demands and unsubstantiated assertions will merit not more than 10 marks.

18 Assess the effectiveness of Mao Zedong's efforts to tackle the problems faced by the People's Republic of China between 1949 and 1976.

The key issue is an assessment of Mao Zedong's policies.

The People's Republic in 1949 had a host of problems when Mao Zedong established full control. These problems were so complex. The country was in a shattered state after the long civil war and the war with Japan. Infrastructure such as roads, dykes, canals, bridges, railways, buildings had been destroyed. Food shortages were rampant, agriculture was inefficient and incapable of feeding the poverty – stricken masses. Inflation was out of control. Industry was backward. There was general discontent. Mao had to come up with strategies that had far reaching consequences. He studied Stalin's methods and experimented by a process of trial and error, to find which would work in China and where a special Chinese approach was necessary.

To ensure stability he drafted a constitution which was officially adopted in 1954. This constitution provided China with a strong central government for the first time. Reforms in agriculture transformed China from a country of small, inefficient private farms into one of large co-operative farms. Land was seized from land owners and redistributed among the peasants. Peasants were persuaded to join together in co-operative farms in order to increase food production. Under the great leap forward industrial and agricultural production increased substantially but these were in the long term. It enabled China to avoid the growing unemployment problems. Other benefits were the spread of education and welfare services and an improvement in the position of women. These reforms and successes were realised at the expense of liberty and high cost of human life. Candidates should assess the damage to human life caused by the Great Leap forward and Cultural Revolution to balance the argument.

21 – 25 will be consistently analytical and balanced. 18 – 20 answers although analytical may have gaps. 16 – 17 answers will be largely narrative with limited analysis. 14 – 15 answers will be highly narrative with implied analysis. 11 – 13 answers will be weak narrations. 8 – 10 answers will not be properly focused on the demands of the question and those that are thin and vague will merit a maximum of 7 marks.

19 'Its achievements far outweigh its failures.' How justified is this view of the African Union since 2002?

The key issue is a comparative assessment of the work of the African Union.

The major goal in the transition of the Organisation of African Unity (OAU) to the African Union (AU) was that of political and economic integration of the member states. This could only be done through peace and prosperity with member states. Successes have been noted. Through the AU's collaboration with the international community, conflicts have been minimised and settled in some of Africa's hot beds like Sudan.

This culminated in the formation of Africa's newest nation, South Sudan, in 2011. The AU mediated in numerous post-election conflicts in Kenya, Zimbabwe and Ivory Coast. The Peace and Security Council of the AU has the mandate to interfere in member states to promote peace and protect democracy through deployment of the military like in Madagascar. The Pan African Parliament has been actively involved in promoting the principles of human rights and democracy.

On the other hand, the West has tended to dictate the pace for AU, in the process, overshadowing it. This is seen in the involvement of France, Britain and USA in the Arab spring of 2011.

The Sudanese President, Omar al Bashir has been left off the hook despite being on the wanted list by the International Criminal Court (ICC) for war crimes. Human rights continue to be trampled in many African states such as South Sudan, where civil war has been raging without check. Has not been able to check terrorism activities in Mozambique, Nigeria and Somalia. Has also tolerated dictators.

Some successes have been scored on the economic front. Regional economic communities like SADC and ECOWAS have been propped up by the AU to foster regional development. AU has worked well with international economic partners like China. Financial institutions were set up eg African Development Bank and African Central Bank. On the other hand natural calamities like drought and floods have militated against AU's full potential. Trade barriers have not been removed. Unemployment has been on the increase with minimal AU intervention. The huge presence of the Chinese has been viewed negatively.

21 – 25 marks will be for highly explanatory, balanced and comparative answers. 18 - 25 will be comparative and explanatory but may miss other factors. 16 – 17 marks will be descriptive but with comparisons in places. Full descriptions will merit 14 – 15 marks while basic narrations will attract 11 – 13 marks. Unsubstantiated responses will not merit more than 10 marks. Sequential answers that are explanatory will be awarded maximum of 7 marks.

20 Discuss the role of the San Francisco Conference in the establishment of the United Nations Organisation (UNO) in 1945?

The key issue is an assessment of the role played by the San Francisco Conference in the establishment of the UNO.

Major themes were debated at the conference. At San Francisco the powers had to agree on membership in the organisation, competency of the General Assembly, the role of the Security Council and the power of its members including the use of the veto power, the role of the Secretary General and the framework for the use of the force by the United Nations. They achieved this through debate on accepting Argentine, Ukraine and Belarus as members to the conference. Argentina was proposed for membership by USA and in turn Latin Americans agreed to vote in favour of two republics and the decision was unanimous. USA President also resorted to sending special envoy to Moscow to seek an audience with Stalin to clear things up which was done. On the competency of the General Assembly and Security Council it was agreed that the General Assembly could take up any matter considered important to members but when the Security Council was seized with an issue the General Assembly would refrain from taking up the matter. Regional organisations were also allowed to deal with local issues in relation to the UN.

The General Assembly was not only to deal with economic, social and security issues, but also the budget of the organisation. On Trusteeship there was argument that countries invited to be members of UN must not fall in the category of Trusteeship. It was finally agreed that independence was a goal for trust territories. Self defence in the absence of Security Council acting was agreed after heated debate. On veto power, smaller powers were against it but the major powers now joined by France spoke with one voice. In the final vote 33 nations supported it against 2 and 15 abstained. The role of the Secretary General was agreed that the General Assembly would elect the Secretary General upon nomination by the Security Council. The Secretary General was given power under Article 99 of the Charter to bring an issue to the attention of the Security Council – today the Secretary General is a global leader. On the issue of force, it was left due to the Cold War which was now evident. Human rights issues were discussed at the first meeting of the UN General Assembly in 1946 chaired by Roosevelt who was tasked with the writing of the Universal Declaration of Human Rights.

Other Conference held before 1945

Durbarton Oaks Conference

Moscow Conference

Yalta Conference

Built upon foundations of the League of Nations`

21 – 25 marks will be consistently analytical balanced and illustrative. 18 – 20 will be explanatory but with some missing gaps. 16 – 17 will be heavily descriptive with some comments. 14 – 15 will be narrative. 11 – 13 will be basic answers. 8 – 10 will not be properly focused. 0 – 7 will fragmentary.

SCANNED

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