



For Performance Measurement

ZIMBABWE SCHOOL EXAMINATIONS COUNCIL

(ZIMSEC)

ZIMBABWE GENERAL CERTIFICATE OF EDUCATION

(ZGCE)

O-Level Syllabus

2013 - 2017

History (2167)

Southern Africa and

International Affairs

ZIMBABWE SCHOOL EXAMINATIONS COUNCIL (ZIMSEC)



ORDINARY LEVEL SYLLABUS
2013 to 2017

History 2167
Southern Africa And
International Affairs

This subject is examinable in June and November.

The first examination is in November 2003.

1.0 PREAMBLE

This syllabus replaces the history syllabuses that are currently on offer. These are 2157, 2166 and 2168.

This syllabus is intended to provide 'O' Level pupils with the means by which they will develop an objective view of the world. It should help them to acquire an informed and critical understanding of social, economic and political issue facing them as builders of a developing nation. In addition, it should foster an understanding and an appreciation of issues concerning population, human rights and democracy.

The course is structured to present the information thematically. Topics and areas must, therefore, be studied in relation to the major historical themes and not as a series of isolated narratives.

2.0 AIMS

The aims of the syllabus are to:

- 2.1 develop an interest in, and enthusiasm for the study of historical events;
- 2.2 develop an understanding of local, national and international historical events;
- 2.3 acquire an understanding of the similarities, differences and the common experiences of the peoples of Africa and the World;
- 2.4 understand the various stages in the development of societies and the different forces, which interact to produce change;
- 2.5 appreciate how colonialism and resistance to it have influenced international relations;
- 2.6 develop skills and appropriate tools of analyzing historical events;
- 2.7 understand and appreciate population, democracy and human rights issues as well as responsibilities and obligations that accompany them;
- 2.8 develop simple skills to carry out research into aspects of local and national history using primary and secondary sources;

3.0 ASSESSMENT OBJECTIVES

By the end of the course, pupils should be able to:

- 3.1 recall, select and describe historical events in their context;
- 3.2 describe human activities and beliefs and their effects on resources, environment and other people;
- 3.3 analyse, interpret and evaluate historical evidence, points of view, opinions and value judgements and detect bias;
- 3.4 assess the significance and relevance of information and draw reasoned conclusions;
- 3.5 empathise with the past and interpret events and make decision on a particular period in light of the information and conditions prevailing at that time;
- 3.6 explain concepts and issues that relate to history, population, gender, democracy and human rights in a relevant and coherent manner.

4.0 SCHEME OF ASSESSMENT

4.1 Breakdown of the Examination Papers

The Subject will be examined in two papers.

4.1.1 Paper One: Southern Africa (2 hours – 100 marks)

This consists of **twenty-two** questions; one of them being **source – based** and the rest being structured questions. Candidates are required to answer any **four questions**. At least **one question** will be set on each syllabus topic. Questions will be structured in **three** parts. The first part will be on **recall** of relevant factual knowledge and carries **six** marks. The second part will be **descriptive** and carries **eleven** marks. The third part will require **interpretation** and **analysis** and carries **eight** marks.

Areas where source – based question will come from will be indicated from time to time by the examining board.

4.1.2 Paper Two (2 hours – 100 marks)

This paper consists of **fifteen** structured questions. Candidates will be required to answer any **four** questions. At least **one** question will be set on each syllabus topic. Questions will be structured in **three** parts. The first part will be on **recall** of relevant factual knowledge and carries **five** marks. The second part will be **descriptive** and will carries **twelve** marks. The **third** part will require **interpretation** and **analysis** and carries **eight** marks.

4.2 SPECIFICATION GRID

The following grid shows the relationship between the assessment objectives (paragraph 3.0 above) and the examination papers. The marks in the grid give approximate weighting to the objectives within each paper. It is not, however, intended to allocate a precise mark weighting to each objective.

OBJECTIVE	MARKS FOR EACH PAPER
1	20
2	48
3,,4,5 and 6	32
TOTAL	100

5.0 APPROACHES / METHODOLOGIES

This syllabus encourages a variety of approaches to the teaching of History and discourages mere reproduction of facts. The recommended approaches for this syllabus are the thematic, concentric and skill-based approaches. Methods used should develop empathy and understanding in pupils.

The thematic approach demands that issues, events, developments and ideas be related to their wider theme. This avoids the danger to History lessons being taught as isolated narratives divorced from the significance implied in the theme to which the topic relates. Cases studied to illustrate themes are encouraged.

The concentric approach involves covering historical events starting from the known to the unknown.

The skill-based approach will involve the selection of a wide variety of sources, including extracts from both primary and secondary sources for analysis by pupils. Exercises will involve identifying bias, opinions and value judgements,

corroborating evidence and comparing different versions of the same events and issues. This involves developing the skills of the historian at an elementary level.

Developing empathy and understanding of human rights should be used as an opportunity to enhance understanding of the syllabus content by viewing situations, as far as possible, as they appeared at the time of occurrence. Exercises that stress imagination at the expense of historical knowledge and understanding should **be** discouraged.

The involvement of the learner should be regarded as central in approaches to learning. To this end, teaching for this syllabus should involve problem-posing, problem-solving, role-playing, simulation, dramatization, structured written exercises, discussion, research, discovery, Socratic method, debate, job cards, Future wheels, process folios, instructional media including Values Clarification Approach and field trips. Other methods, which enable the pupils to participate, can be added to the list. It is recommended that for the successful coverage of this syllabus, at least four periods a week of 35 to 40 minutes should be allocated.

6.0 SUMMARY OF CONTENT

The syllabus is divided into **two** papers and **fifteen** themes.

PAPER ONE: SOUTHERN AFRICA

6.1 Development of Zimbabwean Societies

- Early Societies (Late Stone Age – Early Iron Age)
- Great Zimbabwe
- Mutapa Kingdom
- Rozvi Kingdom
- Ndebele Kingdom

6.2 The Nguni Incursions:

- Crisis in Nguniland
- The Zulu under Tshaka
- The Ndebele under Mzilikazi
- The Kololo under Sebetwane
- The Shangaane under Soshangane.

6.3 Early European Colonial Activities: The Missionaries and the Portuguese.

6.4 The Scramble and Partition of Southern Africa.

6.5 Colonisation and Early Resistance in Colonial Zimbabwe up to 1923.

- 6.6 Economic Development in
- Zimbabwe 1894 – 1969
 - South Africa 1867 – 1910
- 6.7 The Federation of Rhodesia and Nyasaland:
- Social and political developments (1953 – 1963).
- 6.8 The Struggle for Independence in Colonial Zimbabwe: (1953 – 1980)
- Background politics 1923 – 1953
 - Reformist pressure politics 1953 – 1965
 - The Armed Struggle: 1966 - 1980
- 6.9 The Constitution of Zimbabwe
- 6.10 Post-Independence Zimbabwe (1980 – present)
- Social and economic developments
 - Political and judicial developments
 - Foreign policy
- 6.11 The Struggle For Majority Rule and Democratisation: Mozambique and South Africa

PAPER TWO: INTERNATIONAL AFFAIRS

- 6.12 The World In Crisis: 1900 – 1945:
- World War I: Causes, Course, Consequences.
 - Peace Treaties with the defeated powers.
 - The League of Nations.
 - European Dictatorships: Italy and Germany (discuss also, Human Rights violation).
 - Boom Depression and Recovery in the USA (1919 – 1939).
 - World War II: Causes, Course and Consequences.
- 6.13 Democracy And Human Rights.
- 6.14 Socialism in China
- Formative years (1919 – 1925)
 - Nationalists vs. Communists (1925 – 1949)
 - China under the Communists (1949 – 1976)

- 6.15 International Co-operation:
- The United National Organisation
 - The Organisation of African Unity
 - The Commonwealth

DETAILED DESCRIPTION OF SYLLABUS CONTENT

PAPER ONE: SOUTHERN AFRICA

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
<p>6.1.0 DEVELOPMENT OF EARLY SOCIETIES IN ZIMBABWE: GREAT ZIMBABWE, MUTAPA, ROZVI AND NDEBELE STATES</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Identify and explain the changes from Late Stone Age to Early Iron Age and their results; • Assess the impact of these changes on population and the environment; 	<p>6.1.1 Changes from Late Stone Age to Early Iron Age</p> <ul style="list-style-type: none"> - Changes in methods of production; - Changes in technology; - Changes social relations; - Impact on population and environment; 	<p>Listing and explaining changes from Late Stone Age to Early Iron Age and their results;</p> <p>Studying pictures and drawing stone and iron tools;</p> <p>Visiting Stone Age and Iron Age sites;</p> <p>Assessing the impact of these changes on population and environment;</p>
	<ul style="list-style-type: none"> • Describe and explain state formation and accompanying developments. 	<p>6.1.2 Late Iron Age State Formation, lineage and tributary states up to the late 19th Century as illustrated by:</p> <ul style="list-style-type: none"> • The Great Zimbabwe • The Mutapa and Rozvi 	<p>Drawing maps showing the location and the extent of the states and explaining</p>

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<ul style="list-style-type: none"> • Describe and analyse the rise of the Later Iron Age States. 	<ul style="list-style-type: none"> • The Ndebele States - Rise, development and fall of the Later Iron Age States 	<p>their rise;</p>
	<ul style="list-style-type: none"> • Explain the political, economic and social organisations of these states; • Comment on the relationship between the state and its people as well as its neighbours; • Explain the benefits that accrued to citizens from nationhood • Analyse and evaluate the decline/downfall of these states; 	<p>Political, social, cultural, religious values, beliefs and practices;</p> <ul style="list-style-type: none"> - Relationship between the state and its people as well as its neighbours; - Benefits accrued to citizens; - Decline/downfall; 	<ul style="list-style-type: none"> - Analysing the political, economic, social, cultural, religious values, beliefs and practices in these states; - Reading and analysing extracts of documents on these states; - Illustrating and evaluating the political and social organisations of the states highlighting the privileges; - Analysing activities of the states, noting injustices; - Discussing the benefits that accrued to the citizens from nationhood;
6.2.0 THE NGUNI	Pupils will:	6.2.1 The Zulu State	

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
INCURSIONS	<ul style="list-style-type: none"> • Discuss the rise of the Zulu State; • Describe the aims and methods used by Tshaka to build the Zulu State; • Examine the organization of the Zulu State, its relationship with its people and with its neighbours; • Identify and discuss the cause and effect of the Mfecane; • Show why and how Mzilikazi, Sebetwane and Soshangane migrated from Nguniland. 	<ul style="list-style-type: none"> - Rise of the Zulu State; - Aims and methods used by Tshaka to build the Zulu State; - Political, social and economic organisation of the Zulu State - The relationship between the state and its people as well as its neighbours; - Causes of Mfecane - Migrations of the Ndebele under Mzilikazi, Kololo under Sebetwane and Shangaane under Soshangane 	<ul style="list-style-type: none"> - Drawing a map showing the location and the extent of the Zulu State and explaining its rise; -Discussion Tshaka's aims and methods used in building the Zulu State. Debating the achievements of Tshaka; - Analysing Tshaka's internal and external activities noting injustices and human rights violation. - Examining the cause and effects of the Mfecane; - Discussing why and how the groups migrated considering population issues such as forced

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			migration, depopulation and translocation; - Drawing and studying a sketch map showing the migrations.
6.3.0 EARLY EUROPEAN, COLONIAL ACTIVITIES: THE MISSIONARIES AND THE PORTUGUESE	Pupils will: <ul style="list-style-type: none"> • Identify early missionary groups; • Describe missionary work; • Analyse the impact of missionary activities; 	6.3.1 the Role of Missionaries: <ul style="list-style-type: none"> - early missionary groups; - establishment of stations, schools and training institutions; - missionary teachings and impact on social, political and economic life of the Africans; 	<ul style="list-style-type: none"> - Listing early missionary groups; - Studying maps showing locations of different missionaries; - Discussing the positive and negative effects of missionary activities on African communities;
	<ul style="list-style-type: none"> - Give reasons for the Portuguese penetration of the Zambezi; - Describe the nature of the interaction between the Portuguese and the People 	6.3.2 Portuguese activities in the Zambezi Valley; <ul style="list-style-type: none"> - Reasons for the Portuguese penetration of the Zambezi Valley; - Portuguese interaction and relations with the Mutapa and Rozvi; 	<ul style="list-style-type: none"> - Explaining the reasons for Portuguese penetration of the Zambezi Valley; - Studying a map showing the routes and settlements of the Portuguese;

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	<p>of the Mutapa and Rozvi states;</p> <ul style="list-style-type: none"> - Explain the rise, characteristics and effect of the prazo system on the way of life of the people; 	<ul style="list-style-type: none"> - Rise, characteristics and effects of the prazo system; 	<ul style="list-style-type: none"> - Analysing the nature of interaction between the Portuguese and the people of the Mutapa and Rozvi states; - Tracing the rise and discussing characteristics of the prazo system with reference to injustices and slavery.
<p>6.4.0 THE SCRAMBLE AND PARTITION OF SOUTHERN AFRICA</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Outline the causes and results of the Industrial Revolution in Britain. • Explain the economic, political, social and other causes of the Scramble and Partition of Southern 	<p>6.4.1 Colonization of Southern Africa:</p> <ul style="list-style-type: none"> - Economic causes and results of industrialization with special reference to the industrialization of Britain. - Economic, political, social and other causes for the Scramble and Partition of Southern Africa. 	<ul style="list-style-type: none"> - Discussing the industrialization of Britain and evaluating its impact on the Scramble and Partition of Southern Africa. - Drawing a map of Southern Africa showing areas occupied by different colonial powers;

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	<p>Africa.</p> <ul style="list-style-type: none"> • Outline the causes and results of the colonization of Southern Africa; • Assess the impact of colonization on human and material resources on Southern Africa; 	<ul style="list-style-type: none"> - Causes - Results - impact of colonization 	<ul style="list-style-type: none"> - simulating the Berlin Conference; - watching videos and/or films on the colonization of Southern Africa; - discussing and evaluating the causes and results of the Scramble and Partition of Southern Africa; - debating on the merits and demerits
<p>6.5.0 COLONIZATION OF ZIMBABWE; EARLY RESISTANCE TO COLONIZATION AND CONSTITUTIONAL DEVELOPMENT UP TO 1923.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Explain the reasons for the colonization of Zimbabwe; • Describe the process of occupation of 	<p>6.5.1 Why and how Zimbabwe was colonized?</p> <ul style="list-style-type: none"> - Reasons for the colonization of Zimbabwe; - Treaties and occupation; 	<ul style="list-style-type: none"> - Studying and interpreting cartoons depicting Cecil John Rhodes's ambitions and listing reasons for the colonization of Zimbabwe; - Discussing the steps taken to occupy Zimbabwe;

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	Zimbabwe.	<p>- The Pioneer Column and its composition (an army of occupation).</p>	<p>- Dramatizing the signing of the treaties with Lobengula;</p> <p>- Studying and critically analysing extracts from the treaties signed by Lobengula;</p> <p>- drawing a map showing the route taken by the Pioneer column and describing the main events along the course;</p>
	<ul style="list-style-type: none"> • Explain the causes, course and results of the Anglo-Ndebele war of 1893-4; • Explain the causes, course and results of the Ndebele and Shona rising (Chimurenga/Umvukela) of 1896-7. 	<p>6.5.2 Early Resistance</p> <p>- The Anglo-Ndebele War of 1893-4 causes, course and results;</p> <p>- Ndebele and Shona rising – cause, course and results;</p>	<p>- Discussing the causes, courses and results of the Anglo-Ndebele War of 1893-4 and the Chimurenga/Umvukela of 1896-7</p>
	<ul style="list-style-type: none"> • Trace the steps taken 	<p>6.5.3 Establishment of colonial political structures;</p> <p>- Company rule;</p>	<p>- Describing the political</p>

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<p>from company rule to Responsible Government and African efforts to be consulted.</p>	<ul style="list-style-type: none"> - Establishment of Responsible government; - African politics, e.g. Bantu Voters' association. 	<p>structures (1897 – 1923);</p> <ul style="list-style-type: none"> - Identifying and evaluating the role of the British South Africa Company colonial office and settlers in bringing about Responsible Government and its injustices; - Examining the effects of company rule on the Africans highlighting the injustices;
<p>6.6.0 ECONOMIC DEVELOPMENT: ZIMBABWE AND SOUTH AFRICA</p> <p>ECONOMIC DEVELOPMENT</p> <p>(a) Zimbabwe: 1894-1969</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • List resources expropriated by the settlers; • Describe and assess methods used by settlers to create a labour force; • Give reasons for the success of initial peasant farm up to 	<p>6.6.1 Expropriation of Resources In Colonial Zimbabwe.</p> <ul style="list-style-type: none"> - Early mining and attempts to create a labour force pass laws, forced labour and confiscation of cattle; - Methods used by settlers to create a labour force; - Initial expansion of peasant farming up to the 1930s; 	<ul style="list-style-type: none"> - discussing the effects of industrialisation in Britain on Zimbabwe. - identifying the resources expropriated by the settlers. - Examining the effectiveness of the methods used by the settlers to

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<p>the 1930s;</p> <ul style="list-style-type: none"> Describe the fall of peasant farming and the subsequent rise of settler agriculture; 	<ul style="list-style-type: none"> Settler agriculture and expropriation of land and cattle leading to imbalances in population and resource distribution; 	<p>expropriate resources and create a labour force.</p> <ul style="list-style-type: none"> Using the map of Zimbabwe to study and evaluate the land Apportionment act and other legislative measures adopted to acquire land and sustain white supremacy.
	<ul style="list-style-type: none"> Assess the effect of settler economy on the economic development, social and cultural life of the Africans; 	<p>6.6.1 Industrialisation and its effects on the economy and society;</p> <ul style="list-style-type: none"> expansion of industry, transport, communication, towns and cities, developing a permanent working class; Exploitation and control Effects of settler economic development 	<ul style="list-style-type: none"> plotting towns and cities on a map of Zimbabwe and explaining reason for their establishment. Discussing the impact of settler economy on the society. Analysing the effects of settler economy on the economic development, social and cultural life of Africans;

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	<ul style="list-style-type: none"> • Assess the economic, political and social effects of mining activities; • Describe the impact of mining activities on population movements and the environment; • Describe the reasons for and origins of migrant labour; • Analyse the working conditions of mine workers; • Assess the impact of railway transport on the economy; 	<p>6.6.2 Discovery and mining of gold and diamonds in South Africa up to 1910.</p> <ul style="list-style-type: none"> - Discovery and mining of gold and diamonds; - Political, economic, social and environmental effects of mining activities; - African migrant labour; - Living and working conditions of mine workers; - Railway development, railway tariff and custom rivalries; 	<ul style="list-style-type: none"> - Locating South Africa's gold and diamond mines on a map; - Analysing the economic, political and social effects of mining activities; - Assessing the impact of mining activities on population movements and the environment; - Discussing the reasons for and the origins of migrant labour using a map of South Africa; -Discussing the working and living conditions of workers; - Analysing the treatment of workers noting injustices.

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
			<ul style="list-style-type: none"> - Discussing the effects of railway transport.
<p>6.7.0 THE FEDERATION OF RHODESIA AND NYASALAND</p> <ul style="list-style-type: none"> • Social and political development (1953-1963) 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Give the reasons for the formation of the Federation; • Outline social developments during the Federation; • Describe the achievements and failures of the Federation; • Discuss the causes for the collapse of the Federation; 	<p>6.7.1 Formation of the Federation</p> <ul style="list-style-type: none"> - reasons for the formation of the Federation; - education, racism, voting; - achievements and failures of the Federation; - causes for the collapse of the Federation; 	<ul style="list-style-type: none"> - Listing down countries that formed the Federation. - :Listing the reasons for the federation. - Analysing the achievements and failures of the Federation. - Debate: “The Federation was doomed from the word go”. Do you agree?
<p>6.8.0 THE STRUGGLE FOR INDEPENDENCE IN COLONIAL ZIMBABWE:</p> <ul style="list-style-type: none"> • Background politics 1923 – 1953 • Reformist Pressure 	<ul style="list-style-type: none"> • List and explain reasons for African grievances against colonial rule; • Identify and describe 	<p>6.8.1 The Struggle for Independence (1923 – 1980)</p> <ul style="list-style-type: none"> - African grievances against colonial rule; - African Pressure groups; 	<ul style="list-style-type: none"> - Discuss the social, economic and political life of Africans under colonial rule. - Tracing and analysing the

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<p>politics 1953 – 1965</p> <ul style="list-style-type: none"> • The Armed Struggle 1966 - 1980 	<p>politico-economic pressure groups between 1923 and 1953;</p> <ul style="list-style-type: none"> • Describe and evaluate the forms of African resistance to colonial rule up to 1980 highlighting human rights issues; • Explain different methods used to gain majority rule. 	<ul style="list-style-type: none"> - Reformist pressure politics 1953 – 1965: Mass Nationalist Parties. - Human rights violation and gender issues during struggle. - Mass nationalism 1955 – 1965; - Armed struggle 1966 – 1980; - Methods used - Internal and External help 	<p>main events of the struggle for independence.</p> <ul style="list-style-type: none"> - Studying pictures showing people engaged in demonstrations and strikes against colonial rule atrocities committed during the armed struggle. - Drawing and studying the main map on liberation zones of ZANLA and ZIPRA. - Role playing the Internal Settlement and Lancaster House Conference and human rights violations in colonial Rhodesia;
<p>6.9.0 THE CONSTITUTION OF ZIMBABWE</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Define a constitution • Explain the role of the Constitution of 	<p>6.9.1 Constitution of Zimbabwe</p> <ul style="list-style-type: none"> - Definition of a constitution, structure and organs of the Constitution of Zimbabwe; 	<ul style="list-style-type: none"> - Discussing the structure and organs of the Constitution of Zimbabwe (refer to the Constitution);

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	<p>Zimbabwe;</p> <ul style="list-style-type: none"> • State the fundamental rights and freedoms contained in the constitution; • Discuss the Declaration of the Bill of Rights of Zimbabwe; • State the qualifications for Zimbabwe citizenship; • Discuss the powers and functions of the:- <ul style="list-style-type: none"> - Executive - Legislative - Judiciary <ul style="list-style-type: none"> • Describe the functions of the Ombudsman; • Discuss the general provisions in the 	<ul style="list-style-type: none"> - Declaration of the Bill of Rights in Zimbabwe, Chapter 3. - Citizenship in Zimbabwe Chapter 2; - Qualification for Zimbabwe Citizenship; <p>6.9.2 The Powers and Functions</p> <ul style="list-style-type: none"> - The Executive – Chapter 4 - The Legislature – Chapter 5 - The Judiciary – Chapter 8 - Ombudsman Chapter 11 functions of the Ombudsman; - Other constitutional provisions of Constitution. 	<ul style="list-style-type: none"> - Classifying the Declaration of the Bill of Rights into 3 groups, first generation – (civic and political rights), second generation rights – (socio – economic and cultural rights) and third generation (group rights); - Surveying to find out types of citizens in the locality. - Debating the relationship among the three organs of government; - Describing the functions of Ombudsman;

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	constitution; <ul style="list-style-type: none"> • Describe the provisions and functions of commissions; 	<ul style="list-style-type: none"> - Functions and provisions of the commissions. 	<ul style="list-style-type: none"> - Stating the functions and provisions of commissions (refer to the Constitution of Zimbabwe);
6.10.0 POST INDEPENDENCE DEVELOPMENTS IN ZIMBABWE <ul style="list-style-type: none"> • Social and economic developments • Political and judicial developments • Zimbabwean foreign policy 	Pupils will: <ul style="list-style-type: none"> • Identify and describe the economic, political and social developments since independence; • Assess the impact of the changes on the people of Zimbabwe; 	6.10.1 Development since Independence <ul style="list-style-type: none"> - Political, economic and social developments since independence (1980), gender, equity and equality and human rights issues; - Judicial constraints and amendments; - Relations with SADC states - Role of Zimbabwe in international politics; - Impact of the changes on the people of Zimbabwe; 	<ul style="list-style-type: none"> - Evaluating the social, economic and political developments since independence with reference to Socialism and Capitalism also E.S.A.P. (1990s) - researching into measure taken since independence to promote gender equity and equality and indigenisation of the economy and the extent to which these were successful/unsuccessful - identifying the arguments for and against land redistribution using pictures

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<ul style="list-style-type: none"> Describe and explain the socio-economic and political developments in the new millennium; 	<p>- Zimbabwe in the new Millennium:</p> <p>Challenges</p> <ul style="list-style-type: none"> - Social - Economic - Political - Foreign policy - Land issue 	<p>of 'reserves' for illustration.</p> <ul style="list-style-type: none"> - discussing factors leading to population growth and its impact on resources. - assessing the impact of the changes on the people of Zimbabwe.
<p>6.11.0 STRUGGLE FOR MAJORITY RULE AND DEMOCRATISATION IN MOZAMBIQUE AND SOUTH AFRICA:</p> <p>(a) Mozambique</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> Describe how Portuguese rule affected social, economic and political rights of Africans in Mozambique; Describe the armed struggle up to 1975: 	<p>6.11.1 Struggle for Majority Rule in Mozambique and post independence developments</p> <ul style="list-style-type: none"> - Economic, socio-cultural and political grievances which led to the formation of nationalist parties; - The struggle for independence 1960 - 1975 	<ul style="list-style-type: none"> - Analysing the rule of the Portuguese – its merits and demerits; - Explaining the methods used by Frelimo in the armed struggle, external help.
	<ul style="list-style-type: none"> Discuss and evaluate 	<ul style="list-style-type: none"> - Government efforts to 	<ul style="list-style-type: none"> - Debating the success and

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<p>the success and failure of Frelimo in solving the problems of Mozambique.</p>	<p>redress political, economic, social and cultural problems since 1975.</p>	<p>failure of Frelimo government since 1975;</p>
<p>(b) South Africa Since 1912</p>	<ul style="list-style-type: none"> • Examine the system of apartheid / segregation; • Trace and examine anti-apartheid developments in South Africa; • Explain the methods used to resist apartheid policies by various groups in South Africa; • Describe the tactics employed by the apartheid regime to deal with opponents; • Discuss social, political and economic developments in South Africa since 1994; 	<p>6.11.2 The Struggle against Apartheid in South Africa from 1912 and the process of Democratisation since 1994;</p> <p>Political, social and economic policies from 1912;</p> <ul style="list-style-type: none"> - Early anti-apartheid movements; - Apartheid and its injustices; - Struggle against apartheid; - Government response to its opponents. - South African regional policy before 1994. - Post-apartheid South Africa politics, economy and social justice. 	<ul style="list-style-type: none"> - Analysing apartheid legislative laws and their effects; - Studying and showing land segregation and Bantustans; - Project work on how the apartheid system violate human rights; - Watching videos and films and studying pictures on apartheid practices and how the people resisted; - Describing the methods employed by the apartheid regime in dealing with its opponents;

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
		<ul style="list-style-type: none"> - Foreign policy. 	<ul style="list-style-type: none"> - Debating on the post apartheid South African government's achievements and the process of democratisation;
<p>6.12.0 THE WORLD IN CRISIS: 1900 – 1945</p> <ul style="list-style-type: none"> • World War I 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Describe and analyse causes and consequences of World War I; • Explain new development during World War I; 	<p>6:12: 1 World War 1: Causes and Consequences</p> <ul style="list-style-type: none"> - European Great powers in 1900. - German Weltpolitik - Balkan Issues - Turkish and Russian interests - Austria – Hungary's interests - Anglo-French position - Imperialism/Colonialism - The course of World War I <p>6.12.2 PEACE TREATIES WITH THE DEFEATED</p>	<ul style="list-style-type: none"> - Analysing an extract of the ultimatum sent by Austria to Serbia and explaining the causes of the war: - Simulating the outbreak of World War 1 noting the grievances of each European power which entered the war; - Debating on how the war could have been avoided; - Analysing the consequences of the war, e.g. loss of life, destruction of the environment and refugee problem to enable pupils to appreciate peace;

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
<ul style="list-style-type: none"> Peace Treaties 	<ul style="list-style-type: none"> Identify and evaluate the terms of the peace treaties. Discuss unfairness and fairness of the treaties. 	<p>POWERS</p> <ul style="list-style-type: none"> The Versailles Treaty territorial and non-territorial provisions; German complaints; The Brest-Litovsk Treaty The treaties of St German, Trianon, Sevres (revised to treaty of Lausanne) and Neuilly; 	<ul style="list-style-type: none"> Role playing the drafting of the treaty of Versailles focusing on the interests of the main negotiators; Debating on the objections of Germany to the terms of the Treaty of Versailles; Describing the terms of the treaties signed with Austria, Hungary, Turkey and Bulgaria;
<ul style="list-style-type: none"> The League of Nations 	<ul style="list-style-type: none"> Describe the aims and organs of the League of nations; Evaluate the work of the League up 	<p>6.12.3 The League of Nations</p> <ul style="list-style-type: none"> Aims and structure; In-born weaknesses Membership The work of the League up to 1939; 	<ul style="list-style-type: none"> Discussing the aims and organs of the League of Nations. Drawing and studying a diagram showing the structure of the League; Identifying the successes and failures of the league;

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<p>to 1945;</p> <ul style="list-style-type: none"> • Discuss the reasons why the League failed as a peace keeping organisation; 	<ul style="list-style-type: none"> - Reasons for its failure 	<ul style="list-style-type: none"> - Examining the reasons for its failure paying attention to the each for democracy and collective security;
<p>European Dictatorships</p> <ul style="list-style-type: none"> • Italy • Germany 	<ul style="list-style-type: none"> • Explain the concept of dictatorship; • Outline and explain the inter-war problems that led to the rise of dictatorship in Italy and Germany; • Describe and evaluate the domestic and foreign policies of the dictators on the lives of the people; 	<p>6.12.4 The Emergence of Dictatorship after World War 1 in Italy and Germany 1918 – 1939.</p> <ul style="list-style-type: none"> - Characteristics of dictatorship - The rise of dictators; - Domestic policies - Foreign policies 	<ul style="list-style-type: none"> - Discussing the characteristics of dictatorship; - Researching into the factors that led to the rise of Hitler and Mussolini to power in Germany and Italy respectively; - Studying pictures and cartoons depicting economic, social and political problems in the two states and analysing these problems;

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<ul style="list-style-type: none"> Discuss injustices practiced by the Nazis and Fascists; 	<ul style="list-style-type: none"> Human rights violations. 	<ul style="list-style-type: none"> Discussing injustices in both Italy and Germany under the two dictators;
<ul style="list-style-type: none"> Boom, Depression and Recovery: The USA 		<p>6.12.5 The USA 1919 – 1939</p> <ul style="list-style-type: none"> Boom, Depression and Recovery; Policies of US presidents; Depression – features and measures taken. Recovery measures; Success and failure. 	<ul style="list-style-type: none"> Discussing the features of the boom including discrimination against minorities; Studying pictures, extracts and statistical information on the consequences of the depression; Debating on the effectiveness of the recovery measures;
<ul style="list-style-type: none"> The Second World War 1939 - 1945 	<ul style="list-style-type: none"> Explain the causes of the war; 	<p>6.12.6 World War II</p> <p>Causes:-</p> <ul style="list-style-type: none"> The Depression Versailles Treaty Aggression Appeasement Nazi-Soviet Pact Failure of League Spanish Civil War 	<ul style="list-style-type: none"> Researching into the causes of World War II and debating on how the war could have been avoided;

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<ul style="list-style-type: none"> • Describe the main events of the war and new developments. • Outline and evaluate the results of the war; • Assess the effects of the war; 	<ul style="list-style-type: none"> - Main events and new developments. - Emergence of new superpowers. <ul style="list-style-type: none"> - Results; - Atrocities against minorities and conquered nations; 	<ul style="list-style-type: none"> - Studying maps showing the main battle fronts of the war and outlining the main events of the war; - Discussing the results of war; - Analysing the effects of the war noting population and environmental issues;
<p>6.13.0 DEMOCRACY AND HUMAN RIGHTS</p> <ul style="list-style-type: none"> • Human rights • Democracy 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Explain the concepts of democracy and human rights; • Identify sources promoting human rights; • Identify the characteristics of a democratic society; 	<p>6.13.1 Democracy and Human Rights Issues</p> <ul style="list-style-type: none"> - Democracy and human rights concepts; - Sources of human rights such as human rights treaties and national constitutions: <ul style="list-style-type: none"> • The Versailles Treaty; • Atlantic Charter: 1941; • UN; 	<ul style="list-style-type: none"> - Defining the concepts of democracy and human rights; - Discussing the development of human rights and their sources; - Debating the pros and cons of a democracy;

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<ul style="list-style-type: none"> Describe the national bodies/organisations and mechanisms for the promotion and protection of human rights; 	<ul style="list-style-type: none"> The Helsinki Accords: 1975. Characteristics of a democracy, e.g. Weimar Republic of Germany, France after 1919. National bodies/organisations and mechanisms for the promotion and protection of human rights. 	<ul style="list-style-type: none"> Finding out and discussing national organisations/bodies for the promotion and protection of human rights.
<p>6.14.0 SOCIALISM IN CHINA</p> <ul style="list-style-type: none"> China under Guomintang 	<p>Pupils will:</p> <ul style="list-style-type: none"> Account for the origins of the Communist Party in China; Describe how the Communists won support from the peasants; Describe and explain the struggle in China 1925 to 1949. 	<p>6.14.1 China 1919 – 1976</p> <ul style="list-style-type: none"> Rule of Guomintang Formation of the Communist Party 1919 – 1921. Struggle between the Communist and the Nationalists from 1925 to 1949. 	<ul style="list-style-type: none"> Discussing economic, social and political problems in China. Studying the map of the Long March and describing how the Communists won the support of the peasants; Examining the Great Leap Forward, Hundred Flowers Policy and the Cultural Revolution noting human rights issues.

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
<ul style="list-style-type: none"> China under the Communist Party 	<ul style="list-style-type: none"> Evaluate how the Communist dealt with political, social and economic problems of China after 1949. 	<ul style="list-style-type: none"> Developments in China under Mao Zedong 1949 – 1976. 	
<p>6.15.0 INTERNATIONAL COOPERATION: UNITED NATIONS, ORGANISATION OF AFRICAN UNITY AND THE COMMONWEALTH</p> <ul style="list-style-type: none"> The United Nations Organisation 	<p>Pupils will:</p> <ul style="list-style-type: none"> Describe the formation, aims and organisation of the United Nations Organisation and its structure; Assess the effectiveness of the security council in its peace-keeping role; Describe the United Nations humanitarian efforts through specialised agencies in solving economic, 	<p>6.15.1 United Nation Organisation (UNO)</p> <ul style="list-style-type: none"> Formation, aims and structure; Work of the UN; International Bill of Rights; Work of UN specialised agencies, e.g. ECOSOC, UNFPA, UNESCO, UNHCR, 	<ul style="list-style-type: none"> Researching into the aims and formation of the UN; Drawing a diagram showing the structure of the United Nations Organisation and explaining the functions of the organs; Debating on the effectiveness of the Security Council and UN peace-keeping role; Explaining the role of UN specialised agencies;

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	<p>socio-cultural and population related issues.</p> <ul style="list-style-type: none"> • Explain the role of the United Nations in the promotion and protection of human rights 	<p>IMF</p> <ul style="list-style-type: none"> - Human rights issues 	<ul style="list-style-type: none"> - Identifying and discussing the UN human rights instruments which constitute the International Bill of Rights.
<ul style="list-style-type: none"> • The Organisation of African Unity 	<ul style="list-style-type: none"> • Explain the origins, aims and membership of the OAU; • Describe the functions of the OAU and its organs; • Assess the political, economic and social work of the OAU; • Assess the promotion and protection of human rights by the 	<p>6.15.2 Organisation of African Unity (OAU)</p> <ul style="list-style-type: none"> - Origins, aims and formation of the OAU; - Organs of the OAU and their functions; (structure) - Work of the OAU; <ul style="list-style-type: none"> • Social • Economic • Political - Promotion and protection of human rights by the OAU; 	<p>Discussing the origins, aims and membership of the OAU;</p> <p>Studying a diagram on the structure of the OAU and explaining the functions of the main organs;</p> <p>Debating on the effectiveness of the OAU;</p> <p>Evaluating the promotion and protection of human rights by the OAU, referring</p>

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
	OAU;	- Successes and failures of OAU.	to the African Charter on Human Rights (ACHPR); Discussing child's rights, duties and responsibilities referring to the African Charter on the Rights and Welfare of the Child (ACRWC);
<ul style="list-style-type: none"> • The Commonwealth 	<ul style="list-style-type: none"> • Discuss the origins, aims and composition of the commonwealth; • Describe the work of the Commonwealth; • Assess the cultural and economic benefits which members derive from the organisation; • Evaluate the role of the Commonwealth in promoting democracy. 	<p>6.15.3 The Commonwealth.</p> <ul style="list-style-type: none"> - Formation, aims and composition; - Work of the Commonwealth; - How it has championed economic, social and cultural rights of its members; - Its peace-keeping role and promotion of democracy. 	<ul style="list-style-type: none"> - Finding out why and how the Commonwealth was formed; - Listing members of the Commonwealth and outlining its aims and composition; - Outlining the work of the Commonwealth; - Identifying the cultural and economic benefits which member states derive from the organisation;

TOPIC	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES AND NOTES
		- Its successes and failures.	Evaluating the role of the Commonwealth in promoting democracy and human rights.