



*New
Curriculum*

**A *Practical* Approach to
History of Zimbabwe
Paper 1 (Volume 1)
'O' Level Revision**

- With summary notes covering syllabus objectives
- Model ZIMSEC questions and answers



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Contents

Topic 1: Conceptualisation of history	1
Topic 2: Origins of humankind	3
Topic 3: Development of Zimbabwean societies	5
Topic 4: Slavery and the Slave Trade	13
Topic 5: Early European contacts with Zimbabwe: Portuguese and Missionaries	15
Topic 6: Colonisation	21
Topic 7: Colonial Administration in Rhodesia	32
Topic 8: Nationalism	35
Topic 9: The Armed Struggle	42
Topic 10: Post independence development in Zimbabwe	51
Topic 11: Rights of children as enshrined in the Constitution of Zimbabwe	60
Examination practice 1	65
Examination practice 2	70
Examination practice 3	75
Examination practice 4	80
Examination practice 5	84
Examination practice 6	88
Examination practice 7	93
Examination practice 8	97
Examination practice 9	102
Examination practice 10	107
Suggested answers	110

HISTORY INTRODUCTION (Volume 1)

The book

A Practical Approach to ‘O’ Level History Paper 1 (Volume 1) is a summary of all topics on Zimbabwean History, covered in the learning area from Form 1 to 4. This book equips learners to prepare for the ‘O’ level final examination successfully with these 3 well-structured sections:

- notes
- typical ZIMSEC examination questions
- answers.

Structure of papers

The typical examination questions consist of two papers. This volume focuses on Paper 1.

Paper 1 (4044/1) History of Zimbabwe

Consists of History of Zimbabwe which contains 22 structured questions (1 source based and 21 structured essay questions).

NB: Each question carries 25 marks for both papers and is in parts, which are (a), (b) and (c).

Answering technique

Candidates are instructed to choose 4 questions only. Mark allocation is as follows:

- (a) – [5], (b) – [12] and (c) – [8].
- Part (a) usually make use of command words which are: state, list, name and identify. Part (b) has command words such as describe and outline.
- Part (c) has; “to what extent”, “how far true is ...”, “how successful was ...” and “justify”.
- These structured examination questions require answers in continuous writing.
- Structured questions will prompt you to remember simple facts that you were taught. Pay attention to the demands of the question. Writing a few points will not get you all the marks allocated for the question. If you write down more and one is wrong, you might lose marks.

Time management

Paper 1 (4044/1) Examination time is **2 hours**. Candidates are advised to spend not more than 30 minutes on each question.

Malpractice

Examination malpractice has been on the increase amongst candidates in recent years. It includes circulation and the use of purported examination material before taking the examination, cheating, bringing non-examination material into the examination room, and impersonation among other practices. These practices are a criminal offence and candidates who are caught will be penalised or disqualified. Candidates should be well-prepared for the examination.

Examination tips

Candidates should follow the instructions given on the examination papers. Pay attention to the keywords and address the demands of the question. The use of clear and readable handwriting is of paramount importance. Manage your time effectively to ensure that you do not spend more time on one question. When answering paper 1 questions, choose 4 questions from the 22 questions provided and make sure you weigh your options according to the knowledge you have on a particular question. Do not choose a question which you will fail to answer in the process. Take note that, all Paper 1 consists of one source-based question. The other 21 questions have 3 parts on each question. These are (a), (b) and (c) as mentioned earlier. Questions (b) and (c) are written in an essay or continuous form. In most cases, (b) demands that the candidate should give details about a given question. In (c) the candidate needs to support the question and give judgement afterwards. If the question asks, “to what extent...”, you need to first answer supporting the demands of the question, then you look at the however part. In this way, you are passing judgement.

Key words

- **List** means to write down something.
- **Identify** means to point out answers according to the demands of a question.
- **Name** means to give out a list.
- **Describe** means you should recall facts, events or accounts accurately giving detail. You might need to give an account of what something looked like, or what happened and how it happened.
- **Explain** means you need to make something clear or state why something happens. The points in the answer must be linked together. The answer must not be a list of reasons. All the points must be relevant to the question.
- **Compare and contrast** means you need to describe similarities and differences between things. If you are asked to compare X and Y, write down something about X and something about Y, and give a comparison. Do not just write about X only or Y only.
- **Justifying** means discussing the subject’s good and bad points and discussing why it is good or bad.
- **Examine** means to look at something very closely and usually to make a judgment.
- **Outlining** requires one to give a detailed account.
- **To what extent** is used when you are discussing how true a statement is or in what ways it is true?
- **How successful** means to what extent was something achieved?

Common Errors

- Candidates deliberately ignore reading examination instructions.
- Improper numbering or failure to number work properly.
- Candidates fail to comply with the commands of the question.
- Mostly in part (b), candidates may be able to raise points but fail to explain the points appropriately. Part (c) should be written in continuous form. Writing in point form may attract half marks.

- Candidates are expected to agree with or support the given statement, and then present points against that same statement. Always give a judgement using the terms “To a greater extent” or “To a lesser extent” based on your line of argument.
- Part (c) requires a balance. You would need to give points for and against, in any of the ratios 4:3, 6:1 or 5:2, depending on your argument.
- In part (c), candidates often fail to justify their points, therefore, you need to justify your answers and pass judgement, after arguing or disagreeing with a given question.

INTRODUCTION TO HISTORY

Objectives

By the end of this topic, you should be able to:

- *define History.*
- *explain the importance of the study of History.*
- *list sources of History.*
- *describe sources of History.*
- *explain the advantages and disadvantages of each of the sources of History.*
- *analyse sources of History.*
- *identify the different types of History.*
- *describe the different types of History.*

History is the study of past, present and future historical events. It helps us analyse how we became who we are. Humans cannot survive without knowing their history and it is through various sources that are used and information is obtained. Many sources are used to bring out vital information about the past. Some of these sources include archaeology, oral tradition, written records and rock paintings. Of late, the use of ICT has also helped in bringing out information about the past.

SOURCES OF HISTORY

Archaeology

- This is the scientific study of history. It involves the use of machines and radio carbon dating. Historical sites

are identified through surveys and archaeologists carry out the digging.

- Artefacts are discovered at those sites as physical evidence and are taken for analysis.
- Examples of artefacts include bones, tools and grains.
- Archaeological sites are identified as Matopos, Great Zimbabwe, Gokomere, Zhizo and Ziwa.

Advantages

- Reliable.
- Has physical evidence.
- Use of machines.
- The time frame can be estimated.

Disadvantages

- It is expensive.
- It is difficult to interpret and wrong information might be given.
- The process is long.
- Cannot provide a name.

Written evidence

- This is history obtained from items written down.
- These can be primary sources like letters, diaries and secondary sources like books and encyclopedias.

Advantages

- It can be stored for a long period.
- It can be read at any time.
- It can be found in libraries, museums and archives.

Disadvantages

- It can be destroyed by fire.
- It is expensive.
- It can be biased.

Oral tradition

- Is information that is passed down through the word of mouth from generation to generation.
- It is obtained through storytelling, songs and dances those who witnessed the events.
- Old people, leaders and elders give information about what happened in the past.

Advantages

- It is cheap.
- Can ask questions.
- Can learn the language of the people.
- Illiterate societies can use it.

Disadvantages

- The storyteller might die.
- It can be biased.
- Might forget some facts.
- Might tell lies.
- Not free from distortions

Other sources include:

- Rock Art.
- Linguistic.
- Anthropology.
- Botanical.
- ICT for example, WhatsApp, Facebook and Twitter.

TYPES OF HISTORY

- Economic
- Political
- Social

Economic history

- It is how people obtained their wealth.
- This wealth is important in their day-to-day life.
- They obtain wealth through crop cultivation, hunting, gathering and fishing.

Political history

- It is how the state is run or ruled.
- This includes the duties of the King, the army and officials in the state.
- The duties of the King include the distribution of land and being the judiciary leader.
- The army maintains law and order in the state, protected the King and offered security to the state.

Social history

- It is about the people's way of life, their interactions, beliefs and culture.
- They believed in life after death.
- They had totems.
- They believed in the existence of God and communicated through spirit mediums.
- Polygamy was practised.
- Witchcraft was practised.
- They lived in communities.
- Different celebrations were held, for example, the birth of a new child, welcoming a new wife and good harvests.

Objectives

By the end of this topic, you should be able to:

- *identify the major theories on origins of humankind.*
- *describe the major theories on origins of humankind.*
- *identify the stages of Human Development in Charles Darwin's theory of Evolution.*
- *explain Charles Darwin's theory of Evolution.*
- *define the term Cradle of Humankind.*
- *identify sites where remnants of early humankind were discovered in Africa.*
- *explain why Africa is believed to be the cradle of mankind.*

The origin of man is an issue of debate

- Evolution are the changes that happened to man over a long period from animals to people.
- The present human being was given the name Homo Sapien Sapien because of his expertise.
- It is believed that because of different environments, humans adapted differently therefore, the difference is in skin colour and stature.
- Africa was the cradle of mankind, meaning to say the discoveries made on the origins of man all started in Africa.

- Scientists such as Dr Louis Leakey made discoveries that supported the idea of Africa being the cradle of mankind.

Theory of evolution

- This was developed by a man called Charles Darwin.
- He used scientific methods to come up with the theory of evolution.
- According to him, men evolved from apes over a long period.
- Some hominids lived millions of years ago.
- Using this evidence, Charles Darwin concluded that men and apes shared the same ancestors.
- The first creature to have lived was called Ramapithecus.
- The next discovery was of Hominids that were discovered in China, Java.
- They shared the same family as Homo erectus found in Tanzania by archaeologists.
- The study of the skull by Professor Raymond Dart made him conclude that they shared the same ancestor.
- The Zinjanthropus was discovered in 1935 by Dr Broom.
- Mary and Louis Leakey also discovered another skull in 1959.
- Homo habilis was discovered by Dr Leakey, they could make tools and they ate.
- They had big grinding teeth.

Objectives

By the end of this topic, you should be able to:

- *identify the tools used during stone age and Early Iron Age.*
- *describe the political, social and economic activities of the stone and the iron ages.*
- *explain the changes from Stone Age to Early Iron Age.*
- *locate the geographical positions of the Great Zimbabwe, Mutapa, Rozvi, Zulu and Ndebele States.*
- *describe factors leading to the rise of the Great Zimbabwe, Mutapa, Rozvi, Zulu and Ndebele States.*
- *describe the Economic, Political and Social organisation of the Great Zimbabwe, Mutapa, Rozvi, Zulu and the Ndebele States.*
- *define Mfecane.*
- *outline the causes of Mfecane.*
- *explain the military reforms introduced by Tshaka in Zululand.*
- *explain factors leading to the decline of the states.*

Stone Age period

The San

- It was the period characterised by two main features: hunting and gathering.
- The first inhabitants of Central and Southern Africa were the San, they used tools made of stones and wood.

- Some of the tools they used were microliths, cleavers, hand axes and boneheaded arrows.
- They hunted animals such as rabbits, hares, kudu and impala.
- They also used hooks made of bones to fish.
- They were nomadic. When they realise that the areas no longer supply the desired food they moved to other areas.
- They gathered items such as insects, lizards, mushrooms, honey and edible roots.
- They put much importance on herbs for curing different ailments.
- They believed in life after death.
- They believed in the existence of God.
- They celebrated the new moon.
- They celebrated the birth of a baby.
- They married at a young age of 12 years for girls and 14 years for boys.

Iron Age societies

Early Iron Age

- This was a period that came after the Late Stone Age.
- It was a change that happened in terms of the use of iron implements.
- The only changes that occurred were in the use of weapons and the types of animals they hunted.
- There are two main theories given on how the use of iron spread into Central and Southern Africa namely the migrationist and diffusionist theory.

Objectives

By the end of this topic, you should be able to:

- *list Prazeros involved in the Prazo system.*
- *describe the Portuguese Prazo system.*
- *give reasons for Portuguese penetration in the Zambezi Valley.*
- *describe Portuguese activities in the Zambezi Valley.*
- *explain the relationship between the Portuguese and the Africans.*
- *explain the impact of the Prazo system on Africans.*
- *identify early missionary groups and their areas of operation.*
- *describe missionary activities.*
- *explain challenges faced by missionaries.*
- *analyse the impact of missionary activities.*
- *identify European agents of Colonisation.*
- *assess the role played by agents in the colonisation.*

Portuguese activities in the Zambezi Valley

Reasons for Portuguese penetration into the Mutapa State

- To control mining of gold in the Mutapa State.
- To control trade routes in the interior.

- To establish trading posts (Feiras).
- To spread Christianity.
- To control land in the Zambezi valley for agricultural purposes.
- To control the Mutapa State (Literary to rule).
- To search for the country of the legendary priest John.
- To avenge the death of Gonzalo Da Silveira.
- To displace Muslims from the interior.
- To honour Gatsi Rusere's invitation.
- To control hunting grounds.
- To establish prazos.
- To establish Portuguese markets and bazaars.

Portuguese penetration of the Mutapa State

- Vasco Da Gama sailed up the Indian Ocean and heard about the Mutapa state in 1505.
- Portuguese soldiers took Sofala and Mozambique island in 1507.
- They built military fortresses.
- In 1513, Antonio Fernandes visited the Mutapa State and visited Chegutu and saw gold mines.
- In the 1530s, many Portuguese spies most of them degredados went into the interior but some did not go back because of their greed for gold, ivory and African women.
- They however established feiras or trading posts at Sena and Tete in the 1530s.

- They took large areas of land from Africans.
- They took over administrative duties in the Mutapa state.
- They later refused to pay tax.
- They married from royal families.
- They got involved in slave trade and slavery.
- They introduced the prazo system.

The development of the Prazo System

- Portuguese economic activities led to the development of the prazo system, this is the taking away of African land by the Portuguese using treaties and by force.
- Prazo holders were known as prazeros or senhoes.
- Some Portuguese got land from weak Mutapa as reward for helping them in succession disputes and civil wars.
- Mutapa Negomo gave Portuguese captains land on the Zambezi valley before his death.
- Gatsi Rusere gave land to a Tete Trader Diego Madeira in 1607.
- He became a very powerful settler with 4000 chikundas.
- Mavhura Mhande was a Portuguese puppet and was forced to give the whole kingdom to the Portuguese crown in 1629 as a prize for Portuguese help.
- The rulers of Uteve gave large areas of land to Dias Bayaro stretching from pungwe to the Zambezi river.
- The Portuguese confirmed the prazo system by giving official land titles to individual prazeros.
- The Portuguese wanted prazos to be the centre of Portuguese civilisation and centres of commercial agriculture.

Portuguese economic activity on prazos: political and social

- Traditional patterns of shifting cultivation were practised.
- There was limited use of land and low output.
- They cultivated sorghum, millet, relook, maize, beans, squash, melons, pepper, cassava, rice, coffee, groundnuts, tobacco and dagga.
- Coffee grew wild in forests and was used by Africans to pay tribute.
- Gold, copper and iron were mined and exported by prazeros.
- Slavery became rampant on prazos and mines.
- Slaves were exported to Brazil.
- Trusted slaves were recruited into the private armies.
- They were used to raid chiefs and capture land with minerals.
- Original Europeans or Asian prazeros were replaced by Mulatos as prazo chiefs.
- Most cousins were women called black donnas.
- Portuguese used old feudal laws to govern prazos.
- All military expeditions became more pronounced after Silveira's death.
- They introduced slave trade, slavery, abuse of women, preaching and converting a few Africans by Jesuits.

Missionary activities in Zimbabwe 1850-1900

Introduction

A Missionary is a person who travels attempting to spread a religion or a creed (a religious message). The first missionary to come to

Zimbabwe was Father Goncalo da Silveria on January 1551 who was a Jesuit Priest and a Portuguese missionary. In 1551 he baptized and converted Mutapa Negomo Mapunzaguti and 50 Mutapa people.

Missionaries who came to Zimbabwe in 1850-1900

- Robert Moffat
- John Smith Moffat
- Charles Helm
- Francis Coillard
- William Sykes
- Thomas M Thomas
- Father Robert Law
- Knight Bruce
- Father Law
- Father Kroot
- Andre Hartman
- Peter Prestige
- David Livingstone
- Micheal Buys
- Willian Allan Elliot

African Evangelists who operated in Zimbabwe in the 19th century

- Bernard Mizeki
- Shumba Chekai
- Johannes
- Petrus Morudu
- Joshua Morudu
- David Molea
- Petrus Khobe
- Samueal Madzima
- Isaiah Khumalo

Missionaries who worked for the London Missionary Society (Matabeleland)

- Robert Moffat
- John Smith Moffat
- Charles Helm

- William Sykes
- David Carnegie
- Thomas Morgan Thomas

Missionaries who worked in Mashonaland between 1850-1900

- Simon Buys
- Asser Schahabane
- David Molea
- Gabriel Buys
- Stephanus Hofmeyr
- Beuser Wedepohl
- Isaiah Khumalo
- Petrus Morudu
- A.A Louw
- Francis Coillard
- Knothe
- Schellenus

Missionary churches/organisations that come to Zimbabwe 1850-1900

- London Missionary Society
- Roman Catholic Church
- The Dutch Reformed Church (D.R.C)
- Anglican Church
- The American Board of Church of Christ
- The Jesuits
- Paris Evangelical Mission
- Berlin Missionary Society
- The Methodists

Missionary stations established in Zimbabwe

- Inyathi Mission
- Hope Fountation Mission
- Empandeni Mission
- Morgenster Mission
- Gokomore Mission
- Mt Selinda Mission
- Mnene Mission

Problems faced by Missionaries between 1850 to 1900

- Missionaries were attacked by tropical diseases.
- They faced accommodation problems.
- They experienced language problems with the locals.
- They were frequented by wild animals.
- Some locals resisted Christianity especially the Ndebele.
- There were transport problems.
- There was pressure from local leaders for their involvement in colonisation.
- Missionaries found themselves caught up in competition among European countries.
- Missionaries were sometimes cheated by chiefs.
- There was also opposition from African rulers.
- There was shortage of medicine.
- There were manpower shortages.
- They were sometimes attacked and killed by locals.
- They received tough competition from Muslims.
- There were unfavourable harsh climatic conditions.
- Some rulers deliberately delayed in the granting of permissions to operate in their areas.
- Potential converts were sometimes killed, punished, or sent away.
- They had lack of food.
- Faced stiff resistance to education.
- They were exposed to some unusual African customs such as raiding and killing of twins.
- They were viewed suspiciously by locals.

Contribution of missionaries in the colonisation of Zimbabwe

- Missionaries helped in the signing of treaties such as Charles Helm and JS Moffat.
- Missionaries played a link between Rhodes and Lobengula.
- They established mission stations which brought literacy.
- Missionaries had valuable knowledge of the culture of Africa.
- Missionaries cheated in the signing of treaties.
- They gave Africans false security.
- Father Prestige advocated for the destruction of the Ndebele state in 1893.
- Colonisers were treated at Mission hospitals.
- Missionary roads were used by colonisers.
- Missionaries and traders exaggerated reports about the wealth in the country to other whites.
- They were the first to colonise the African mind cultural imperialism.

Why and how Africans resisted Christianity between 1850 and 1900

- Missionary education proved to be meaningless to them.
- It was associated with no practical benefits.
- Africans were influenced by Muslims.
- They did not want to abandon their traditional religion.
- They feared their trade would be disturbed.
- They did not want to learn a new language.
- Christianity denounced traditional customs such as raiding and polygamy.

- It attacked African administrative systems.
- They suspected missionaries of having colonial aim.
- There was influence from traditional leaders and was blamed for natural calamities experienced especially drought, cattle disease, fever and locusts.
- As a way of resistance, Africans moved away from missionary settlements.
- Some continued to practice traditional religion and raiding.
- They refused to attend schools.
- Some missionaries were killed.
- They refused to give missionaries food.
- They accused missionaries of being spies.
- Punished or killed potential converts.
- Accused missionaries of using forbidden routes.
- They restricted the movement of missionaries.
- They continued to trade with Muslims.
- They refused to work for missionaries.
- They refused to accept some gifts from missionaries.
- They expelled some missionaries from their areas in the case of Collard.
- Some Africans continued to practise Islam.

African kingdoms colonised in Southern Africa

- Ndebele State.
- Zulu State.
- Swazi State.
- Sotho State.
- Ngwato State.
- Tswana State.
- Gaza State.
- Pedi State.
- Xhosa State.
- Kololo State.
- Rozvi State.
- Mutapa State.

European agents who participated in the scramble for Africa

- Cecil John Rhodes.
- Hert Luderita.
- John Smith Moffat.
- Piet Grobblers.
- Charles Rudd.
- Rochford Maguire.
- Queen Victoria.
- Fredrick C Cebass.
- Lord Salisbury.
- Colonel Graham Penefather.
- Otto Von Bismark.
- Dr Lianda Star Jameson.
- Prince of Wales.

Objectives

By the end of this topic, you should be able to:

- *state the countries which took part in the scramble and partition of Southern Africa.*
- *describe the causes of the scramble and partition of Africa.*
- *name the countries that attended the Berlin Conference.*
- *state reasons for convening the Berlin Conference.*
- *describe the resolutions reached at the Berlin Conference.*
- *explain the effects of the Scramble and partition of Southern Africa.*
- *identify countries which were involved in the scramble for Zimbabwe.*
- *describe the reasons for colonisation of Zimbabwe.*
- *explain the colonisation process of Zimbabwe.*
- *state the causes of the Anglo – Ndebele war.*
- *describe the course of the Anglo-Ndebele war.*
- *assess the results of the Anglo-Ndebele.*
- *outline the causes of the First Chimurenga/Umvukela 1896-1897.*
- *describe the course of the First Chimurenga/Umvukela.*

- *explain the role played by chiefs and spirit mediums in the first Chimurenga/Umvukela.*
- *analyse the results of the First Chimurenga/Umvukela 1896 - 1897.*

The scramble and partition of Southern Africa

European countries involved in the scramble for Southern Africa and colonies

- European countries like Britain, Germany, Portugal and Holland (Boers) were involved.
- **Britain**, Botswana, South Africa, Lesotho, Swaziland, Zambia, Malawi and Zimbabwe.
- **Germany**, Southwest Africa (Namibia).
- **Portugal**, Angola and Mozambique.

Holland (BOERS) Transvaal

Reasons for the colonisation of Southern Africa

Economic reasons

- The driving force behind European during the last quarter of the nineteenth century was the increasing industrialisation of Europe.
- Britain first then Germany, France and Italy became highly industrialised and demand for huge supplies of food to

- Many Africans sleeping out of the laagers were killed by the Ndebele warriors.
- About 500 Ndebele soldiers died.

Bembezi river battle

- This was fought on 31 October 1893.
- The Ndebele were repulsed with heavy losses.
- The Ndebele segment of Inqabo, Imbizo and Insukamini clashed with company soldiers.
- 7 pounders guns cost many Ndebele lives.
- On 3 November 1893, the Southern column lagged at Singuesi river near Empandeni.
- The Ndebele under Gumbo were repulsed by heavy gunfire.
- Khama's men returned to Botswana due to outbreak of smallpox.
- Lobengula burnt his capital and fled to the north.

Results of the Anglo-Ndebele war, 1893 to 1894

- The Ndebele surrendered and agreed to have peace negotiations.
- Matabeleland was to be administered by Jameson.
- A land commission was set up to divide land between BSAC and the Ndebele.
- Fertile lands were taken by the whites and two reserves Gwayi and Shangani were created for the Ndebele.
- Over 200 000 Ndebele cattle were taken.
- Ndebele men were to provide labour to the whites in mines and farms.
- In 1895, Matabeleland was put under British rule.

- Matabeleland and Mashonaland were named Rhodesia.
- The Ndebele were not allowed to choose another king.
- There was also loss of human life.

The First Chimurenga, 1896 to 1897

Causes of the First Chimurenga

- The Shona and the Ndebele took up arms against the BSA Company settlers in 1896 because of the following factors:
 - Loss of land.
 - Police brutality.
 - Loss of political power.
 - Loss of independence.
 - Ill-treatment of Shona labourers.
 - Abuse of women by white settlers.
 - The Shona were stopped from trading with the Portuguese.
 - The Ndebele were not allowed to choose a new king.
 - Oppressive administration.
 - Racial discrimination.
 - Taxation.
 - Natural disasters such as locusts, drought and famine and rinderpest.
 - Loss of culture.
 - The Jameson Raid of 1895.

Events of the Ndebele uprising, 1896 to 1897

- War began in March 1896.
- Ndebele massacred white settlers in isolated farms, mines and stores.
- 144 whites were killed in two weeks.
- Others escaped to towns where they formed laagers in Bulawayo, Gweru and Mberengwa.

Objectives

By the end of this topic, you should be able to:

- *explain the company rule.*
- *describe the federation of Rhodesia and Nyasaland.*
- *describe the unilateral declaration of Independence.*
- *explain the political, economic and social policies under Company Rule.*
- *analyse the factors that led to the collapse of the Company Rule.*
- *outline reasons for the establishment of the Responsible Government.*
- *explain the policies of the Responsible Government.*
- *assess the impact of the Responsible Government on indigenous people.*
- *identify reasons for the formation of the Federation.*
- *trace the steps taken towards the formation of the Federation.*
- *explain the successes and failures of the Federation.*
- *assess the reasons for the collapse of the Federation.*
- *explain the reasons for the UDI.*
- *analyse the policies and developments during the UDI.*
- *assess the impact of UDI policies on the indigenous people.*

Economic developments that took place in colonial Zimbabwe up to 1923

- The defeat of both the Shona and the Ndebele saw the white settlers tightening their belts of oppression.
- The Rhodesian Africans were deprived of their economic resources, freedom and political independence and their social way of life was completely changed.
- Land appropriation continued and more reserves were created.
- The BSAC invested heavily in the railway companies and the completion of most railway projects such as Mafeking to Bulawayo was completed in 1897 and extended to Hwange in 1903 and to Livingstone in 1904.
- Bulawayo to Salisbury completed 1902 and Beira to Mutare 1898.
- In 1914, European farmers went in for large scale production of maize, tobacco and beef.
- In 1912, the BSAC had established a Land Bank, and this marked the monetarisation of the economy.
- Government appointed agricultural experts to advise settlers on farming.
- BSAC introduced forced labour to meet labour requirements in farms and mines.
- Roads and other forms of infrastructure were developed.

Colonial labour practices in Rhodesia

Methods used to recruit African labour by the whites

- Recruitment of labour by agreement.
- Forced labour.
- Use of migrant labourers especially from Malawi.
- Taxation.
- Use of legislation for example, masters and servants ordinance, native pass ordinance.
- False charges against Africans.
- Suppression of peasant agriculture.
- Confiscation of African land.
- Levying wages of workers in arrears.
- Refusal to sign passes.
- Credit system.

Forms of ill treatment of African labourers

- Were paid low wages.
- Forced to live like prisoners in dirt, overcrowded and badly built accommodation.
- Suffered from malnutrition.
- No health insurance.
- No compensation for injuries.
- No protective clothing.

- Cheated, tricked and beaten before payday (flogging).
- No pension schemes.
- No trade unions.
- No old age security benefits.
- No leave days.
- Sexual harassment for women was common.

Methods used by Africans to resist exploitation at work in Colonial Zimbabwe

- Workers faked illness or forged passes.
- Stealing of farm or mines produce.
- Destruction of crops in farms.
- Destruction of machinery.
- Some roasted seeds to avoid germination.
- Giving employers nick names for example, *Mabhurumu* and *Kabhutsu*.
- Theft of livestock.
- Formation of African independent churches.
- Some accidentally injured their bosses.
- Boycotts.
- Strikes.
- Absenteeism.
- Formation of worker organisation for example, The Industrial and Commercial Workers' Union (ICU) of 1927 led by Robert Sambo.

Objectives

By the end of this topic, you should be able to:

- *outline the reasons for the formation of the Federation*
- *trace the steps taken towards the formation of the Federation*
- *describe the policies and developments during the Federation of Rhodesia and Nyasaland*
- *Examining policies and developments during the Federal period*
- *Explaining factors leading to the collapse of the*

Background

The Federation of Rhodesia and Nyasaland was a colonial federation that consisted of three Southern African territories—the self-governing British colony of Southern Rhodesia and the British protectorates of Northern Rhodesia and Nyasaland—between 1953 and 1963.

The origins of the Federation of Rhodesia and Nyasaland

The British Government assumed that there was a necessity to strengthen Central Africa and stop it from falling under the influence of other European groups within the region. The Afrikaners were pushing northwards from the Transvaal; the Germans from Southwest Africa (Namibia), and the Portuguese from Angola and Portuguese East Africa (Mozambique).

The federation would be stronger at the military level.

It was a strategic move for the economic prosperity of the Central African region.

Southern Rhodesia would provide agricultural products and minerals.

Northern Rhodesia would provide copper.

Nyasaland would provide labour.

It claimed that the federation would enable the Africans and Europeans to work in partnership in which Europeans would be senior partners (horse-rider partnership).

The whites saw it as a way of preserving their supremacy by denying the political advancement of Africans in the two northern territories whose constitutional position was different from Southern Rhodesia.

The Southern Rhodesia Prime Minister, Godfrey Huggins, pressed for a federation because he feared African Nationalism.

Federal system of government

All states were represented. There was a federal government, as well as territorial governments which had their own constitutions.

Functions of the Federal Government

- The general economic development.
- External/foreign trade.
- Defence.
- Federal taxation and borrowing.
- Supply and distribution of electricity.

Objectives

By the end of this topic, you should be able to:

- *define Pan-Africanism.*
- *describe reasons for the rise of Pan-Africanism.*
- *explain the Pan-Africanist movements.*
- *explain the role played by W.E. Du-Bois and Marcus Garvey in the development of Pan-Africanism.*
- *define mass nationalism.*
- *outline factors leading to the rise of mass nationalism in Africa.*
- *explain the rise of mass nationalism in Zimbabwe.*
- *explain the rise of mass nationalism in South Africa since 1848.*

Political activism: rise of African nationalism

Pan-Africanist movements

- Pan-Africanism is worldwide international movement that aims to encourage a spirit of solidarity and unity among Africans.
- It was started by some black Americans and embraced by black people in Africa.
- Some of the founding fathers of Pan-Africanism in America included Marcus Garvey and William E. B Du Bois.

- In Africa, Pan-Africanism was spearheaded by legends such as Kwame Nkrumah of Ghana, Nnamdi Azikiwe of Nigeria, Jomo Kenyatta of Kenya, Leopold Senghor of Senegal, Felix Houphouet-Boigny of Ivory Coast, Hastings Kamuzu Banda of Malawi, Kenneth Kaunda of Zambia and Albert Luthuli of South Africa.

Reasons for the rise of Pan-Africanism

- Restoration of African dignity.
 - African people across the breadth and length of the globe lost their dignity either through slave trade or under the white colonial rule.
 - The Pan-Africanist movement had come into existence to end all forms of ill treatment and discrimination.
- Fight against racial discrimination.
 - Africans in America were subjected to racial segregation. They were excluded from participation in the political and economic affairs of the country. In the same vein, in Africa, blacks were treated as second class citizens in the land of their birth by white colonial rulers. Besides being the majority, Africans were discriminated against by minority whites. Pan-Africanism came into existence to end all forms of discrimination against blacks.

Objectives

By the end of this topic, you should be able to:

- *identify mass-nationalist movements in this period.*
- *describe the aims and activities of mass nationalist movements in this period.*
- *describe the political activities of various nationalist movements in Zimbabwe.*
- *explain challenges faced by nationalist movements.*
- *explain the reasons for the transition from peaceful politics to the armed struggle.*
- *identify the countries where freedom fighters received military training.*
- *explain the role played by other countries in the armed struggle.*
- *describe the recruitment strategies used by political parties in colonial Zimbabwe.*
- *identify battles of the early phase of the armed struggle.*
- *describe the early battles of the armed struggle.*
- *explain the failure of ZANLA and ZIPRA in the early battles of the armed struggle.*
- *outline the role of the masses in the armed struggle.*
- *describe the main events of the liberation struggle.*

- *explain the role of external support in the armed struggle.*
- *explain the efforts made to end war by peaceful means.*

Nationalist movements in Zimbabwe

Aims of nationalist movements

- To repossess the land that which had been taken by the whites.
- One man one vote.
- To regain independence lost long back in 1890.
- To remove racial discrimination.
- To remove suppressive laws.
- To end exploitation on farms mines and industry.
- To do away with UDI.
- To advance human rights.
- To have equal job opportunities.
- To do away with all forms of racism.
- To improve the standard of living of Africans.

Political activism in Southern Rhodesia, 1955 to 1965

- A City Youth League was formed in 1950 by impatient young politicians like George Nyandoro, James Chikerema and Edson Sithole.
- Organised protests movements like demonstrations and strikes.
- Attended constitutional talks organised by the British government in 1961.

- Guerrillas intensified their war efforts through rigorous mobilisation and education of the masses.
- Ideas of chairman Mao, Lenin and Karl Max were put into use.
- More recruits crossed into neighbouring countries for military training.
- More pungwes were organised.
- Political education was also done through radios from Mozambique and Zambia after 1975.
- ZANLA and ZIPRA got support from international organisations like the Non-Aligned Movement (NAM), OAU, Frontline states, UNO and the communist countries.
- Sabotage activities became more pronounced.
- In 1977, Gukurahundi (the year of the storms) was embarked upon and attacks became more frequent.
- In 1978, ZIPRA forces shot down the Rhodesian plane Viscount killing all on board.
- In 1978, Smith was once more forced to round table negotiations popularly known as Internal Settlement Talks which began on 3 March 1978.
- The result was the formation of the Zimbabwe Rhodesia government led by Abel Muzorewa but power remained in the hands of the white.
- The patriotic front rejected the internal settlement and war raged on.
- In 1979, the Lancaster House Conference was held in London.
- Mugabe ZANU PF, Muzorewa Zimbabwe Rhodesia, Nkomo ZAPU, Lord Carrington Britain and international organisations and civic groups attended.

- A cease fire was organised.
- In February 1980, the first democratic post war elections were held in Zimbabwe with the following results:
 - ZANU PF ----- 57 seats.
 - PF ZAPU ----- 20 seats.
 - UANC ----- 3 seats.
 - Rhodesia Front ----- 20 seats.
 - ZANU Mwenje ----- 1 seat.
- On 18 April 1980, the Republic of Zimbabwe was proclaimed with Robert Gabriel Mugabe as Prime Minister and Canaan Banana as the first President.

The role played by the civilian population during the armed struggle

- Mujibas, zvimbwidos, parents, teachers, business people, peasants, farmers, workers and missionaries played a pivotal role during the armed struggle.
- The rural population became the unarmed soldiers to execute the war especially after 1973. They did the following:
 - Cooked and fed the freedom fighters.
 - Link the freedom fighters with the black population in towns by carrying messages.
 - Acted as spies and reported enemy movements.
 - Hid and 'cover' fighters from the enemy.
 - Boosted support and moral of fighters through song and dance at pungwes.
 - Sometimes moved with fighters carrying weapons.
 - Laid out land mines.
 - Carried out sabotage activities.
 - Brought out sell outs to book.

Objectives

By the end of this chapter, you should be able to:

- *describe the events leading to the independence of Zimbabwe.*
- *explain the policy of reconciliation.*
- *describe the economic, political and social developments since independence.*
- *explain the economic, political and social policies since independence.*
- *outline the economic, political and social developments in Zimbabwe.*
- *assess the economic, political and social developments.*
- *describe the reasons for land reform programme.*
- *assess the role of the Constitution of Zimbabwe in the redistribution of land.*
- *describe indigenisation policies in Zimbabwe.*
- *explain the reaction of Western countries to land reform programmes.*

Post independence developments

The government of Zimbabwe had struggled to implement some policies which can suit the lives of the majority. They wanted to do away with the Lancaster constitution which suppressed the rights of the majority and mostly caters for minority. There was great success as most of the policies set by the British government were gradually removed or vanished.

However, the government did not properly calculate well on the systems which were set by the white minority rule. Most of the implementations they made were causing harm than good. The whites who were the architects of the economy were resisting most the policies set by the black majority government. Some policies were seen to be threatening the investments to be done by foreigners. This resulted in the closure or downsizing of industries, some freezing their asserts. The move resulted in a rise of unemployment and bankruptcy of the government, the government ended up relying on borrowing.

Social developments

The government removed all the discriminations the societies have been exposed to by the Smith regime. During the colonial government, women were considered inferior and only confined to housework, but the government of Zimbabwe after independence raised the moral of the female and included them in the constitution. Women were given equal rights as men. The government also recognised 16 dialects in the country. These include the list below.

- English, Zezuru, Ndau, Venda, Ndebele, Karanga, Manyika and Nambya. Most schools included one of these languages in the learning process.
- Girl child organisations. The status of woman improved.
- Hospitals and clinics were built but the government failed to meet the larger

Objectives

By the end of this topic, you should be able to:

- *describe the principles of democracy.*
- *explain the different types of democracy.*
- *explain how the government has promoted democracy in Zimbabwe.*
- *outline human rights and children rights as enshrined in Universal Declaration of Human Rights (UDHR).*
- *describe the human rights and children rights stipulated in the Constitution of Zimbabwe.*
- *assess government's efforts in promoting human and children's rights in Zimbabwe.*
- *define a constitution.*
- *explain the functions of the Constitution of Zimbabwe.*
- *outline the provisions of the Constitution of Zimbabwe on citizenship and human rights.*
- *describe the functions of the judiciary, executive and legislature.*

Rights of Children as enshrined in the Constitution of Zimbabwe

A right is a privilege given by the governing body that is written into a law.

Children rights entails giving protection and affording care to them.

These rights are as follows.

- Right to inherent to life.
- Right to rest and leisure, engage in play, recreational and cultural activities, arts and appropriate to age of the child.
- Every child who is mentally ill or physically disabled shall have the right to special measures of protection.
- Right to health.
- Right to be protected from abuse and torture.
- Right to parental care and protection regarding nutrition, health, education, clothing and housing.
- Right to shelter.
- Right to quality education.
- Right to equal treatment - they are protected from being abused, bullied and discriminated by others at school.
- Right to a good name and it is the duty of parents to secure a birth certificate or national identity documents for their children.
- Rights to be protected from any form of abuse - forms include hands on abuse or physical abuse and hands off abuse such as emotional and verbal abuse.

Responsibilities of children

- Children must respect their elders.
- Follow rules at home and school.
- Respect time.
- Taking care of school properties.
- Good cooperation with others.

EXAMINATION PRACTICE 1

PAPER 1

4044/01

2 Hours

INSTRUCTIONS TO CANDIDATES

This question paper consists of 22 questions.

Answer any **four** questions. Each question carries 25 marks.

Read all questions carefully before choosing the one you intend to answer.

Candidates are advised to spend 30 minutes on each question.

ESAP IN ZIMBABWE

Carefully study the following sources and then answer **all** the parts of this question.

Source A

The period during ESAP in Zimbabwe from 1990 - 2000

It was not only workers who felt the pinch of ESAP, even the War Veterans (Former Freedom Fighters) also responded by organising demonstrations demanding compensation for war-inflicted injuries and traumas, gratuity and pension in 1997. The threats by the War Veterans forced the government to commit itself to an unbudgeted expenditure of paying out a lump sum of Z\$ 50 000-00 to each War Veteran and a monthly pension payout from that year onwards. This unbudgeted expenditure became the major push factor to skyrocketing inflation marked by the crushing of the dollar against the US dollar and other major currencies on 14 November 1997 referred to as the 'Black Friday'. Unfortunately, the government further went to commit itself to another unbudgeted expenditure when they engaged in the DRC war in 1998 thereby, fuelling hyperinflation.

Adapted from a book written by a workers' organisation published in 2013.

Source B

Pushed to the brink by the social and economic problems associated with ESAP, urban groups were moving increasingly towards militant agitation to air out their grievances. During the early 1990s, workers and the unemployed moved towards mass action and responded to the impoverishing effects of ESAP with strike action. The ZCTU gradually distanced itself from the state, became more confrontational and in this way was able to assert its autonomy. It organised a march against the government's economic reform programme in June 1992, but the event was poorly attended and brutally quashed by the police and the future of ZCTU as a body to mobilise workers against the government and employers came under threat.

Adapted from a book written by Zimbabwean historians and published in 2009.

Source C



Picture of the 1997 General strike showing a street with armed police and few cars.
Becoming Zimbabwe page 195.

1. (a) **Read Source A**
What were the aims of the freedom fighters during the period when the country adopted ESAP? [4]
- (b) **Read Source B**
How reliable is this source on the actions by the workers against their exploitation as a result of ESAP? [5]
- (c) **Study Source C**
Why do you think the government used excessive force against the 1997 food demonstrators? [5]
- (d) **Read Source A and Source B**
Are the two sources similar on ESAP? [5]
- (e) What do you think were the feelings of the different groups on the suppression of demonstrations? [6]
2. (a) List **five** examples of oral tradition. [5]
- (b) Describe **six** advantages of oral tradition in the collection of history. [12]
- (c) How far can oral tradition be relied upon as a source of history? [8]
3. (a) Name **five** tools used by the Early Iron Age people of Southern Africa. [5]
- (b) Outline **six** economic activities of the Early Iron Age people of Southern Africa. [12]
- (c) To what extent did iron technology contribute to the rise of classes within the societies of Southern Africa? [8]

4. (a) Name **five** Provinces of the Mutapa State at the peak of its power. [5]
 (b) Describe **six** economic factors that led to the rise of the Mutapa State. [12]
 (c) How important was the army in the expansion of the Mutapa State? [8]
5. (a) Identify **five** groups of people who fought with the Ndebele south of the Limpopo. [5]
 (b) Outline **six** events of the Ndebele Migration from Transvaal to Zimbabwe between 1837 and 1940. [12]
 (c) To what extent did the Ndebele settlement enhance their security in Zimbabwe? [8]
6. (a) List **five** aims of Early European missionaries in Zimbabwe from 1850 to 1900. [5]
 (b) Describe **six** works of the Catholic missionaries in Zimbabwe. [12]
 (c) To what extent was missionary work successful during this period? [8]
7. (a) State **five** European countries that had colonial interest in Southern Africa. [5]
 (b) Describe **six** methods used by European states to colonise Southern Africa. [12]
 (c) To what extent did African weaknesses assist in the colonisation of Southern Africa? [8]
8. (a) List **five** British nationals other than Cecil John Rhodes who were involved in the colonisation of Zimbabwe. [5]
 (b) Outline **six** steps taken by Rhodes to colonise Zimbabwe. [12]
 (c) How important was the role of Africans in the colonisation of Zimbabwe? [8]
9. (a) State:
 (i) **three** whites,
 (ii) **two** Africans who were involved in the signing of the Rudd Concession, in 1888. [5]
 (b) Describe **six** terms of the Rudd Concession. [12]
 (c) How important was Rhodes's role in the final colonisation of Zimbabwe? [8]
10. (a) List **five** areas which were raided by the Ndebele between 1890 and 1893. [5]
 (b) Describe the Victoria Incident of 1893. [12]
 (c) To what extent was Lobengula to blame for the outbreak of the Anglo-Ndebele War? [8]
11. (a) List **five** resources which European settlers took from Africans in colonial Zimbabwe up to 1923. [5]
 (b) Describe **six** economic developments which took place in colonial Zimbabwe up to 1923. [12]
 (c) How far did these economic developments benefit Africans in colonial Zimbabwe at that time? [8]

12. (a) Identify **five** acts passed by the colonial government of Southern Rhodesia to control Africans between 1923 and 1965. [5]
 (b) Describe **six** methods used by the colonial government to control Africans between 1923 and 1965. [12]
 (c) To what extent was the colonial government successful in controlling Africans in the period? [8]
13. (a) Identify **five** political factors which led to the federation of Rhodesia and Nyasaland in 1953. [5]
 (b) Describe the role played by Britain in the establishment of the Central African federation. [12]
 (c) How important were social considerations in the establishment of the federation? [8]
14. (a) Identify **five** minerals mined in the federation of Rhodesia and Nyasaland. [5]
 (b) Outline **six** economic achievements of the Central African federation from 1953-1963. [12]
 (c) How far did Northern Rhodesia benefit from the federation? [8]
15. (a) List **five** African States which got independent through the Armed Struggle. [5]
 (b) Describe **six** external factors that led to mass nationalism in Africa. [12]
 (c) How important was the issue of land in the rise of mass nationalism? [8]
16. (a) State **five** African nationalist leaders in colonial Zimbabwe up to 1965. [5]
 (b) Describe **three** aims and **three** activities of the nationalist movements between 1955 and 1965. [12]
 (c) Why did the nationalists fail to gain independence by 1965? [8]
17. (a) List **five** titles of chapters in the constitution of Zimbabwe. [5]
 (b) Outline **three** fundamental rights and three freedoms enshrined in the Zimbabwean constitution. [12]
 (c) How far has the Zimbabwean government upheld these rights and freedoms? [8]
18. (a) List **five** farming implements used by commercial farmers in post-colonial Zimbabwe. [5]
 (b) Outline **six** problems faced by resettled farmers in Zimbabwe since 2000. [12]
 (c) To what extent are resettled farmers to blame for these problems? [8]
19. (a) Identify **five** political parties that contested in the 2018 harmonised elections in Zimbabwe. [5]
 (b) Outline **six** problems faced by the people of Zimbabwe during elections since 2000. [12]
 (c) To what extent has the Zimbabwean government been successful in solving these problems? [8]

20. (a) Identify **five** colours on the Zimbabwean national flag. [5]
(b) Outline **six** functions of the constitution of Zimbabwe. [12]
(c) To what extent have the Zimbabweans benefited from the constitution? [8]
21. (a) List **five** problems affecting hospitals in Zimbabwe. [5]
(b) Describe six developments introduced by the Zimbabwean government in the health sector since independence. [12]
(c) How far have the people of Zimbabwe benefited from these developments? [8]
22. (a) Name **five** aims of the land reform program in independent Zimbabwe. [5]
(b) Describe **six** impacts of the Land Reform Program in Zimbabwe. [12]
(c) How far can the Land Reform Program be regarded as a disaster in Zimbabwe? [8]

EXAMINATION PRACTICE 3

PAPER 1

4044/01

2 Hours

INSTRUCTIONS TO CANDIDATES

This question paper consists of 22 questions.

Answer any **four** questions, Each question carries 25 marks.

Read all questions carefully before choosing the one you intend to answer.

Candidates are advised to spend 30 minutes on each question.

ARMED STRUGGLE IN ZIMBABWE

Carefully study the following sources and then answer **all** the parts of this question.

Source A

Women played a critical role in the armed struggle. Some of them like Ruth Chinamano, Sally Mugabe and Thenjiwe Lesabe, mobilised women and youths to support the armed struggle. Others like Joice Mujuru and Oppah Muchinguri were guerrilla combatants.

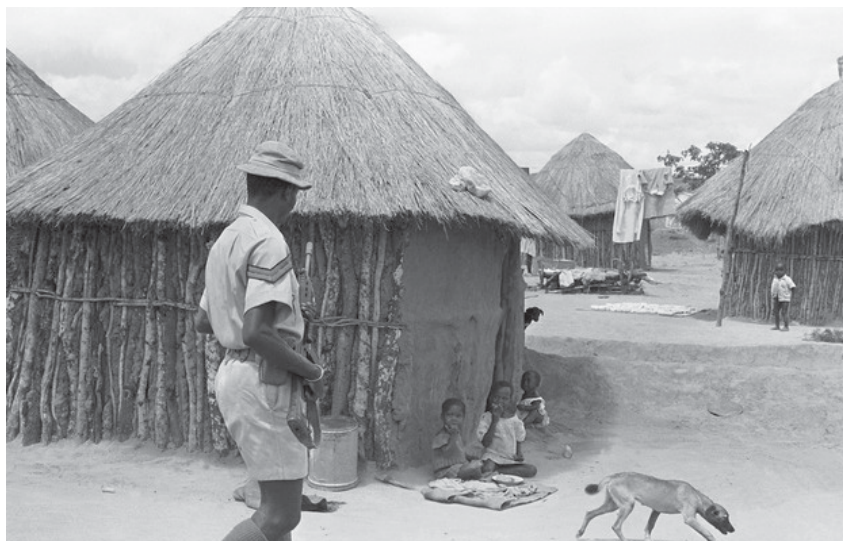
Adapted from a book by Zimbabwean historians, published in 2009.

Source B

Towards the end of 1979, ZANU and its wing ZANLA were confronted with a grave leadership crisis. The nationalist leaders had been released from prison in December 1974. Robert Mugabe had replaced Ndabaningi Sithole as the leader but this prison coup was not generally known or accepted outside the party's Central Committee. This party struggle confused the cadres and was compounded by the assassination of Herbert Chitepo in March 1975.

Adapted from a book by a Zimbabwean historian, published in 2001.

Source C



The above photograph shows protected villages introduced by the Rhodesian regime to deprive guerrillas of civilian support.

1. (a) **Read Source A**
How does the source reveal the role played by women during the armed struggle in Zimbabwe? [4]
- (b) **Read Source B**
How reliable is this source on the leadership crisis faced by ZANU and its military wing? [5]
- (c) **Study Source C**
Is this source useful in showing that the guerrillas were deprived of civilian support? Explain your answer. [5]
- (d) **Read Source A and Study Source C**
Are the two sources similar in the challenges experienced by the nationalists and guerrillas during the armed struggle for independence in Zimbabwe? Explain your answer. [5]
- (e) **Read Source B**
What do you think were the feelings of the various groups of people in Zimbabwe on the contribution of women during the armed struggle in Zimbabwe? [6]
2. (a) Name **five** primary sources of written records. [5]
- (b) Describe **six** advantages of written records. [12]
- (c) To what extent are written records useful in the reconstruction of pre-colonial Zimbabwean history? [8]

3. (a) State **five** iron tools produced during the Early Iron Age. [5]
 (b) Describe **six** features of the social organisation of Early Iron Age communication in Southern Africa. [12]
 (c) To what extent was religion important to Early Iron Age societies in Southern Africa? [8]
4. (a) List **five** uses of cattle in the Mutapa State. [5]
 (b) Outline **six** cultural practices of the Mutapa State. [12]
 (c) How important were religious practices in the Mutapa State? [8]
5. (a) Identify **five** Rozvi Rulers other than Changamire Dombo. [5]
 (b) Describe **six** factors that led to the decline of the Rozvi State. [12]
 (c) How far was the decline of the Rozvi State caused by external aggression? [8]
6. (a) List **five** mission stations where African Evangelists operated in the nineteenth century. [5]
 (b) Describe **six** contributions of missionaries to the colonisation of Zimbabwe. [12]
 (c) How far did the failure to win converts by missionaries contribute to the colonisation of Zimbabwe? [8]
7. (a) List **five** trading items brought by the Portuguese into the Mutapa State. [5]
 (b) Describe **six** social activities of the Portuguese in the Mutapa State. [12]
 (c) To what extent did the people of the Mutapa State benefit from Portuguese activities up to the seventh century? [8]
8. (a) Name **five** territories that fell under British control during the scramble for Southern Africa. [5]
 (b) Outline **six** political effects of the scramble for Southern Africa on Africans up to 1900. [12]
 (c) To what extent did the Africans benefit from the scramble for Africa? [8]
9. (a) Name **five** colonial agents involved in the colonisation of Zimbabwe. [5]
 (b) Describe **six** roles played by Africans in bringing about the colonisation of Zimbabwe. [12]
 (c) How important was the part played by Africans in the colonisation of Zimbabwe? [8]
10. (a) Name **three** white officials and **two** Africans who attended the Indaba at Matopos. [5]
 (b) Describe **six** terms of the agreement made at the Indaba at Matopos. [12]
 (c) To what extent did the Matopos Indaba benefit the Ndebele? [8]
11. (a) Identify **six** economic causes of the Anglo-Ndebele war from 1893 to 1894. [5]
 (b) Outline **six** results of the Anglo-Ndebele war from 1893 to 1894. [12]
 (c) To what extent did Lobengula's flight and his subsequent death lead to the defeat of the Ndebele? [8]

12. (a) List **five** minerals produced in colonial Zimbabwe up to 1930. [5]
 (b) Describe **six** methods used by the white settlers in colonial Zimbabwe to recruit labour up to 1930. [12]
 (c) To what extent were the lives of Africans in colonial Zimbabwe affected during that time? [8]
13. (a) Identify **five** crops grown at European farms in Southern Rhodesia between 1900 and 1953. [5]
 (b) Outline **six** factors that led to the development of European agriculture during the period 1900 to 1953. [12]
 (c) How far did the country benefit from the development of European agriculture? [8]
14. (a) List **five** African grievances against the Federation of Rhodesia and Nyasaland. [5]
 (b) Describe **six** measures taken by the Africans in the three territories to oppose the federation. [12]
 (c) To what extent did the Africans benefit from the Federation of Rhodesia and Nyasaland? [8]
15. (a) Name **three** Zimbabwean nationalists and **two** foreign statesmen who were involved in the signing of the Lusaka Agreement in 1974. [5]
 (b) Outline **six** terms of the Lusaka Agreement of 1974. [12]
 (c) To what extent was the Lusaka Agreement important to the armed struggle in colonial Zimbabwe? [8]
16. (a) Name **five** Zimbabwean nationalist leaders who attended the Lancaster House Conference in 1979. [5]
 (b) Describe **six** events that took place between the signing of the Lancaster House Agreement and 18 April 1980. [12]
 (c) To what extent were the commonwealth forces important in ensuring the success of elections in 1980? [8]
17. (a) List **five** problems experienced by peasants in protected villages in the 1970s. [5]
 (b) Describe **six** methods used by the Rhodesian forces to stop guerillas from getting assistance from the people during the war. [12]
 (c) To what extent were the Rhodesian forces able to stop the people assisting the freedom fighters? [8]
18. (a) Identify **five** dates when general elections were held in Zimbabwe. [5]
 (b) Describe **six** processes of holding parliamentary elections in Zimbabwe. [12]
 (c) How far has the process of holding parliamentary elections been free and fair in Zimbabwe? [8]
19. (a) List **five** causes of the liberation war in Zimbabwe. [5]
 (b) Outline **six** economic problems faced by peasants in post-independent Zimbabwe from 1980 to 1990. [12]
 (c) How far has the Zimbabwean government been able to solve social problems to date? [8]

20. (a) Name **five** universities in Zimbabwe. [5]
(b) Outline **six** measures taken by the Zimbabwean government to improve education since 1980. [12]
(c) How far has the Zimbabwean government been successful in improving education since independence? [8]
21. (a) Name **five** people who contested for the Presidential post in Zimbabwe since 1990. [5]
(b) Outline **six** problems that have occurred during elections in Zimbabwe since 1990. [12]
(c) How far has the government of Zimbabwe been able to solve these problems? [8]
22. (a) Identify **five** countries that share borders with Zimbabwe. [5]
(b) Outline **six** social problems caused by the imposition of sanctions on Zimbabwe. [12]
(c) How far has the economy of Zimbabwe been affected by these sanctions on Zimbabwe? [8]

EXAMINATION PRACTICE 6

PAPER 1

4044/01

2 Hours

INSTRUCTIONS TO CANDIDATES

This question paper consists of 22 questions.

Answer any **four** questions. Each question carries 25 marks.

Read all questions carefully before choosing the one you intend to answer.

Candidates are advised to spend 30 minutes on each question.

SHORTAGE OF AFRICAN LABOUR IN EARLY COLONIAL ZIMBABWE

Carefully study the following sources and then answer **all** the parts of this question.

Source A

REGISTERED No. 4448 3.

DISTRICT *Umtsongwani*

NAME: *H. G. G. G.*

NATIVE: *BUNI*

TRIBE: *Bantla*

CHIEF: *P. P. P.*

HEADMAN OF KRAAL: *M. M. M.*

FATHER: *Do*

HEIGHT: *5'5"*

MA: *Do*

Pass Officer: *A. J. J.*

Issued at *Umtsongwani*

Date: *3rd April 1916*

To be filled in on Employment.				To be filled in on Discharge.	
Employer's Signature	Date of entering Service	Nature of Employment	Rate of Pay	Date of Discharge	Employer's Signature
1. <i>H. G. G. G.</i>	5/5/16	<i>Mining</i>	<i>2/-</i>	15/6/16	<i>H. G. G. G.</i>
2. <i>OLD NIC MINE</i>	3 - JUL 1916	<i>Shovel</i>	<i>2/-</i>	8/10/17	<i>W. L. L.</i>
3. <i>Professional</i>	3.10.17	<i>General</i>	<i>2/-</i>		
4.					
5.					
6.					
7.					
8.					
9.					
10.					

ALL contracts of service, exceeding contracts entered into under a recruiting licence and contracts registered in mines and villages under Order 18 of 1907, are registered at the maximum period of one month only unless reduced to writing and certified to by a Magistrate or Justice of the Peace. Form of contract for longer period will be found on the back hereof. Particulars must be written in ink and not pencil. Penalties are provided for law for failure to fill up certificate on employment or discharge.

FOR THE PROTECTION OF THE EMPLOYEE.—The registered number and district in which the bearer of this certificate is registered should be accurately recorded, so that in case of desertion or death information may be immediately forwarded to the nearest pass office.

The above photograph shows the Certificate of Registration carried by every male African from the age of 16 years in colonial Zimbabwe.

Adapted from a book by Zimbabwean historians published in the 1990s.

Source B

Ten shillings a month was a ridiculously low wage for an African considering the price of food at that time. It was not surprising at all why Africans were unwilling to work for it. After working for

4. (a) Identify the **three** Nguni Chiefdoms and **two** respective paramount chiefs at the beginning of the 19th Century. [5]
 (b) Describe **six** results of *Mfecane* south of the Limpopo. [12]
 (c) Did the people of Southern Africa benefit from *Mfecane*? Explain your answer. [8]
5. (a) State **five** causes of the *Mfecane*. [5]
 (b) Describe **six** features of the political system of the Zulu State under Tshaka. [12]
 (c) To what extent was Tshaka a cruel ruler? [8]
6. (a) Name **three** missionaries of the London Missionary Society and **two** Catholic missionaries who worked in Zimbabwe between 1850 and 1900. [5]
 (b) Describe **six** activities of the Catholic missionaries in Zimbabwe up to 1900. [12]
 (c) To what extent was the failure of the Catholic missionaries caused by the influence of the African Traditional religion in this period? [8]
7. (a) List **five** items which the Portuguese obtained from trade with the Mutapa State. [5]
 (b) Describe **six** methods used by the Portuguese to gain control of trade in the Mutapa State between 1650 and 1700. [12]
 (c) To what extent did the rulers of the Mutapa State contribute to the success of these methods? [8]
8. (a) Identify **five** problems experienced by the people of Southern Africa as a result of European colonisation. [5]
 (b) Outline **six** reasons why Great Britain was involved in the scramble for territories in Southern Africa. [12]
 (c) Did social factors contribute to Great Britain's involvement in the scramble for territories in Southern Africa? Explain your answer. [8]
9. (a) State **three** treaties signed between Lobengula and Europeans from 1887 to 1889 and any **two** signatories of these treaties. [5]
 (b) Describe **six** recruitment features of the Pioneer Column. [12]
 (c) How far did the Pioneers contribute to the successful occupation of Mashonaland? [8]
10. (a) List **five** British nationals who visited Zimbabwe between 1890 and 1896. [5]
 (b) Outline **six** causes of the Shona uprising of 1896 to 1897. [12]
 (c) To what extent were the Shona grievances solved after the uprising? [8]
11. (a) State **five** different diseases which affected African miners in colonial Zimbabwe. [5]
 (b) Describe **six** working conditions of African mine workers in colonial Zimbabwe before 1960. [12]
 (c) To what extent were the African mine workers able to resist exploitation during that period? [8]

EXAMINATION PRACTICE 7

PAPER 1

4044/01

2 Hours

INSTRUCTIONS TO CANDIDATES

This question paper consists of 22 questions.

Answer any **four** questions. Each question carries 25 marks.

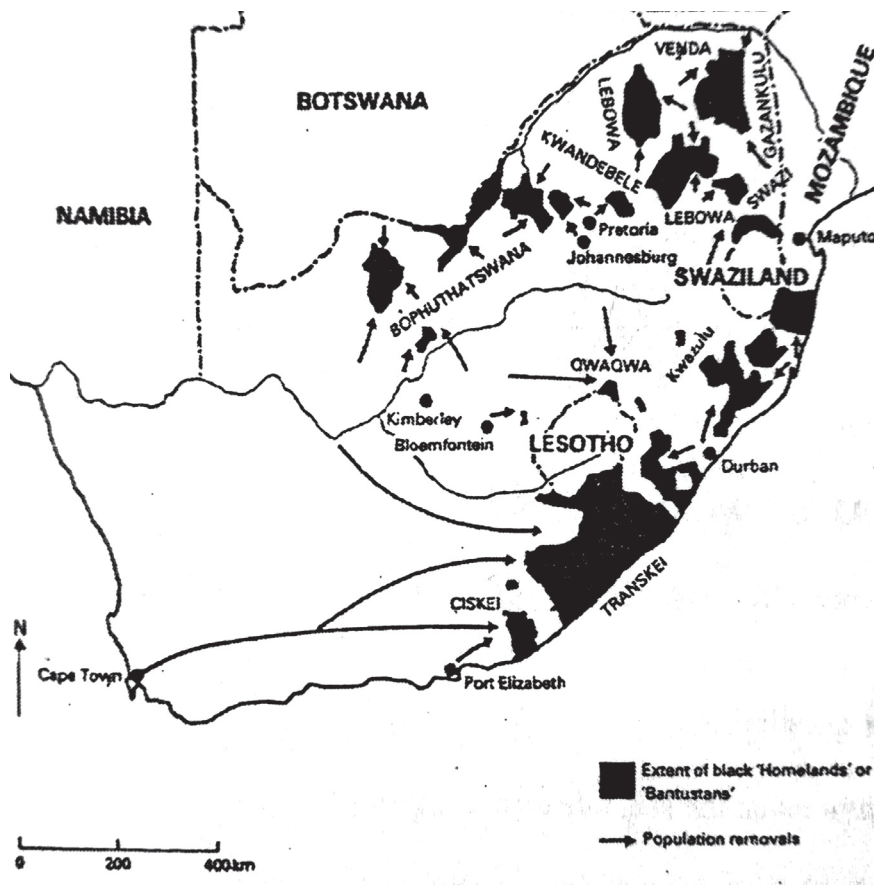
Read all questions carefully before choosing the one you intend to answer.

Candidates are advised to spend 30 minutes on each question.

THE APARTHEID POLICY OF SOUTH AFRICA

Carefully study the following sources and then answer **all** the parts of this question.

Source A



A map of Southern Rhodesia showing the Bantustans (Homelands), as an aspect of the apartheid system.

15. (a) Name **five** British nationals who attended the Matopos Indaba. [5]
 (b) Discuss **six** terms of the agreement made at Matopos Indaba between Rhodes and the Ndebele Chiefs. [12]
 (c) Did the Ndebele Chiefs benefit from the Matopos Indaba? Explain your answer. [8]
16. (a) State **three** groups and their leaders who fought against Tshaka during the Mfecane. [5]
 (b) Outline the methods used by Tshaka to control the Zulu State. [12]
 (c) Do these methods show that Tshaka was cruel? Explain your answers. [8]
17. (a) List **five** duties performed by the Amabutho of the Ndebele State. [5]
 (b) Describe the military organisation of the Ndebele State. [12]
 (c) How important was the army in the political organisation of the Ndebele State? [8]
18. (a) Identify **five** missionaries from the London Missionary Society. [5]
 (b) Outline problems faced by the early missionaries in Zimbabwe between 1850 and 1900. [12]
 (c) To what extent are African rulers to blame for the problems of the early missionaries? [8]
19. (a) State **five** reasons for the scramble for Southern Africa. [5]
 (b) Describe the terms of the Grobier Treaty. [12]
 (c) To what extent did the Rudd Concession contribute to the colonisation of Zimbabwe? [8]
20. (a) List **five** problems faced by Africans during the colonisation of Southern Africa. [5]
 (b) Describe the methods used by Southern African states to resist colonialism. [12]
 (c) How successful were the Africans in resisting colonialism in this period? [8]
21. (a) Name **five** rivers crossed by the Pioneer Column. [5]
 (b) Describe **six** security arrangements made by the pioneer column during its movement into Mashonaland in 1890. [12]
 (c) How did the pioneers contribute to the occupation of Mashonaland? [8]
22. (a) List **five** economic activities carried out on the Prazos up to 1790. [5]
 (b) Describe **six** political activities carried out on the Prazos in the Zambezi Valley up to 1790. [12]
 (c) To what extent were the Mutapa people affected by these activities? [8]

- successfully hosted joint peacekeeping military exercises.

However,

- the DRC conflict is not fully resolved.
- Mozambican civil war only ended with Italian assistance.
- Mozambican civil war resurfacing.

EXAMINATION PRACTICE 3 - PAPER 1 ANSWERS

1. (a) Read Source A

Target is comprehension with inference.

Level 1:

Simple answers based on a superficial analysis of the source, for example, others like Joyce Mujuru and Oppah Muchinguri were guerrilla combatants or some of them mobilised women and youths to support the armed struggle.

Level 2: Inference Level

Answers that state that women in the rural areas played a pivotal role by cooking and supplying food to the guerrillas or Chimbwidos participated by washing guerrilla clothes and performing other chores. Recruitment of guerrillas was also done by women.

(b) Read Source B

Target is Evaluation of source for reliability.

Level 1:

Simple answers lifted from the source, for example, it is reliable because Robert Mugabe replaced Ndabaningi Sithole as leader or that confusion was worsened by the assassination of Herbert Chitepo. [1 mark]

Level 2: Status/Bias level

Status: Answers stating that the source is reliable because it was written by a professional historian who knew much about the events of the armed struggle in Zimbabwe or the source is not reliable because it was written two decades after the struggle had ended. [2 marks]

Bias: The source is reliable because it was written by a professional historian who had researched and wrote objectively on the matter or the writer is negative about the leadership crisis in Zanu and its military wing.

Level 3: Motive level

Answers that highlight the motives of the writer, for example, the writer wanted to show that independence was obtained through sacrifice and bloodshed hence the fellow Zimbabweans should jealously guard the hard-won freedom and independence. 4 marks for the motive given and 5 marks for the reason given for the motive.

(c) Study Source C

Target is Evaluation of source for utility.

Level 1:

Simple answers taken directly from the source, for example, the Rhodesian regime introduced protected villages in some parts of Zimbabwe. [1 mark]

Level 2: Status/Bias level

Status: Answers stating that the source was produced by a professional Zimbabwean photographer who researched or the photograph portrays the lack of freedom for the civilians. [2 marks]

Bias level

The photograph is a primary source reflecting what transpired at the time, it shows the evil aspects of the Rhodesian government toward the blacks. [3 marks]

- In 1895, Matabeleland was placed under British rule.
- Matabeleland and Mashonaland were named Rhodesia.
- the Ndebele people were not allowed to choose another leader.

(c) The extent to which Lobengula's flight and his subsequent led to the defeat of the Ndebele

- inferior weapons.
- disunity among Ndebele chiefs.
- most Ndebele amabutho were raiding across the Zambezi.
- Ndebele charged directly towards the guns leading to many deaths.
- poor communication network.
- Lobengula's fight and his subsequent death.

However,

- whites had superior weapons.
- whites had better fighting methods.
- whites had external support from South Africa or the Ngwato.
- better means of communication.
- continuous supply of resources.
- mobility of whites.

12. (a) Minerals produced in colonial Zimbabwe up to 1930

- Gold
- Coal
- Copper
- Asbestos
- Nickel
- Tin
- Zinc
- Lead

(b) Methods used by white settlers in colonial Zimbabwe to recruit labour up to 1930

- forced labour.
- police used to round up men who worked for settlers by force.

- migrant labour from neighbouring countries.
- taxation.
- people were forced to pay taxes as a way to force them to work.
- failure to pay tax resulted in the government confiscating property such as cattle of the offender.
- use of legislation or laws, for example, Masters and Servants Ordinance, Native Pass Ordinance.
- failure to produce passes would result in people being forced to work.
- false charges against Africans were also used to force Africans to work.
- suppression of peasant agriculture so that they would not produce much and would end up working in order to survive.
- the land of Africans was taken to force them to work.

(c) The extent to which the lives of Africans in Zimbabwe were affected during the time in (b)

- employment.
- gained new labour skills.
- able to pay taxes.
- unity among Africans.

However,

- forced work for low wages.
- separated families.
- oppression and exploitation.
- poor production of crops.
- loss of domestic animals.
- hunger.
- social ills and diseases in compounds.

13. (a) Crops grown at European farms in Southern Rhodesia between 1900 and 1953

- Maize
- Tobacco
- Wheat
- Barley

- Cotton
- Beans
- Grapes
- Potatoes
- Citrus

(b) Factors that led to the development of European agriculture during the period 1900 to 1953

- cheap labour.
- establishment of the estate department in 1908.
- creation of the department of agriculture and the setting of the Rhodesia Agricultural Journal.
- the setting up of the Land Bank in 1912.
- various incentives were given to whites, for example, generous loans.
- low prices of lands.
- introduction of several taxes which forced Africans into wage labour.
- between the 1918 and 1932 period of the great depression, European agriculture increased.
- law acts used to assist whites in commercial agriculture, for example, the Land Apportionment Act (1930), the Maize Control Act (1931 and 1934) and the Land Husbandry Act (1951).
- marketing boards were set up to promote European agriculture, for example, Tobacco Marketing Board, Grain Marketing Board, Dairy Marketing Board, Cotton Marketing Board and Tobacco Control Board.
- increased demand for food in Europe after World War II boosted European agriculture.

(c) The extent to which the community benefited from European agriculture

- countries started exporting meat to South Africa, Belgian, Congo, Germany and Northern Rhodesia.

- self-sufficiency in food to feed people in towns, mines and the labour force.
- during the years of the great depression, the country was not affected because of the production of crops.
- increased revenue.
- development of modern agriculture.
- the country became an agro-based economy.
- introduction of international varieties of cattle breeds.

However,

- the exploitation of indigenous Africans as cheap labour.
- Africans lost land.
- the marginalisation of African agriculture.
- African cattle were taken.
- discrimination against the Africans.
- African poverty - European agriculture centred on the export market.
- the country became a source of raw agricultural produce.
- profit externalised to Europe.

14. (a) African grievances against the Federation of Rhodesia and Nyasaland

- Africans were not adequately represented.
- racial discrimination.
- high rate of unemployment.
- most Africans were now landless and had nowhere to farm.
- there was overcrowding in towns where Africans lived.
- Africans bought goods at high prices that many could not afford.
- Africans did not have adequate educational facilities.
- there was an unequal partnership between whites and Africans (horse and rider).
- Africans received low wages.

- other churches deny their members from seeking medical services at physical health institutions.

22. (a) Aims of the land reform program in independent Zimbabwe

- aimed to consider agriculture as the mainstay of Zimbabwe's economy
- to empower the landless citizens
- aimed to give the total land powers to the blacks
- aimed to fix up the western countries which wanted to continue dominant in Zimbabwe
- to improve agricultural production
- to create employment
- to maximize land use
- to chase out the white farmers.

(b) Impacts of the land reform program in Zimbabwe

- it attracted the economic sanctions by western countries
- unemployment
- economic decline
- inflation rose
- migration of citizens to other countries
- exports of goods declined
- resulted in the defeat of the ruling party on the yes or no vote
- agriculture sector started to meltdown
- food shortages

(c) Land reform program was a disaster because

- it result in unemployment
- attracted economic sanctions
- investors were disrupted
- general decline of the agricultural sector.

However

- Zimbabwe got total control of the land

- other citizens got land among others which were part of benefits from the land reform program.

EXAMINATION PRACTICE 9 - PAPER 1 ANSWERS

1. (a) Read Source A

Target: Comprehension with inference.

Level 1:

Simple answers taken directly from the source for example the public expected lifting of sanctions and an end to the war.

Level 2: Inference level

Answers should state that the public wanted an end to white rule and wanted the armed struggle to end white minority rule in Rhodesia.

(b) Study Source B

Target: Evaluation of the sources for reliability

Level 1:

Simple answers taken from the sources for example it is reliable because people are demonstrating in the streets.

Level 2: Status/Bias

Answers showing that the status of the poster is questionable because it is not from a professional historian or published article. It is not clear if these people were demonstrators, or it was a stage managed photography.

Bias Answer

The photograph was meant to derail the proposition of the Internal Settlement by leaders of the armed struggle.

- Boers
- Arabs
- Zambians

(b) Economic activities of the Great Zimbabwe State

- livestock production.
- mining.
- gathering and hunting.
- tribute payment.
- crop cultivation.
- pottery making.

(c) The extent to which the shortage of minerals led to the decline of Great Zimbabwe State

- shortage of minerals forced people to migrate to other areas where minerals were plenty.
- people made conflicts for the remaining little mineral deposits.

However,

- civil wars.
- succession disputes.
- climatic changes.
- shortage of salt.
- depletion of hunting grounds.

3. (a) Factors that led to the rise of the Mutapa State

- strong army
- religion
- trade
- availability of animals to hunt
- grazing pastures
- ambitious leaders who fled from Great Zimbabwe

(b) Duties of the Mutapa King

- head of the state.
- controlled long distance trade with foreigners.
- allocation of land.
- chief judge.
- appointment of the vassal chiefs.

- commander in chief of the army.
- collected tribute.

(c) The extent to which the Portuguese led to the fall of the Mutapa State

- the Portuguese cheated the rulers of Mutapa.
- they took control of the farms.
- collected tribute from Mutapa subjects.
- controlled the politics of the state.

However,

- shortage of minerals.
- overgrazing.
- exhaustion of animals to hunt.
- civil wars.
- succession disputes.
- climatic changes.

4. (a) The causes of Mfecane

- desire to control trade
- famine
- control of grazing lands
- development of advanced military tactics
- overpopulation
- desire to acquire more cattle

(b) Effects of Mfecane in Southern Africa

- depopulation.
- loss of life
- destruction of property.
- hunger and starvation.
- formation of new states.
- migration of people.

(c) The extent to which Mfecane was a blessing

- Mfecane as a blessing brought independence to some Zulu tribes.
- formation of new states.
- spread of Nguni languages.

However,

- death of many people.
- brought hunger and starvation.
- migration of people.

(b) Activities of the Portuguese through the prazo system

- farming.
- hunting.
- abuse of African women.
- participation in civil wars of Mutapa state.
- trading.
- slavery.
- took Mutapa lands.
- refused to pay tribute to Mutapa kings.

(c) How the Portuguese activities benefited the Mutapa people

- Mutapa benefited new crops.
- new farming methods.
- got foreign goods.

However,

- slavery.
- abuse of Mutapa women.
- African kings lost power over their traditional land.
- imbalance of trade with local people.

8. (a) European countries that had interests to occupy territories in Southern Africa

- Britain
- Germany
- Holland
- Belgium
- Spain

(b) Reasons for the colonisation of Africa

- need for investment.
- need to harvest cheap labour.
- need for new markets.
- prestigious motives.
- need for raw materials.
- need to spread Christianity.
- need to end slave trade and slavery.

(c) The extent to which the Europeans were successful in colonising Africa

- Europeans were able to colonise Africa because they successfully gathered at the Berlin conference where they planned for the colonisation.
- almost all the African countries were colonised.
- the Africans accepted the principles of colonisers.
- Africans even spoke European languages.

However,

some Africans were left uncolonised like Ethiopia.

9. (a) Treaties and their terms signed between the Ndebele and Europeans

- Grobler Treaty and the terms were that Lobengula agreed to allow Boers to enter his kingdom.
- Boers to be allowed to hunt freely in Ndebele state.
- Moffat treaty and the terms include that Lobengula was not going to sign any treaty without consulting the British.
- peace was to prevail between the Ndebele state and Queen of Britain.
- Rudd concession and the terms were agreed verbally that white miners were to dig only one hole.
- Lobengula was to be paid a monthly money of 100 pounds.

(b) Activities of the Pioneer Column after to the colonisation of Zimbabwe

- the Pioneers did a lot of activities in Zimbabwe.
- hunting.
- building churches.
- abuse of women specifically the Africans.
- making roads.

(c) **The extent to which human rights are respected in Zimbabwe**

- everyone is allowed to eat food of choice.
- no one is denied shelter.
- everyone is allowed to have medication at health institutions of choice.
- people are all allowed to worship in a religion of choice.

However,

- other people are denied medication outside the country because they do not have the requirements.
- the security forces sometimes attack the citizens for political issues.
- other churches deny their members from seeking medical services at physical health institutions.

22. (a) **Aims of the land reform programme in independent Zimbabwe**

- aimed to consider agriculture as the mainstay of Zimbabwe's economy.
- to empower the landless citizens.
- aimed to give the total land powers to the blacks.
- aimed to fix up the western countries which wanted to continue being dominant in Zimbabwe.
- to improve agricultural production.
- to create employment.
- to maximise land use.
- to chase out the white farmers.

(b) **Impacts of the Land Reform Programme in Zimbabwe**

- it attracted the economic sanctions by western countries.
- unemployment.
- economic decline.
- inflation rose.

- migration of citizens to other countries.
- exports of goods declined.
- resulted in the defeat of the ruling party on the yes or no vote.
- agricultural sector started to meltdown.
- food shortages.

(c) **The extent to which the Land Reform Programme in Zimbabwe be regarded as a disaster**

- it resulted in unemployment.
- attracted economic sanctions.
- investors were disrupted.
- general decline of the agricultural sector.

However,

- Zimbabwe got total control of the land.
- other citizens got land among others which were part of benefits from the land reform program.

EXAMINATION PRACTICE 10 - PAPER 1 ANSWERS

1. (a) **Read Source A**

Target: Comprehension with inference.

Level 1: Comprehension Level

Simple answers taken from the source for example the settlers had pegged hundreds of gold claims within a month.

Level 2: Inference level

Answers indicating that the settlers had left Transvaal it meant that they were looking for the Second Rand north of the Limpopo.

(b) **Read Source B**

Target: Evaluation of Source for usefulness.

Level 1:

Simple answers taken from the source for example, Rhodes was attracted by the

(c) **The extent to which the people benefited from Tshaka's rule**

- the state grew big.
- had a lot of wealth.
- feared in Nguniland.

However,

- people lived in fear.
- were killed.
- no freedom.

5. (a) **Mutapa Kings**

- Nyanhewe Matope
- Nyatsimba Mutota
- Chioko
- Gatsi Rusere
- Mavhura Mhande
- Chikuyo Chisaramarengu

(b) **Features of the prazo system**

- prazo system was started by the Portuguese.
- they took Mutapa land.
- they were large pieces of land, cultivated cash crops such as maize, tobacco and sugarcane.
- the Mutapas were forced to work on the land.
- creation of the Chikunda armies to force people to work.
- ill-treatment of the Mutapa people.

(c) **The extent to which the Portuguese led to the fall of the Mutapa State**

- they interfered in the politics of the state.
- involved in the succession disputes.
- appointed puppet rulers.
- refused to pay tribute.

However,

- shortage of resources.
- drought.
- the state had become too big to be ruled by-one ruler.

6. (a) **Mission stations established in Zimbabwe before 1900**

- Inyathi
- Hope Fountain
- Gokomere
- Chishawasha
- Mt Selinda
- St Faith
- Zimuto

(b) **Missionary activities in Zimbabwe before 1900**

- preach the word of God.
- repaired guns.
- built clinics.
- built school.
- teach people how to read and write.
- de-campaigned slavery.
- inoculated cattle.
- repaired wagons.

(c) **Reasons for the failure of missionaries in Matabeleland**

- Missionaries failed in Matabeleland because they were associated with colonisers.
- the Ndebele were hostile to foreign religion.
- cultural differences.

However,

- Missionaries did not completely fail in Matabeleland because the first mission station was established among the Ndebele with permission from the King.

7. (a) **European countries that colonised Africa**

- Britian
- German
- Spain
- Portugal
- France
- Holland
- Belgium

- sanctions against the ruling party.
- political freedom in Zimbabwe.
- general economic decline.

(c) The extent to which opposition parties have succeed in sharing power in Zimbabwe

- gained seats in the national house of assembly and senate.
- became key signatories of the GNU from 2009-2013.
- opposition leader assumed the role of Prime Minister and Deputies.
- some ministers were appointed from within the opposition parties.

However,

- opposition parties have not ruled the country alone.

19. (a) Problems faced by citizens in Zimbabwe's urban areas

- shortage of electricity
- poor collection of litters by the council.
- unreliable water supplies
- outbreak of diseases since people are overcrowded for example, Mbare.
- frequent armed robbery
- traffic accidents.

(b) Attempts made by government in solving the problems faced by citizens in Zimbabwe's urban areas

- the government introduced night patrols to capture robberies.
- introduction of septic tanks for sewages.
- boreholes to supplement water.
- solar systems.
- traffic robots to control accidents.
- widening of roads to minimise traffic congestion.

(c) The extent of the success of government's measures to solve problems in (b)

- patrols are being carried out at night.

- more boreholes are sunk.
- solar systems are there to some people.

However,

- robbery still dominant.
- corruption.
- shortage of financial support.

20. (a) Polytechnic Colleges in Zimbabwe

- Bulawayo Polytechnic College
- Gweru Polytechnic College
- Kwekwe Polytechnic College
- Masvingo Polytechnic College
- Kushinga Phikelela Polytechnic College
- Harare Polytechnic College
- Mutare Polytechnic College
- Binga Polytechnic College

(b) Challenges affecting the education sector in Zimbabwe

- shortage of textbooks.
- school dropouts among learners.
- strikes among teachers.
- corruption.
- shortage of enough finances.
- vandalism of school property.

(c) Attempts by government to solve the problems in (b) above

- donating computers.
- many schools got books.
- paying school fees to the poor learners.
- giving bonuses to workers.
- formation of teachers for economic development (Trs4ED).

However,

- there are a lot of schools that lack basic infrastructure.

21. (a) Types of courts in Zimbabwe

- Constitutional Court
- Supreme Court