

9.9 Decolonization

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS decolonisation 非殖民化

Objective

Build the skills to explain **decolonisation** 非殖民化.

You must be able to:

- state why decolonisation is a process rather than an event
- name the three European postures the CED gives
- state whose action the objective describes
- connect the outcome to 7.7's resistance

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ A process

The process of decolonisation occurred **over the course of the century** with varying degrees of cooperation, interference or resistance from European imperialist states.

■ Three postures

Cooperation — a negotiated transfer; **interference** — continued involvement after formal independence; **resistance** — power withheld by force. The CED gives no default among them.

■ Whose action

The objective's subject is colonial groups seeking independence, not European states granting it. 7.7 had already said imperial endeavours **created resistance to foreign control abroad**.

■ Where it begins

8.2 named the overthrow of European empires among the First World War's effects, so decolonisation begins in the same century as 7.6's imperial intensification.

2 Practice

2.1 State why decolonisation is a process rather than an event. [2]

2.2 Name the three European postures. [3]

2.3 The objective's subject is the colonised.

(a) State the earlier subtopic that anticipated this. [1]

(b) State what it said. [1]

3 Exam-style questions

3.1 The CED gives [1]

A	B
C	D

A one European posture

B three, with no default

C two, ranked

D none

3.2 8.2 named the overthrow of European empires among the effects of [1]

A	B
C	D

A the Congress of Vienna

B the First World War

C the Depression

D the Cold War

3.3 Two territories reach independence in the same decade, one by negotiation and one after years of fighting.

(a) State what was the same. [1]

(b) Explain what differed. [2]
