ZIMBABWE SCHOOL EXAMINATIONS COUNCIL

General Certificate of Education Ordinary Level

HISTORY 2167/1

PAPER 1 Southern Africa

NOVEMBER 2016 SESSION

Additional materials:
Answer paper

TIME 2 hours

INSTRUCTIONS TO CANDIDATES

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

Answer four questions.

Write your answers on the separate answer paper provided.

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

INFORMATION FOR CANDIDATES

All questions in this paper carry equal marks.

Read carefully through the whole paper before choosing the questions you intend to answer.

This question paper consists of 7 printed pages and 1 blank page.

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1 SETTLER POLICY ON AFRICAN EDUCATION IN COLONIAL ZIMBABWE

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

Source A

By 1920, there were 43 084 pupils in nearly 700 schools, more than 5 000 of whom were Europeans. Government expenditure on African education was £10 016 (pounds) per year, or 5s (shillings) 3d (six pence) per pupil each year. Expenditure for white pupils was £ 187 831 or £ 34 15s per head. The Department of education was responsible for white education, and the Native Affairs Department was responsible for African education.

Adapted from a book by Zimbabwean writers, published in 1981.

Source B

The government had contributed to African education from early days by making annual grants to the missions. These increased through the years. In 1901, the first grant was a mere £133; by 1910, it was £2 780; and by 1930, it had risen to £48 000. The government also began to play a direct role in African education when in 1920 it opened an industrial school at Domboshava which offered courses in building and carpentry.

Adapted from a book by a colonial historian, published in the 1960s.

Source C

African cultural values were looked down upon in the school curriculum which was European or Europe-centred. In history for example, only European heroes such as Napoleon Bonaparte featured while African revolutionaries like Tshaka, Queen Nzinga, Mansa Musa, Mbuya Nehanda and Mukwati were either omitted or portrayed as savages who stood in the way of European civilising influences.

Adapted from a book by Zimbabwean Historians, published in 1999.

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

Explain the evidence in the source which reveals that the settler regime regarded African education as less important than that of Europeans in colonial Zimbabwe. [4]

(b) **Read Source B**

Why did the writer portray settler policy on African education in that manner? [5]

(c) **Read Source C**

Is this source reliable on African education in colonial Zimbabwe? Explain your answer. [5]

(d) **Read Source A and Source C**

In what ways do the two sources differ on African education during the colonial periods in Zimbabwe? Explain your answer. [5]

(e) **Read Source B**

Suggest the possible reactions of the various groups of people in colonial Zimbabwe at that time to the information on African education given in the source. [5]

2 **(a)** Identify any **six** Early Iron Age sites in Southern Africa. [6]

(b) Describe the agriculture and mining activities of the Early Iron Age people in Southern Africa. [11]

(c) To what extent did agriculture contribute to the emergence of classes in the Early Iron Age communities of Southern Africa? [8]

3 **(a)** Identify any **six** forms of craft practised by the people of Great Zimbabwe. [6]

(b) Outline the factors which led to the rise of the Great Zimbabwe State. [11]

(c) To what extent did economic factors contribute to the rise of the Great Zimbabwe State? [8]

4	(a)	Identify any **six** vassal chiefdoms of the Mutapa State.	[6]
	(b)	Describe the methods used by the kings of the Mutapa State to control the empire.	[11]
	(c)	How successful were these methods in maintaining unity in the state?	[8]
5	(a)	List any **six** groups which were defeated by Sebetwane in modern Western Zimbabwe.	[6]
	(b)	Describe the political organisation of the Kololo kingdom under Sebetwane in Bulozi.	[11]
	(c)	How far did the political organisation of the Kololo unite the state?	[8]
6	(a)	Name the **three** mission stations established in Matabeleland and any **three** established in South Eastern Zimbabwe by the Early Christian missionaries between 1859 and 1900.	[6]
	(b)	Describe the work of the early Christian missionaries in Matabeleland between 1850 and 1900.	[11]
	(c)	Were these early Christian missionaries successful in their work in Matabeleland? Explain your answer.	[8]
7	(a)	List any **three** types of fruits and any **three** types of jewellery brought by the Portuguese into the Mutapa State.	[6]
	(b)	Describe the social activities of the Portuguese in the Mutapa State.	[11]
	(c)	To what extent did these activities lead to bad relations between the Mutapa people and the Portuguese?	[8]
8	(a)	Identify any **three** spinning machines and the people who invented them during the Industrial Revolution in Britain.	[6]
	(b)	Describe the social problems faced by the workers in Britain during the Industrial Revolution.	[11]
	(c)	To what extent was the British government able to solve these problems by 1850?	[8]

9	**(a)**	Name any **three** white groups which acquired colonies in Southern Africa in the 19th Century and one colony for each of the groups.	[6]
	(b)	Describe the methods used by the European powers to acquire colonies in Southern Africa.	[11]
	(c)	Did the people of Southern Africa benefit from colonisation? Explain your answer.	[8]
10	**(a)**	Name the **six** Ndebele regiments which fought in the Anglo-Ndebele War of 1893 – 4.	[6]
	(b)	Outline the reasons for the defeat of the Ndebele in this period.	[11]
	(c)	To what extent did the death of Lobengula contribute to the defeat of the Ndebele in this war?	[8]
11	**(a)**	Identify any **six** Shona chiefs who did not take part in the First Chimurenga of 1896 -97.	[6]
	(b)	Outline the events of the First Chimurenga.	[11]
	(c)	Why did this war take so long to end in Mashonaland?	[8]
12	**(a)**	Identify any **six** towns which were linked by railway lines by 1910 in colonial Zimbabwe.	[6]
	(b)	Describe the measures introduced in colonial Zimbabwe to boost white agricultural production between 1930 and 1979.	[11]
	(c)	To what extent were these measures successful during this period?	[8]
13	**(a)**	List any **six** commodities brought by migrant workers from the diamond fields in South Africa.	[6]
	(b)	Describe the problems faced by the early diamond diggers in South Africa.	[11]
	(c)	To what extent were these problems solved by 1886?	[8]

14 **(a)** Identify any **six** minerals mined in Southern Rhodesia in the period 1953 to 1963. [6]

(b) Describe the changes introduced by the government of Southern Rhodesia to improve the lives of Africans during the Federation of Rhodesia and Nyasaland. [11]

(c) To what extent did these changes benefit Africans? [8]

15 **(a)** Identify any **six** towns where Africans staged protests to oppose the Federation of Rhodesia and Nyasaland. [6]

(b) Describe the reactions of the settlers to these disturbances. [11]

(c) Were these protests successful? Explain your answer. [8]

16 **(a)** Identify any **six** sectors where Africans were not allowed to take up professional careers by the government of Southern Rhodesia between 1923 and 1953. [6]

(b) Describe the measures taken by the settler government to oppress the Africans in Southern Rhodesia between 1923 and 1953. [11]

(c) How successful were these measures in oppressing the Africans? [8]

17 **(a)** Name any **six** member states of the Organisation of African Unity (OAU) which supported the Armed struggle in Zimbabwe. [6]

(b) Outline the methods used by the guerrillas during the armed struggle in Zimbabwe from 1966 to 1979. [11]

(c) How effective were these methods in advancing the armed struggle? [8]

18 **(a)** Identify the **three,**

(i) arms of the government of Zimbabwe and

(ii) the circumstances in which parliament may end the term of office of a president in Zimbabwe. [6]

(b) Describe the constitutional roles of members of parliament and judges in Zimbabwe. [11]

(c) How far has the work of the judges benefited the people of Zimbabwe? [8]

19 **(a)** Name any **three** people who contested for the post of President in Zimbabwe since 1990 and their respective parties. [6]

(b) Describe the problems that have occurred during elections in Zimbabwe since 1990. [11]

(c) To what extent has the Government of Zimbabwe been able to solve these problems? [8]

20 **(a)** List any **six** cash crops grown in Zimbabwe. [6]

(b) Describe the problems faced by the new farmers in Zimbabwe. [12]

(c) Had the government been able to solve these problems by 2010? Explain your answer. [8]

21 **(a)** State any **six** clauses of the ANC Freedom Charter of South Africa. [6]

(b) Outline the Apartheid Laws passed in South Africa between 1948 and 1976. [11]

(c) To what extent has the ANC government been able to remove aspects of Apartheid in South Africa? [8]

22 **(a)** Name any **six** leaders of the Frelimo party of Mozambique between 1964 and 1975. [6]

(b) Describe the events of the armed struggle in Mozambique between 1964 and 1975. [11]

(c) To what extent did external support contribute to the attainment of independence in Mozambique in 1975? [8]

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