

UNITED NATIONS



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*New
Curriculum*

A *Practical* Approach to Regional and International Affairs

Paper 2 (Volume 2)

‘O’ Level Revision

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



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INTRODUCTION

About the book

A Practical Approach to Ordinary Level History Volume 2 is a summary of all topics on International Affairs, 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 2.

Paper 2 (4044/2) International Affairs (structured essay questions).

Consists of International Affairs which contains 20 structured 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 2 (4044/2) 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 20 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 2 consists of one source-based 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.

Keywords

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.

Objectives

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

- *define the term: Ancient Civilisation.*
- *locate Ancient Egypt on the map of Africa.*
- *describe the Civilisations in Egypt.*
- *describe the development of Egyptian Science, Religion, Writing and Architecture.*
- *identify the characteristics of Egyptian Agricultural systems.*
- *describe the Egyptian Agricultural advancements.*
- *state the forms of Egyptian Civilisation adopted by other parts of the World.*
- *explain the impact of Egyptian Civilisation on other parts of the World.*

Ancient civilisation in Egypt

- Ancient civilisation refers to the first settled and stable communities that became the basis for later states, nations and empires.
- Ancient Egypt is found in North Africa. What is so special about Egypt is the Nile River, which is the biggest river in Africa. The Nile River provided the Egyptians with the necessary water for survival.
- They enjoyed fishing and the cultivation of different types of crops.
- To prevent the river from flooding, they built a dam wall.

- They also constructed canals which were important in irrigation.
- Egypt also saw the development of the calendar which had three seasons namely: Arket, Peret and Shemou.
- Arket was the time for planting.
- Peret time for harvesting.
- Shemou flooding of the river.
- Ancient Egypt is also attributed to the development of Mathematics and geometric which they used to measure the walls of the dam to prevent flooding.

(a) Agriculture

- Farming flourished along the Nile River, it had fertile soils therefore, they cultivated a variety of crops such as sorghum, wheat and barley.
- It had a monitoring system whereby a task force was put in place to record the harvest which was stored in granaries.
- This was also done to prevent starvation during times of drought.
- They also did it to supply other areas with food.
- Ancient Egypt was named the granary of the world.
- They used the shaduf to fetch water from the river.
- This saw the development of irrigation which is being used in different areas now.
- They also kept animals such as cattle, sheep, camels and goats.

(b) Pyramids

- Another important feature in Ancient Egypt were the pyramids.
- They attracted people from all over the world to witness such magnificent structures.
- They used pyramids to bury their kings called Pharaohs.
- They were buried with their belongings especially gold.
- The Pharaohs were mummified that is they were dried first before burial.
- They were also buried with their belongings.
- About 80 pyramids were built.

(c) Religion

- They believed in the existence of several gods (Polytheism).
- They believed in life after death that is why they buried their loved ones with gold.
- They celebrated the new moon.
- They also mummified bodies in preparation for another life.
- Pharaoh was the leader.
- He was feared and respected.
- They paid tribute to show respect and loyalty to Pharaoh.

(d) Benefits of Ancient Egyptian Civilisation to the modern world

- Developed a calendar by carefully observing seasons.
- Developed irrigations systems such as the canals and the shaduf.

- Discovered surgery, repairing of bones, stitching up of wounds and amputation of limbs.
- Egyptian Mathematics is the basis of modern Mathematics.
- Developed writing, use of ink and paper has been adopted by various parts of the world.
- Building of temples as places of worship continued in different parts of the world.
- Some advancements in medicine and pharmacology which are widely used today were adopted from herbs from Ancient Egypt.

(e) Areas of achievement by Ancient Egyptians

- Agriculture or farming
- Art
- Science
- Religion
- Architecture
- Writing
- Medicine
- Trade
- Government
- Mathematics
- Calendar
- Astronomy
- Weaving
- Geometric
- Mummification
- Dams
- Irrigation systems
- Embroidment

Objectives

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

- *describe slavery and the slave trade in Africa.*
- *explain causes of the slave trade in Africa.*
- *identify and describe the different forms of slavery.*
- *describe the different forms of slavery.*
- *explain the methods used in obtaining slaves.*
- *list areas involved in the triangular slave trade.*
- *state the commodities exchanged in the Triangular slave trade.*
- *describe the different routes of slave trade.*
- *describe the negative and positive effects of slavery and the slave trade on the African continent.*
- *identify groups that advocated for the abolition of slavery and the slave trade.*
- *describe the reasons for the reasons for the abolition of slave trade and slavery.*
- *examine the challenges faced in trying to abolish the slave trade and slavery.*

Causes slavery

- Need for raw materials such as sugar, vegetable oils and minerals.
- Need for labour.
- Discrimination and hatred of the other inferior races.
- Influence of the church.

(a) Triangular slave trade

- Traders from Europe came to Africa to take slaves through unscrupulous means, exploitation and by force.
- Items were sent from Europe to Africa.
- The chiefs were given the items even though the value could not compare to the value of the captives taken.
- Ships carried captives to America.
- In America, slaves were sold on the markets.
- The highest bidder gets most slaves.
- It continued like that resulting in the triangular slave trade.

(b) Impact of slave trade

- Under development of Africa.
- The raw materials such as ivory, minerals, vegetable oil which were very valuable were taken by the foreigners.
- Able bodied men who were supposed to be active in the development of their societies were being shipped outside Africa to go and develop other areas.
- Africa was left with the young, old and sick people who were not economically active.
- The items brought by slave traders in exchange for human beings were of little value.
- The slave trade brought misery and suffering to Africa.
- Poverty, hunger and starvation increased in Africa.
- Death of people.

- Expansion of some states, for example, Dahomey.
- Separation of families.
- Widows and orphans became common.
- Development of Europe and America at the expense of Africa.

(c) Abolition of slave trade

- Religious and moral obligation led to the abolition.
- Missionaries and evangelists denounced it.
- Anti-slavery movement was very active for example, British Anti-Slavery Movement led by William Wilberforce and Thomas Clarkson.
- The demand for raw materials led to Europeans use Africans as labour to obtain the raw materials in their countries.
- This saw the scramble for raw materials in Africa.

Summary

- The slave trade brought untold suffering to the African continent.
- Africa could have benefited from the abundant resources therein, it suffered.

- The slave traders brought commodities that were of less value than what was obtained and exchanged for.
- The fact that humans were exchanged was an unfair practice of discrimination and looking down upon another race.
- It is believed about 6 million people died because of the slave trade.
- Families were separated.
- Children became orphans.
- Widows were suffering.
- Not to mention those who died along the way and were thrown into the seas.
- Those who died at work and were given a pauper burial, that is, they did not receive proper burial.
- The European nations amassed wealth and developed their countries.
- They managed to build banks and infrastructures from the ill-gotten wealthy.
- That is why humanitarians, missionaries anti-slavery activists condemned the slave trade.
- It began to loose ground and eventually was abolished.

Objectives

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

- *explain the causes of the First World War.*
- *describe the events of the First World War.*
- *examine the consequences of the First World War.*
- More than 9 million combatants were killed, mainly because of technological advancements that led to enormous increases in the lethality of weapons without corresponding improvements in protection or mobility.
- World War I subsequently paved the way for various political changes, such as revolutions in many of the nations involved.

Background

- World War I was a global war centred in Europe which started on 28 July 1914 and lasted until 11 November 1918.
- It was predominantly called World War I or The Great War from its occurrence until the start of World War II in 1939 and the First World War thereafter.
- It involved all the world's great powers which were assembled in two **opposing/hostile** alliances: the Allied Powers/Allies (based on the Triple Entente of Britain, France and Russia) and the Central Powers (originally the Triple Alliance of Germany, Italy and Austria-Hungary).
- These alliances both reorganised (Italy fought for the Allies) and expanded as more nations entered the war.
- Ultimately, more than 70 million military personnel, including 60 million Europeans, were mobilised in one of the largest wars in history.

Long term causes of World War One



- The system of alliances initiated by Bismarck caused the first world war.
- The colonial clashes or conflicts by European powers caused the 1914 war.
- The naval race especially between Britain and Germany increased tension in Europe.
- Arms race by European powers increased enmity among European powers.

- Militarism in Europe also caused the 1914 war.
- Nationalism was another cause of World War one.
- The first Moroccan crisis (1905) and the second Moroccan crisis (1911) also contributed.
- German Weltpolitik (a policy aimed at dominating Europe) also caused this war.
- War plans such as the Schlieffen plan by Germany caused the 1914 war.

- They promised each other neutrality in the case of an attack by any other country, for example, France.
- The treaty clearly promised to support Germany in the event of a joint attack by France and Russia.

(b) Austro-Serbia alliance of 1881

Austria-Hungary made alliance with Serbia to stop Russia from gaining control of Serbia.

(c) Triple Alliance of 1882

- Germany and Austria-Hungary made an alliance with Italy to stop Italy from taking sides with Russia.
- It was signed by Germany, Austria Hungary and Italy. It was an enlargement of the 1879 Dual Alliance to include Italy. Italy joined because she resented/hated French expansion in North Africa.
- Bismarck secretly encouraged French ambitions in North Africa, mainly to divert her from scheming to recover Alsace-Lorraine and to bring France into collision with Italy, who had ambitions and some 20 000 settlers in Tunis area.
- In 1881, the French reluctant to see an Italian colony established on the borders of French-Algeria, took Bismarck's hint and occupied Tunis. This threw Italy into the arms of Germany and the following year (1882) Italy joined the two powers of the 1879 Dual Alliance to form the Triple Alliance.

1. The system of alliances

- An alliance is an agreement made between two or more countries to give each other help if it is needed.
- When an alliance is signed, those countries are known as allies.
- A few alliances had been signed by different countries between 1879 and 1914.
- These were important because they meant that some countries had no option but to declare war if one of their allies declared war first.
- A few examples are given below to explain the concept of alliances.

(a) Dual alliance of 1879

Germany and Austria-Hungary made an alliance to protect themselves from Russia.

Terms of this treaty

- The two countries promised mutual aid if one of them was attacked by Russia.
- The two promised mutual aid if one of them was attacked by any power assisted by Russia.
- They promised each other aid if either of them was attacked by two or more powers.

Terms of this treaty

- Germany and Austria-Hungary agreed to help Italy if she were attacked by France.

Major battles

Western Front	Eastern Front	Other battles
Marne	Tannenberg	Gallipoli
Ypres	Masurian lakes	Caporetto
Verdun	Brusilov offensive	Isonzo
Somme		Lemberg
Arras		Jutland
Mons		
Ludendorff offensive		

Weapons used during First World war

Tanks, poisonous gases, machine guns, U-boats/ submarines, zeppelins/aeroplanes, depth chargers, hydrophones, dreadnoughts, howitzers, torpedoes, grenades/bombs and landmines.

Army leaders during the First World War

Britain	Germany	Russia	France	USA
Admiral Jellicoe	General Hindenburg	General Brusilov	General Foch	General Pershing
Admiral Cradock	General Falkenhayn	General Samsonov	General Joffre	
Admiral Sturdee	General Ludendorff		General Petain	
Winston Churchill	General Moltke		General Gallieni	
Lord Kitchener	General Sanders		General Sarraill	
Douglas Haig (Field Marshal)	Admiral Scheer			
	Admiral Speer			

The Schlieffen plan (1905)

- It was a war plan designed by German General Chief of Staff by the name Count Alfred von Schlieffen.

- The assumptions behind the plan:
 - In any future war, Germany would fight against France and Russia.
 - Russian mobilisation would be slow.
 - France will be defeated and make peace within 6 weeks.
 - Germany to face Russia after the capitulation or surrender of France.
 - Belgium will be overrun or defeated easily.

Aims of the Schlieffen plan

- To attack France through Belgium and Luxembourg.
- To fight both France and Russia in any future war.
- To avoid a two front war (Western front and Eastern front).
- To capture Paris in 6 weeks.
- To face Russia after the defeat of France.
- To ensure a quick victory in the Western front.
- To occupy channel ports to prevent landing of British reinforcements.
- To attack Paris from the west or rear.
- To fight Russia for 6 months in the Eastern front.
- Germany to be offensive or strike France first.

Design/Framework of the Schlieffen plan

- Seven divisions or battalions of the Germany army would attack or invade France through Belgium and Luxembourg.
- These forces were to be deployed based on their strength.
- The extreme right wings of the 7th and 6th divisions were to be the strongest.

Objective

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

- explain the provisions of the Paris Peace Conference.

Peace treaties signed with defeated powers

Country	Treaty
Germany	Treaty of Versailles (1919).
Austria	Treaty of St Germain (1919).
Hungary	Treaty of Trianon (1920).
Bulgaria	Treaty of Neuilly (1919).
Turkey	Treaty of Sevres (1920).
Switzerland	Treaty of Lausanne (1923).

Germany agreed to peace based on Woodrow Wilson's fourteen points.

Woodrow Wilson's fourteen points

1. An end to secret diplomacy, no secret treaties.
2. Freedom of navigation on the seas.
3. Free trade between countries.
4. Disarmaments (reducing armaments to the level of defence only).
5. Colonies to have a say in their own future.
6. Germany troops to leave Russia.
7. Independence for Belgium.
8. Return of Alsace and Lorraine to France.

9. Italy to receive her proper frontiers or borders.
10. Independence for the people of Austria-Hungary.
11. Restoration of Serbia, Romania, and Montenegro. Serbia to have access to the sea.
12. Independence for the people in the Turkish empire.
13. Poland to become an independent state with access to the sea.
14. League of Nations to be set up to guarantee the independence of all states both great and small.

Paris Peace Settlement/Conference, 1919-1923

- Attended by Woodrow Wilson (USA), Lloyd George (Britain), Georges Clemenceau (France), Vittorio Orlando (Italy), Jan Smuts (South Africa) and Eleftherios Venizelos (Greece).
- Russia was not represented at the conference because she had become a communist state.
- The defeated powers, Germany, Hungary, Austria, Bulgaria and Turkey were not invited to the conference.
- The conference was dominated by the 'Big Three' namely Georges Clemenceau, Lloyd George and Woodrow Wilson on France, Britain and USA respectively.

Versailles and Wilson's 14 points

14 Points	Outcome
1. No secret treaties.	Adopted at the conference. However, allied leaders met in secret.
2. Freedom of navigation on seas.	Britain objected and it was dropped.
3. Disarmaments.	Only defeated powers were disarmed. Victorious powers did not disarm.
4. Free trade between countries.	Trade barriers increased. New nations created by the treaties put up huge tariff barriers to protect their industries.
5. Colonies to have a say in their own future	Colonies were governed purely in the interests of the colonial power. Britain and France increased their colonial holdings.
6. Germany troops to leave Russia.	Germany troops left Russia, but Allied Powers sent troops to attack the Bolsheviks. This denied Russia the freedom to choose her government.
7. Independence for Belgium.	Accepted and Belgian independence was restored.
8. Return of Alsace-Lorraine to France.	Adopted.
9. Italy to receive her proper frontiers.	Boundary of Italy was not settled.

10. Independence for the people of Austria-Hungary.	Adopted. Austria, Hungary, Yugoslavia and Czechoslovakia were created out of Hapsburg Empire.
11. Restoration of Serbia, Romania and Montenegro. Serbia to have access to the sea.	Adopted.
12. Independence for the people of Turkish Empire.	Adopted.
13. Poland to become an independent state with access to the sea.	Post war Poland contained millions of Germans.
14. Formation of the League of Nations.	Adopted. The League of Nations never worked as Wilson had hoped and wished.

N.B: Wilson's policy of self determination was realised in several newly created states. These states included Yugoslavia, Czechoslovakia, Hungary, Austria, Poland, Finland, Estonia, Latvia and Lithuania.

Terms of Versailles Treaty (1919)

Non-territorial terms

(a) Reparations clause

- Germany was to pay reparation to the allied powers in cash and kind (coal, ships, cattle, chemicals and dye stuffs).
- She was asked to pay the sum of 6.6 million pounds for restoration of devastated regions and damaged civilian property.
- Build ships for allies for 5 years.
- To pay annual tribute of coal to France, Belgium and Italy for 10 years.

- Germany gave up territories taken from Russia (Estonia, Latvia, Lithuania, and Finland). These were given independence.

Territories lost by Germany

Territories	Benefiting Countries
In Europe	
Alsace, Lorraine	France
Saar Coal Basin	International control
Eupen, Malmedy, Moresnet	Belgium
North Schleswig	Denmark
Posen, Upper Silesia, West Prussia, Polish corridor	Poland
Memel	Lithuania
Danzig	Free city
Rhineland	Internationalised
In Africa	
German South West Africa (Namibia)	South Africa
German East Africa (Tanganyika/Tanzania)	Britain
Burundi, Rwanda	Belgium
Cameroon, Togo	France
German New Guinea	Australia

Fairness of the Versailles treaty

- Germany militarism needed to be checked, hence disarmament.
- Although she was deprived of her armaments, she remained with much capacity to produce and replace them in future.
- France and Belgium needed compensation for destruction.
- Demilitarisation of the Rhineland was meant to give France security.

- Germany followed an aggressive foreign policy.
- Germany gave a blank cheque to Austria-Hungary. This limited support caused Austria to act carelessly/recklessly.
- Germany had prepared the Schlieffen plan way back before 1914. Therefore, she had a war mongering attitude prior to 1914.
- Germany imposed harsher terms on Russia under Brest Litovsk. Had she won the Great War, she would have imposed harsher terms on allied powers.
- The alliance system was initiated by Germany.
- Germany's world policy clashed with other powers.
- Germany was the aggressor who invaded Belgium and declared war on France and Russia.
- Germany challenged Britain's naval supremacy.

Unfairness of the Versailles treaty

- Germany was not invited to the deliberations. The treaty was therefore a diktat.
- Reparations were unrealistic, too high for Germany's ability to pay.
- Germany's territory was destroyed during the war. Who was going to restore her ruined territories?
- War guilt clause put greater responsibility on Germany alone.
- The treaty was crafted to secure British and French interests.
- The Germans in Austria wanted union with Germany.
- Disarmament left Germany with an army incapable of maintaining internal problems.

Objectives

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

- *explain the provisions of the Paris Peace Conference.*
- *describe the aims of the League of Nations.*
- *outline the functions of the organs of the League of Nations.*
- *evaluate the work of the League up to 1939.*
- *explain the reasons for the collapse of the League of Nations.*

Origins

The 14th point of Woodrow Wilson's 14 points talks of the formation of an international organisation which will be responsible for peace, independence of nations and good international relations. This idea was supported by Jan Smuts (South Africa), Leon Bourgeois (France), Georges Clemenceau (France), Lloyd George (Britain) Lord Robert Cecil (Britain), Sir Edward Grey (Britain), Ikhali Inaki (Japan) and Eleftherios Venizelos (Greece). The clause setting the League of Nations was included in all peace treaties after the First World War. The League was set up in 1920 with signatures from 42 countries. Its headquarters was in Geneva, Switzerland. However, the USA did not join the League of Nations because its congress did not ratify the League constitution. The aims of the League, rules of membership and procedures were all contained in a document called the covenant which was kept at the headquarters. League

members met annually to discuss any matters within the sphere of action of the League or affecting world peace.

Aims of the League of Nations

- To maintain world peace and security.
- To reduce armaments to the level of defence only.
- To protect member states from aggression.
- To settle disputes by arbitration using peaceful means.
- To protect newly created nations like Yugoslavia, Czechoslovakia and Poland from aggression.
- To prevent another major war.
- To promote health of mankind.
- To prevent secret diplomacy.
- To prevent secret treaties.
- To control drug trafficking.
- To safeguard rights of refugees.
- To supervise administration of mandated territories.
- To reduce diseases, poverty and injustices in the world.
- To bring war to an end if it has started.
- To stop selling of girls as prostitutes.
- To promote respect of international law.
- To oversee living and working conditions within member countries.

The structure of the League of Nations

The League consisted of five permanent organs and a few special commissions.

Objectives

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

- *explain the concept of Fascism and Nazism.*
- *outline the inter war problems that led to the rise of dictatorship in Italy and Germany.*
- *describe the domestic and foreign policies of dictators.*

Definition of dictatorship

- Dictatorship refers to a system of government whereby decisions (economic, social and political) are made by a single force without consultation.
- Dictators are rulers with complete power over their states.
- Authority is not questioned but adhered to. People do as they are told and not as they wish. The people are the extension or shadow of the leader.

Reasons for the rise of dictators

Unpopularity of the treaty of Versailles in Germany and Italy

The unpopularity of this treaty in Germany and Italy provided an impetus or a push to the rise of Mussolini and Hitler.

Weakness of parliamentary democracy

Parliamentary democracy brought in many political parties. These parties did not have a

majority to form a government. As a result, short lived coalitions were formed. Therefore, weak governments were the product.

- Failure of governments like those of Italy and Germany to deal with socio-economic and political problems.
- Oratory skills of Hitler and Mussolini gained them support from the people.
- They promised people stable governments.
- Mussolini and Hitler stood as a buffer or barrier against communism and socialism.
- Effective use of propaganda appealed to the different groups in Germany and Italy.
- People cherished the days of strong armies. The Versailles weakened the German armies.
- Hitler promised the people the glory days of Bismarck and the Kaiser.
- Poverty among Italians and Germans.

Characteristics/ Features of Dictatorship

- No consultation.
- No freedom of speech.
- Unfair elections.
- One party government/state.
- Press censorship.
- Absolute power.
- Violation of human rights.
- No independent press.
- Arbitrary arrests.
- Imposition of decisions.
- Elimination of opponents.

Objectives

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

- *explain the concept of Nazism.*
- *outline the inter war problems that led to the rise of dictatorship in Germany.*
- *describe the domestic and foreign policies of German dictators.*

Germany Chancellors 1919 to 1933

Name	Party	Year of coming to power
Gustav Strassman	Liberal party	1923
Herman Mueller	Social Democrat	1928
Heinrich Brunings	Centre party	1930
Franz Papen	Nationalist party	1932
Rurf Schleicher	Socialist party	1932
Adolf Hitler	Nazi party	1933

Adolf Hitler's early life (1889 to 1945)

- He was a German born in Austria in 1889.
- He wanted to be an artist, but he failed the entrance test. Worked as a manual labourer, post card vendor, soldier and chancellor.
- As a soldier during WWI, he was awarded an iron cross for bravery.

- Joined the Nazi Party in 1919 and became its leader in 1921.

Nazi party

- Formed in 1919 as the German workers party.
- Hitler became the member of this party in the same year.
- Hitler became the leader of the party in 1921.
- The leadership of the party included:
- Hitler, Ernst Rohm, Alfred Rosenberg, Rudolf Hess, Herman Goering, Julius Strecher, Joseph Goebbels and Dietrich Eckhart.
- The Nazis hated Jews and Communists.
- The party used a swastika as its symbol.
- The Nazis wore brown shirts.
- The party promised the following:
 - To reject the Versailles Treaty.
 - Unification of Austria and Germany.
 - Union of all Germans into a greater Germany.
 - Nationalisation of biggest industries.
 - Conscription.
 - Control and censorship of press.
 - Establishing a strong central government.
 - Obtaining colonies for the expanding Germany population.
 - Exclusion of Jews from Germany citizenship.

Objectives

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

- *explain the causes of the Second World War*
- *describe the events of the Second World War*
- *evaluate the results of the Second World War*

Causes of World War 2

- The Versailles treaty has been blamed for filling the Germans with bitterness and the desire for revenge since the provisions were deemed too harsh for the defeated powers and also because the treaties were viewed by the Germans as favouring the Victors' club, that is, the allied powers.
- The League of Nations and the idea of collective security have been criticised because they failed to secure general disarmament and to control potential aggressors. Furthermore, the League was viewed as a "toothless bulldog" which "had been tried but found wanting".
- The world economic crisis/Great depression of 1929 enabled Hitler to come to power as he was viewed as the "Messiah" who could rescue Germany out of the Great Slump which affected

most nations. Hitler was a good and great orator who used his oratory skills to persuade and motivate people to support his ideas.

- Appeasement was equally to blame as other historians argue that Britain and France should have taken a firm line with Hitler before Germany had become too strong.
- An Anglo-French attack on Western Germany in 1936 at time of the Rhineland occupation would have taught Hitler a lesson and might have toppled him from power.
- By giving way to Hitler's demands and actions, the appeasers increased his prestige at home.
- Success and the absence of resistance tempted Hitler as he might not have had definite plans for war but after the surrender at Munich, he decided to gamble on war with Poland.
- Chamberlain has also been criticised for choosing the wrong issue over which to make a stand with Hitler.
- It is argued that Germany claims for Danzig routes across the corridor were more reasonable than her demands for the Sudetenland which contained almost a million non-Germans.
- Poland was difficult for Britain and France to defend and was militarily much weaker than Czechoslovakia.
- Chamberlain hence should have made his stand at Munich and backed the Czechs.

- In the spring of 1942, the intensive killing resumed to include Jewish slave labourers.
- They used cyanide gas produced from cyclone, the commercial name of a pesticide based on hydrocyanic acid.

(k) American entry into the war

- America's entry into the second world war on allies' side was chiefly caused by Japan's bombing of Pearl Harbour and later by Hitler's declaration of war on the USA.
- America's entry boosted allies morale at a time when the chips were down.
- America brought in fresh soldiers, advanced weapons and brilliant new ideas, a feat that the central powers could in the Pacific (June 1942), the Americans beat off a powerful Japanese attack, which included five aircraft carriers, nearly 400 aircraft, 17 large warships and an invasion force of 5000 troops.
- The British, with only three carriers and 233 planes, destroyed four of the Japanese victory against heavier odds.
 - They had broken all the Japanese radio code and knew exactly when and where the attack was to be launched.
 - The Japanese were overconfident and made two fatal mistakes of:
 - Splitting their forces, hence allowing the Americans to concentrate on the main carrier force.
 - Attacking with aircraft from all carriers simultaneously, so that when they were all rearming, the entire fleet was extremely vulnerable.

- At this juncture/stage, the Americans launched a counterattack by dive bombers which swooped unexpectedly from 19 000 feet, sinking two of the carriers and all their planes.
- The Americans maintained their lead in carriers and aircraft, especially dive bombers.
- The Americans under General MacArthur began to recover the Pacific Islands, beginning in August 1942 with landings on the Solomon Islands.
- The struggle was longer and bitter and continued through 1943 and 1944.

(l) Bombing of Hiroshima and Nagasaki

- On 6 August 1945, the Americans dropped an atomic bomb on Hiroshima killing 75 000 people and leaving tens of thousands more slowly dying of radiation poison.
- 12 American navy fliers in Hiroshima city jail were also killed in the raid.
- On 9 August 1945, a second bomb (plutonium) was dropped on the city of Nagasaki killing nearly 40 000 people and destroying property and infrastructure.
- The Japanese government surrendered unconditionally and far east war came to an end as Japan was Germany's only remaining ally in the far east.
- The dropping of these bombs was one of the most controversial actions of the entire war.
- President Harry Truman's justification was that he was saving American lives since the war could have dragged on for another year.
- The effects of the bombings are still being felt today as blind and disabled children are still being born in Japan today.

Importance of role played by USA in the defeat of axis power

- The USA provided its vast resources which tilted the scales in favour of the allies.
- The USA's sea power was effective in defeating Japan, 75% of Japan's merchant ships were sunk by USA submarines.
- USA atomic bombings destroyed Japanese homes and factories.
- The bombings at Hiroshima and Nagasaki in 1945 caused Japan to surrender unconditionally.
- The USA supplied war equipment to Britain and Russia.
- The USA defeated Japan at the Battle of Midway, USA and Pacific Fleet defeated Japanese attack, sinking four enemy aircraft and destroying 296 aircraft.
- USA General Eisenhower led the allied forces on the day landings and liberation of France.
- The USA helped Britain in defeating Germany and Italy in north Africa.
- However, other factors also played a part.
 - There were resistance movements against Germany in France, Czechoslovakia, Austria, Denmark and Poland.
 - Chinese resistance to Japan and the eventual defeat of Japan in China.
 - Failure of Germany to defeat Britain in Operation Sea Lion.
 - Failure of Operation Barbarossa and the Russian winter also caused Germany's demise.

- Weakness of Italy also contributed to the Axis powers defeated as Germany constantly helped.

Countries invaded by Germany during WW2

- Poland
- Denmark
- Russia/USSR
- France
- Czechoslovakia
- Britain
- Belgium
- Norway
- Holland/Netherlands

Weapons used during WW2

- Tanks
- Machine guns
- Submarines/ U-boats
- Torpedo boats
- Warplanes (Spitfires)
- Bayonets/Knives
- Bombs
- Landmines
- Radar
- Armoured cars

Eastern European states that fell under communist control

- Poland
- Czechoslovakia
- Romania
- Yugoslavia
- Bulgaria
- Hungary
- Albania

Objectives

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

- *explain the concept of the Cold War.*
- *trace the origins of the Cold War.*
- *describe the manifestations of the Cold War.*
- *evaluate the impact of the Cold War on the World*

Introduction

The Cold War refers to the strained relations that existed between the **capitalist** western world led principally by the United States of America (USA) and the **communist** east led by the Union of Soviet Socialist Republics (USSR), after the end of the second world war. It was so called because it was fought not with weapons, but with words, propaganda, military and financial aid to enemies of the opposing sides. It can be called or termed an ideological warfare because it was between two opposing ideologies namely Capitalism vs Communism. Although there was no actual physical confrontation, cold war was characterised by a conflict of the most serious and deadly kind.

Causes of the Cold War

- (a) Ideological differences. There was deep seated fear and mutual suspicion between USA and USSR over the spread of their ideologies of capitalism and communism. The establishment of the Soviet Union through acquisition of satellite states was a measure to contain capitalism.
- (b) Disagreement over the issue of disarmament. The use of the atomic bombs on Japan by USA towards the end of world war II alarmed USSR. The two sides failed to agree on an arms reduction plan and continued to stockpile atomic bombs.
- (c) Economic rivalry. In 1947, the USA President Harry S. Truman introduced the Marshal Plan, a scheme aimed at assisting western European countries that had been devastated by war. The USSR in turn formed the Council for Mutual Economic Assistance (COMECON), an economic cooperative plan for Eastern Europe. This further heightened the hostility between the west and the east.
- (d) Formation of military alliances. In April 1949, the USA, western European countries and Canada formed a military alliance through the signing of the North Atlantic Treaty in Washington D.C. (NATO). The formation of NATO ended America's isolationist policy. Russians responded by signing the Warsaw Pact, in May 1955, a military alliance of communist countries. These alliances fostered hostility between countries.
- (e) The use of Russian veto powers in the UN. Russia used her veto powers to defeat UN proposals, which she accused of being pro-USA. The struggle by the two powers to dominate the UN increased tension between them.
- (f) Disagreement over the future of Germany as a whole. Western allies wanted strong Germany to assist in the economic prosperity of other nations. Russia was

Objectives

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

- list the front line states.
- outline the aims of frontline states.
- describe the role played by frontline states in the liberation of Zimbabwe.
- list members of SADC and their responsibilities.
- outline the aims of SADC.
- describe the role played by SADC in the socioeconomic development of the region.
- explain the successes and failures of SADC.

Introduction

It is an intergovernmental organisation with goals to further regional socio-economic corporation and integration as well as political and security corporation in the 16 members of southern African states. It was initially known as **Southern African Development Coordination Conference (SADCC)** established on 1 April 1980 in Lusaka, Zambia. This was a formation of the frontline states designed to deal with apartheid in South Africa.

Southern African Development Coordination Conference

In 1992, Heads of Government of the region agreed to transform SADCC into the Southern African Development Community (SADC), with the focus on **integration of economic development**.

SADC members are Angola, Botswana, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe.



SADCC was formed to advance the cause of national political liberation in Southern Africa and to reduce dependence particularly on the apartheid era South Africa, through effective coordination of utilisation of the specific characteristics and strengths of each country and its resources. SADCC objectives went beyond just dependence reduction to embrace basic development and regional integration. Hence, SADCC was formed with four principal objectives, namely.

- Reduction of member state dependence, particularly, but not only, on apartheid South Africa.
- Forging of linkages to create genuine and equitable regional integration and cooperation.

- The suppression of the UNITA rebels in Angola was also an initiative of the SADC through commissioning Zimbabwe to conduct peace-keeping operations.
- The 1998 war in the Democratic Republic of Congo was suppressed by SADC member countries like Zimbabwe, Namibia and Angola. This was a big threat to the region as a whole.
- The balance of trade in the region was achieved as tariffs were lowered or sometimes removed on other items. This was through the preferential trade agreements such as the African Growth and Opportunity Act (AGOA) and Everything But Arms (EBA).
- South Africa removed the visa system for Zimbabwe.
- The SADC enabled the Southern part of Africa to participate in the multilateral and bilateral negotiations such as the World Trade Organisation and Economic Partnership Agreements.
- SADC countries were involved in Economic Partnership Agreements (EPA).
- Countries like Botswana, Namibia and South Africa managed to secure a dominant share of exports to the European Union (EU).
- The EU exports a wide range of goods to the SADC region such as vehicles, machine, medicines, electrical and processed foods.

Aims of the SADC

- To improve the existing rail and road network system which links the different trading states, in the view to

reduce reliance on the port routes in South Africa when it comes to shipment of imports and exports.

- To coordinate political, diplomatic and military struggles to bring an end to colonial rule in South Africa, which was proving to be a menace to the socio-economic and political manoeuvres of the entire Southern African region.
- To make customs clearance procedure easy.
- Relaxation, reduction of tariffs and duties.
- Relax restrictions on the amounts of goods a country had to trade.
- To create a universal market or one common market, to speed developments in the regions and to create a bigger production for a big market.
- To expose consumers to a wide variety of products or choices.
- To work towards a common currency.
- It created bilateral and multilateral trading relations between countries.

Successes

- The SADC established strong ties with the EU thus enabling members like South Africa, Botswana, Namibia and Lesotho to achieve a dominant share of exports and imports from EU. The EU exports a wide range of goods to the SADC region like the vehicles, machinery, electrical, pharmaceuticals, and food. The countries in the SADC EPA are members of the World Trade Organisation (WTO). Currently, the SADC has made the European Union the greatest economic partner.
- Political stability was achieved through the interventions of these SADC members.

Failures of the SADC

Some countries are suffering from political and economic instabilities and SADC is failing to intervene to solve the problems.

Frontline states and their leaders

- Tanzania – Julius Nyerere.
- Mozambique – Samora Machel.
- Botswana – Seretse Khama.
- Angola – Austin Neto.
- Zambia – Kenneth Kaunda.

Aims

- To coordinate their responses to the apartheid.
- To formulate a uniform policy towards apartheid government and the liberation movement.

Challenges faced by the frontline states to meet their objectives

The frontline state did face some challenges to implement some of their policies. This was because of the following reasons.

- The geographical location and economic complexities prevented member states like Botswana to form enmity with South Africa since they were economically dependent on South Africa.
- Most citizens of the frontline states were working in South Africa meaning South Africa was the economic giant in the eyes of the frontline states.
- Most of them were economically tied by Southern African Union.
- SA military power was overwhelming as compared to that of the frontline states.

Successes

- They managed to persuade South Africa to go into dialogue with liberation leaders.
- They created the Southern African Development Coordinating Conference (SADCC), which played an important role pressuring the South Africa government to make some changes.
- This SADCC isolated South Africa.
- The SADCC managed to fuel international isolation of South Africa as their support increased.

The role played by frontline states in the liberation of Zimbabwe

- Countries like Mozambique, Tanzania, Zambia and Botswana played an important role in the liberation of Zimbabwe.
- The type of assistance given by the frontline states was that of:
 - military assistance in training guerrillas or freedom fighters.
 - weapons.
 - shelter for refugees.
 - food.
 - medical assistance.

Countries like Mozambique, Tanzania, Zambia, Botswana and Angola imposed sanctions to weaken the Rhodesian economy.

- Creating and taking care of refugees in the camps.
- ZANLA forces were trained in Tanzania, Mozambique and China.
- ZIPRA forces were trained in Zambia, Cuba and Soviet Union.
- These countries offered important training on the importance of political education and conscientisation of the masses on aims of the armed struggle.

Objectives

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

- *describe the origins of OAU/AU.*
- *state the aims of OAU/AU.*
- *describe functions of organs of the OAU/AU.*
- *assess the successes and failures of OAU/AU.*

Organisation of African Unity (OAU)

Origins

Its origins are rooted in the Pan African Congress which was convened in London, Britain and the advocates for it were the likes of Marcus Garvey and Williams Du Bios. In the West Indies and United States, there was a Pan African Movement which advocated for the rights of Africans. It was fighting against the racism, colonialism, the political and economic exploitation of Africans. Its main goal was to oversee and create a united independent Africa. On 25th May 1963, key African leaders by then met in Addis Ababa Ethiopia and formed the OAU.

Major players in the formation of OAU

Kwame Nkrumah of Ghana had hosted the first peoples' Conference in 1958 and it was attended by both independent and non-independent African States. His aim was to do away with racism, colonialism and exploitation of Africans.

The conference was divided into two parts

- The Brazzaville Monrovia group included countries like Liberia, Niger, Senegal, Ethiopia, and Ivory Coast. This one called for much lesser form of corporation between independent and non-independent states with much capitalistic ideas and pro-western style.
- The Casablanca group included countries like Ghana, Guinea, Morocco, Libya and Egypt. They advocated for strong anti-imperialists and called for joint military command, an African common market and a socialist path of development. It also aims to create a United States of Africa.

The OAU/AU

Aims of the OAU/AU

- To emancipate all the African states which were struggling against colonial regimes and oppressive acts.
- To achieve a better life for the people of Africa.
- To play a mediating role on settling of disputes in Africa.
- To defend territorial integrity, independence and peace in Africa.
- Recognise colonial boundaries even where these cut across and divided ethnic groups or where there will be traditional rivalry in the same state.
- Encourage all forms of possible cooperation in Africa.

Objectives

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

- *describe the formation and aims of the United Nations.*
- *outline the structure of the United Nations.*
- *assess the effectiveness of the United Nations.*
- *examine the role of the United Nations in the promotion and protection of human rights.*
- *describe Zimbabwe's relationship with China and the European Union.*
- *explain reasons for the adoption of the Look East Policy.*
- *describe the peace-keeping and peace-making policy after Independence.*

The United Nations Organisation

On January 1st 1942, representatives of 26 nations at war with Axis Powers met in Washington DC (District of Columbia) to sign the declaration of the United Nations endorsing the Atlantic charter, pledging to use their full resources against Axis and agreeing not to make a separate peace.

Similar to the League of Nations which was the brainchild of the then United States of America president, Woodrow Wilson. The United Nations Organisation (UNO) was also the brainchild of President Franklin D. Roosevelt, another former American President. The U.N. was officially established in 1945 following the horrific events of World War II, when international

leaders proposed the creation of a new global organisation to maintain peace and avoid the outbreak of another catastrophic and devastating war as well as the emotional, psychological and physical abuses of war.

The UNO was founded after World War two as an organisation of independent states with the following objectives:

- To promote and maintain international peace and security and prevent the occurrence of another world war.
- To foster friendly relations among nations of the world.
- To promote respect for fundamental human rights and freedoms.
- To promote social progress and better living standards of the people.
- To protect the interests of minority groups such as women and children.
- To promote economic growth among member states who are working towards reconstructing the world economy that was destroyed by the World War 2.
- To replace the League of Nations which had collapsed before the outbreak of World War 2.

Formation of the United Nations

- The signing of the Allied Declaration in London on 12th June 1941 marked the first step in the formation of the UN.
- On 14th August 1941, Franklin Delano Roosevelt of USA and Winston Churchill of Britain, meeting in

Objectives

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

- *outline the causes of the Russian Revolution.*
- *trace the stages of the Russian Revolution since 1905.*
- *describe the policies of Lenin and Stalin.*
- *explain the causes of the February and the October 1917 revolutions.*
- *assess the course and results of the Russian Revolutions of 1917.*
- *outline the role of Lenin in the Russian revolution.*
- *describe Stalin's domestic policy.*

The causes of the February and October Revolutions in Russia

- Lenin's return from exile.
- The effects of the World War 1 (1914-1918).
- Backward economy.
- Food shortages.
- The demoralised democratic army (disillusioned soldiers).
- Corruption in government.
- High taxation.
- Inefficient government.
- Hyperinflation.
- Widespread strikes.
- Disruption in agriculture.
- Tsar's tyrannical rule (autocracy).
- The Russo-Japanese war.

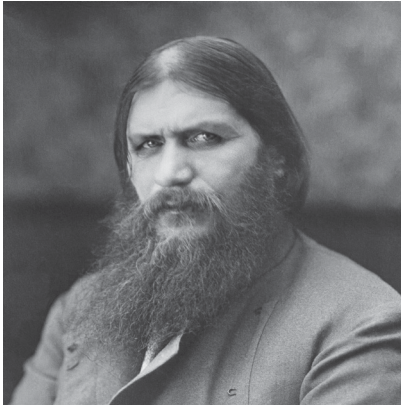
- Shortage of weapons.
- The influence of Rasputin.
- Shortage of fuel.
- The rise of Nihilism.

Tsar's tyrannical rule (autocracy)

- It was a major cause for the outbreak of the Russian revolutions.
- The Tsars in Russian Empire were despotic, monarchical or absolute rulers.
- Some strongly religious Russians saw Tsars as demigods, nominated and appointed by God and criticism was forbidden.
- Tsars were said to have been answerable to God and not to the wishes of the common people.
- In Russia, the Tsar monopolised all powers into his own hands, for example, he was the executive, legislature, the judiciary and his words were final and the law.
- Not only that, but the Tsar also had the supreme power of life and death.
- More so, the Tsar also declared war and concluded peace at any given time.
- Tsar was also treasury of the state and he misused public funds.
- During the reign of the Tsars, there was no liberalism and constitutionalism in Russia.
- It was only the Almighty God who could reduce the authority of the Tsars.

The influence of Rasputin

Who was Rasputin?



Rasputin

- Rasputin was a bizarre monk at the Winter Palace in Russia.
- In the same note, Rasputin had more influence at the Winter Palace.
- The Tsar's wife, Tsarina Alexandra favoured Rasputin because he claimed to be a holy man and because he seemed to be able to ease the effects of Alexis haemophilia (Alexis was Nicholas II's only son and heir to the throne).
- In 1915, Tsar Nicholas II took personal command of the army and he left the Tsarina Alexandra in charge of the government.
- As a result, the Tsarina Alexandra came under the influence of Rasputin and he virtually became the Prime Minister of Russia.
- It is important to highlight that Rasputin harassed reformers and caused dismissal of competent reform ministers.
- Without economic, social and political reforms, revolution was bound to occur.
- In 1916, Rasputin's influence on the government was so evil and dangerous that the group of organised noblemen plotted to assassinate him.

The rise of Nihilism

- Nihilism was a terror against the government which denied its citizens legal rights.
- The Russians decided to use terror to topple Tsarism and reduce it to nothing and make a fresh start in a revolutionary direction whereby the people had their liberties and freedoms recognised.
- The revolutionaries in Russia had no option but to resort to terror because there was no parliament for them to report their grievances.
- Censorship was employed by the government to suppress the people's liberties. For example, newspapers were heavily censored and the secret state agents were used by the government to hunt down opponents of the state even in public places and during gatherings.
- The Tsars ruled Russia and copied the fashion of their ancestors of the Middle Ages.
- The revolutionaries therefore, decided to employ terror against tyrants to destroy Tsarism.

Course and results of the Russian Revolutions

The Russian Revolutions passed through several stages and each stage had its unique successes and failures.

The First Russian Revolution (1905)

- The first revolution in Russia occurred in 1905.
- The revolution was sparked off by the events of Sunday, 9 January 1905 and that came to be referred to as "Bloody Sunday".

Objectives

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

- *describe the nature of the Fulgencio Batista Regime.*
- *outline the stages of the Cuban Revolution.*
- *describe the results of the Cuban Revolution on the world.*

The Nature of the Batista Regime

1. Corrupt way in which the country was run

- Cuba was given/granted independence after the US-Spanish war of 1898.
- Thereafter, a succession of greedy and insufficient tyrants rose to power.
- After some years of chaos, the army stepped in, in a coup led by an army sergeant, Fulgencio Batista.

2. The large role the USA played in the running of Cuba

- The USA backed dictator Fulgencio Batista, who suppressed the people in Cuba.
- Batista was a corrupt person and the Cuban Revolution was launched to overthrow him.
- Batista ran the nation through his puppets from 1933 to 1940.
- He made himself popular with the masses by forcing the state to

grant higher wages, holidays with pay and social services (education, accommodation and health).

- Batista was elected president in his own right.
- After a period of four years, Batista was voted out.
- He then again seized power in 1952 and ruled as a dictator (tyrant/autocratic).
- However, Batista was criticised by a wealthy left-wing lawyer, Fidel Castro and his brother Raoul.
- Fidel and Raoul were forced to flee to Mexico where they joined a band of plotters under the Argentinian revolutionary, Ernesto (Che) Guevara, and planned to overthrow Batista.

3. The poor conditions and treatment lived by the lower class Cubans

- While Batista and his puppets were worth millions of dollars, the average Cuban lived in apt poverty.
- Over half the Cuban population lived in huts, shacks and slums without the slightest sanitary facilities.
- Illiteracy was high and millions of Cubans were unemployed.

The Stages/Events of Cuban Revolution

(a) Guerrilla warfare

- In 1956, the exiled Cubans thought that the time had come to take over power.

EXAMINATION PRACTICE 1

Regional and International Affairs

PAPER 2

4044/02

2 Hours

INSTRUCTIONS TO CANDIDATES

Answer any **four** questions of your choice.

This question paper consists of 20 questions, each question carries 25 marks.

Candidates are advised to spend about 30 minutes on each question.

1. (a) State **five** European countries that met at the Algeciras Conference in 1906. [5]
 (b) Describe the hostility between Germany and France over Morocco in 1911. [12]
 (c) How far did this hostility increase tension in Europe? [8]
2. (a) Identify **five** countries that participated in the First World War. [5]
 (b) Describe the submarine warfare during the First World War. [12]
 (c) To what extent did the War at Sea lead to the defeat of Germany and her Allies? [8]
3. (a) Name **five** countries which met at the Paris Peace Conference in 1919. [5]
 (b) Outline the aims and ideas of the peacemakers at the Paris Peace Conference in 1919. [12]
 (c) Why did the defeated powers condemn the decisions made at the Paris Peace Conference? [8]
4. (a) State **five** functions of the Secretariat of the League of Nations. [5]
 (b) Outline the weaknesses of the League of Nations up to 1939. [12]
 (c) How far did these weaknesses lead to the collapse of the League of Nations? [8]
5. (a) Identify **five** benefits enjoyed by the Italians under Fascism. [5]
 (b) Describe the domestic problems that were faced by the Italian government between 1919 and 1922. [12]
 (c) How successful was the Italian government in solving these problems up to 1939? [8]
6. (a) State **five** opponents of the Weimar Republic. [5]
 (b) Describe the efforts made by Gustav Stresemann to improve the German economy up to 1929. [12]
 (c) To what extent did the efforts of Stresemann contribute to the rise of Hitler? [8]
7. (a) List **five** causes of the Great Depression in the United States of America (USA). [5]
 (b) Describe the effects of the Great Depression in America. [12]
 (c) To what extent can the American government be blamed for the Depression? [8]

8. (a) Identify **five** territories which were occupied by Germany between 1935 and 1939. [5]
 (b) Outline the reasons for the outbreak of the Second World War. [12]
 (c) To what extent can Britain and France be blamed for the outbreak of the Second World War? [8]
9. (a) Give **five** reasons for Hitler's invasion of Russia in 1941. [5]
 (b) Describe the 'Phoney War' during the Second World War. [12]
 (c) What contribution did Britain and France make in the defeat of the Axis powers? Explain your answer. [8]
10. (a) State **five** basic elements of human rights enshrined in the United Nations' Universal Declaration of Human Rights. [5]
 (b) Describe the functions of the United Nations Human Rights Commission. [12]
 (c) How successful has the commission been in carrying out its functions? [8]
11. (a) Identify **five** democratic states in Southern Africa. [5]
 (b) Describe the features of a:
 (i) Representative or Indirect democracy and
 (ii) Presidential democracy. [12]
 (c) How successful has the Zimbabwean government been in implementing the principles of presidential democracy? [8]
12. (a) Identify **five** provinces occupied by foreign countries in China before 1936. [5]
 (b) Describe the administration of Jiang Jieshi's (Chiang Kai-Shek) government from 1930 to 1935. [12]
 (c) To what extent did the weaknesses of Jiang Jieshi's government lead to its downfall? [8]
13. (a) State **five** problems faced by the Communists in China before 1949. [5]
 (b) Describe the Chinese Civil War from 1946 to 1949. [12]
 (c) How important was the role played by the peasants in the Communists' victory? [8]
14. (a) State **five** countries which formed the Commonwealth of Nations in 1931. [5]
 (b) Describe the functions of the Commonwealth of Nations. [12]
 (c) How successful has the Commonwealth been in dealing with the problems affecting its members? [8]
15. (a) State **five** agencies which deal with the social work of the United Nations Organisation (UNO). [5]
 (b) Describe the efforts made by the UNO in promoting international disarmament. [12]
 (c) Has the UNO been successful in promoting international disarmament? Explain your answer. [8]

16. (a) List **five** characteristics of human rights. [5]
 (b) Outline the human rights and fundamental freedoms that are contained in the Constitution of Zimbabwe. [12]
 (c) Has the Zimbabwe government been successful in promoting these rights and freedoms? Explain your answer. [8]
17. (a) State **five** aims of the Organisation of African Unity (OAU) [5]
 (b) Describe the work of the O.A.U Liberation Committee between 1963 and 1994 in Southern Africa. [12]
 (c) To what extent did the O.A.U Liberation Committee contribute to the independence of countries in Southern Africa during this period? Explain your answer. [8]
18. (a) Name **five** countries in Southern Africa that have elected governments. [5]
 (b) Outline the efforts made by governments in Southern Africa to implement the basic principles of democracy. [12]
 (c) How far have the people of Southern Africa enjoyed democracy since 1990? [8]
19. (a) Identify **five** children's rights in the United Nations Convention on the Rights of the Child. [5]
 (b) Describe the efforts made by the Zimbabwean government to promote the rights of children since independence. [12]
 (c) To what extent have economic factors in Zimbabwe affected the rights of children? [8]
20. (a) List **five** problems faced by China in 1949. [5]
 (b) Describe Mao's Cultural Revolution. [12]
 (c) Was the Cultural Revolution successful in China up to 1969? Explain your answer. [8]

EXAMINATION PRACTICE 10

Regional and International Affairs

PAPER 2

2 Hours

4044/02

INSTRUCTIONS TO CANDIDATES

Answer any **four** questions of your choice.

This question paper consists of 20 questions, each question carries 25 marks.

Candidates are advised to spend about 30 minutes on each question.

1. (a) State **five** common diseases on the ships during the Atlantic Slave Trade. [5]
 (b) Describe **six** problems faced by the slaves on the ships. [12]
 (c) To what extent did the slave trade destroy Africa's economy? [8]
2. (a) List **five** European countries involved in the First World War. [5]
 (b) Explain **six** causes of the First World War. [12]
 (c) To what extent did women benefit from the First World War? [8]
3. (a) Name **five** aims of Woodrow Wilson's 14 points. [5]
 (b) Outline **six** territorial terms of the Treaty of St Germain of 1919. [12]
 (c) To what extent did weak allies lead to the defeat of the Central Powers? [8]
4. (a) Identify **five** aims of the League of Nations. [5]
 (b) Explain **six** political work of the League of Nations in the 1920s. [12]
 (c) How far did lack of finances led to the failure of the League of Nations? [8]
5. (a) List **five** principles of Fascism. [5]
 (b) Describe **six** methods used by Mussolini to consolidate power in Italy between 1922 and 1929. [12]
 (c) How far was Italy self-sufficient by 1930? [8]
6. (a) Name **five** of Hitler's aims in his book Mein Kampf. [5]
 (b) Describe **six** economic problems faced by the Weimar Republic between 1924 and 1933. [5]
 (c) To what extent did Hitler's personal qualities lead to the rise of the Nazi Party to power? [8]
7. (a) Name **five** treaties signed by European powers in the 1930s. [5]
 (b) Outline **six** acts of aggression committed by Hitler which contributed to the outbreak of the Second World War. [12]
 (c) To what extent did American entrance contribute to the defeat of the Axis Powers? [8]

EXAMINATION PRACTICE 1 - PAPER 2 ANSWERS

1. (a) European countries that met at the Algeciras Conference in 1906

- Germany
- Britain
- France
- Austria-Hungary
- Italy
- Spain
- Russia
- Belgium
- Portugal
- Sweden
- Netherlands

(b) The hostility between Germany and France over Morocco in 1911

- tribes rebelled against the Sultan in Morocco.
- this is also known as the Second Moroccan Crisis.
- France sent troops quickly to subdue them.
- French troops occupied Fez which was under attack from nomadic tribes.
- Germany denounced the French move as illegal according to the Algeciras Conference.
- Germany stepped in and in July 1911, a German gunboat the Panther Cruiser, was sent to Agadir.
- Germany claimed she was protecting her interests but actually wished to take part in Morocco as compensation for French gains.
- for a time, feelings were so high that war between France and Germany seemed possible.
- Britain terrified by the possibility of a German naval base at Agadir (Atlantic) so close to Gibraltar immediately sided with France in the crisis.

- British fleet was prepared for action (British mobilisation).
- this forced Germany to withdraw embarrassed as it was clearly a French victory.
- an agreement was reached whereby France was recognised as having a protectorate over Morocco but in return the German Colonies were enlarged by two small slices from French Congo.
- Britain and France made a secret naval agreement to support each other in case of any eventuality.

(c) The extent to which this hostility increased tension in Europe

- the incident like the First Moroccan Crisis again pitted Germany on the one hand and the British and French on the other, thus increasing world tension.
- during the conference session, France, Britain and Russia had constantly outvoted Germany and the result was a decisive defeat for the Kaiser.

However,

there were other factors besides the 1911 Moroccan crisis which increased tension in Europe such as:

- quarrel between Austria-Hungary and Serbia
- naval and arms race.
- colonial rivalry in Africa and the Far East.
- Germany Schlieffen Plan.
- economic rivalry among different capitalist countries of the world.
- rise of nationalism in Central and Eastern Europe.
- shifting balance of power as Germany threatened old powers like Russia, Britain and France.

- centre for harmonising the actions of national disputes.
- cooperate in solving international economic, social, cultural and humanitarian problems.
- promoting respect for human rights and freedoms.

(c) How successful has the UN been in manufacturing peace in Africa

- interfiled in DRC in negotiating peace deals.
- was involved in Rwanda between the Tutsi and Hutus.
- involved in apartheid South Africa

However,

Problems in Africa continue and still exist, for example, in D.R.C and South Africa.

- trickery of porters who were then sold at the coast.
- voluntary submission by some Africans.

(c) The extent to which African middlemen benefited from Slave Trade

- slave traders gave African middlemen items such as guns and gunpowder which they used to conquer other states and for defence.
- emergence of new rulers and new states as a result of Slave Trade.
- professional traders such as Hausa, Mandinka and Susu got some profits from slave trade.
- trade was boosted.

However,

- goods exchanged were consumables and usually of sub-standard.
- trade in guns promoted warfare and divided Africans.
- instability and insecurity increased among West African states.

EXAMINATION PRACTICE 5 - PAPER 2 ANSWERS

1. (a) European countries involved in the Slave Trade in West Africa

- Britain
- Denmark
- Netherlands
- Portugal
- Spain

(b) Methods used to obtain slaves in West Africa

- raiding coastal communities.
- purchasing or exchange or trade of humans.
- warfare (war captives sold as slaves).
- kidnapping of Africans while hunting, gathering or fetching firewood.
- disposing of social misfits, for example, criminals, prisoners of war, rebels and witches, debtors and rejects.

2. (a) European States which had interests in the Balkan States

- Britain
- France
- Germany
- Austria-Hungary
- Russia
- Turkey

(b) Events of the Bosnian crisis in 1908

- 1908, there was a Young Turk Revolt against the Turkish Sultan Abdul Hamid II.
- Austria-Hungary took advantage of the instability in the Balkans and annexed Bosnia-Herzegovina, the two provinces she had been administering since 1878.
- the annexation angered Serbia who sought Russian assistance.

(b) Objectives of the African Union

- achieve greater unity and solidarity between African countries and the peoples of Africa.
- defend the sovereignty, territorial integrity and independence of its members.
- accelerate political and socio-economic integration of the continent.
- promote and defend African common position on issues of interest to the continent and its people.
- encourage international cooperation.
- promote peace, security and stability on the continent.
- promote democratic principles and institutions and good governance.
- protect and promote human rights.
- promote sustainable development.
- promote cooperation in all fields of human activity to improve the living standards of the Africans..

(c) The extent to which the AU been able to achieve its economic objectives

- fostered economic unity through regional groupings like ECOWAS, ECOMOG and SADC.
- encouraged member states to promote trade.

However,

- lack of financial resources hinder development plans of the organisation.
- some member states continue to depend on former colonial masters or the west leading to high debt crisis.

13. (a) Countries which formed the British Commonwealth of Nations in 1931

- Britain
- Canada
- New Zealand
- India
- South Africa
- Australia

(b) Work of the Commonwealth Secretariat

- disburses funds for various Commonwealth projects.
- organises annual meetings for finance among members.
- organises meetings of Ministers and Heads of Government.
- provides necessary information for these meetings.
- organises and supports the growing number of services in the fields of development assistance and cooperation.
- its International Affairs division organises meetings and matters of a political nature.
- its Human Resources Development group runs various education and training schemes on matters such as Management, Health, Women and Development and Youth.
- its Technical Assistance division administers the Commonwealth Fund for Technical Assistance or Cooperation.
- its Economic Affairs division focuses on developing trade links and export markets, food production and rural development.
- it does all the paperwork of the organisation.
- it prepares the agenda for the CHOGM.

(c) The extent to which countries in Southern Africa benefited from the work of the Commonwealth Secretariat

- scholarships.
- training.
- technical support.
- participation in Commonwealth games.
- trade links with Britain.
- military expertise from the British.

However,

- trade links have benefited Britain more than the Southern African countries.