

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL
ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION
112/1 HISTORY 1**

Time: 3 Hours **ANSWERS** **Wednesday, 09th February 2011.**

Instructions

1. This paper consists of **Fifteen (15)** questions
2. Answer **five (5)** questions.
3. Each question carries **twenty (20)** marks.
4. Communication devices and any unauthorized materials are **not** allowed in the assessment room.
5. Write your **Examination Number** every page of your answer booklet(s)

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1. Though the characteristics of the feudal mode of production were the same, their approaches however were different. Identify six (6) differences between the feudal modes of production practiced in Buganda with that one evolved along the Coast of East Africa.

The feudal modes of production in Buganda and along the East African Coast shared foundational characteristics but differed in their implementation due to distinct cultural, economic, and geographical contexts.

One difference was the basis of wealth. In Buganda, land ownership and control over peasant labor determined wealth and power, while along the East African Coast, wealth was tied to trade and ownership of slaves who worked plantations.

The political structure differed. Buganda had a centralized monarchy under the kabaka (king), who controlled the land and political hierarchy. On the Coast, feudalism was influenced by the city-state model, with decentralized power held by wealthy traders and local leaders.

The role of religion varied. Buganda's feudal system was shaped by indigenous beliefs and practices, while along the Coast, Islam significantly influenced social and economic relations.

In Buganda, labor was primarily provided by clans and peasants working on royal or communal lands. On the Coast, enslaved laborers were the main workforce, particularly on plantations producing goods like cloves.

Trade connections also differed. Buganda's feudal economy was largely internal, with surplus production supporting local elites. The Coast, however, was integrated into the Indian Ocean trade network, exporting goods like ivory and spices.

Finally, social mobility was more constrained in Buganda, where clan structures dictated roles, while on the Coast, wealth from trade occasionally allowed individuals to ascend socially despite being outside the traditional elite.

2. Examine the main characteristics of pre-colonial education, its pitfalls, and roles in the development of African societies.

Pre-colonial education in Africa was informal, practical, and culturally grounded, tailored to meet the needs of communities and ensure their continuity.

One characteristic was its practical nature. It focused on imparting skills such as farming, hunting, and craftsmanship, preparing individuals for their roles in society.

Another feature was its communal approach. Education was a collective responsibility, with elders, parents, and peers contributing to the learning process.

It was also culturally embedded, teaching customs, traditions, and moral values through storytelling, proverbs, and rituals.

Finally, pre-colonial education emphasized character development, promoting virtues like respect, honesty, and cooperation to maintain social harmony.

Despite its strengths, pre-colonial education had pitfalls. It lacked written records, relying on oral transmission, which risked distortion over time.

It was localized and non-standardized, limiting the exchange of knowledge between regions.

Gender bias was another issue, as education often prioritized boys over girls, restricting women's roles in broader societal development.

Finally, it lacked scientific and technological advancement, focusing on traditional practices rather than innovation.

Pre-colonial education played crucial roles in societal development. It preserved cultural heritage, fostered social cohesion, and equipped individuals with skills for survival and productivity.

3. “The motive behind the coming of missionaries, traders, and explorers was scientific curiosity rather than capitalistic interest.” Discuss this statement with reference to the activities of these agents in East, Central, and West Africa.

The activities of missionaries, traders, and explorers in Africa during the colonial era were often framed as driven by scientific curiosity, but they were deeply intertwined with capitalistic interests.

Missionaries aimed to spread Christianity and Western values, often claiming to uplift African societies through religion and education. While their work had moral and educational aspects, missionaries also facilitated colonial expansion by pacifying populations and preparing them for European control, indirectly serving capitalist exploitation.

Traders sought to establish profitable networks for goods such as ivory, gold, and slaves. Although their activities involved exploration and the mapping of trade routes, the primary motive was economic gain, as demonstrated by the extraction of Africa’s resources for European markets.

Explorers, while driven by curiosity about geography, culture, and natural resources, often provided information that facilitated colonial conquest and exploitation. Figures like David Livingstone combined scientific exploration with advocacy for trade and Christianity, aligning with imperialist agendas.

Thus, while curiosity was a factor, the activities of missionaries, traders, and explorers ultimately advanced capitalist interests and colonial domination.

4. Account for technological backwardness in the agricultural sector during the colonial period.

The agricultural sector in colonial Africa remained technologically backward due to deliberate policies and systemic neglect by colonial powers.

Colonial administrations prioritized cash crops over subsistence farming. This focus discouraged investment in agricultural technology for local food production.

There was a lack of access to modern farming tools and machinery. Colonial policies restricted Africans to traditional tools like hoes and machetes, reserving advanced equipment for European settlers. Education systems under colonial rule did not promote agricultural innovation among Africans. Technical training was limited to basic skills, excluding modern agricultural practices. Land alienation further hindered technological advancement. Africans were confined to marginal lands, unsuitable for large-scale farming or mechanization. Colonial governments failed to invest in research and development for indigenous agriculture. Agricultural research stations primarily focused on cash crops for export. Finally, economic policies discouraged investment in African agriculture. Low wages and high taxes left farmers unable to afford fertilizers, improved seeds, or irrigation systems.

5. Analyse the purpose and importance of Direct and Indirect rule in colonial Africa.

Direct and indirect rule were administrative systems employed by colonial powers to govern African colonies, each with distinct purposes and implications.

Direct rule aimed to establish complete European control over colonies. The purpose was to impose European laws, culture, and governance structures, often disregarding traditional African systems. For example, in French colonies, policies like assimilation sought to integrate Africans into French culture. The importance of direct rule lay in its ability to centralize power and ensure uniformity across the colony. Indirect rule, in contrast, utilized existing African leadership structures to govern. The British, for instance, retained chiefs and kings as intermediaries to implement colonial policies. The purpose was to minimize administrative costs and resistance by leveraging traditional authority. The importance of indirect rule was its efficiency and ability to maintain social stability by preserving some aspects of local governance.

Both systems were vital for resource extraction and maintaining colonial dominance, but they also had long-term effects, such as disrupting African political systems and fostering divisions.

6. “The success of capitalist penetration in Africa was largely due to the role of the colonial state.” Discuss.

Capitalist penetration in Africa during colonial rule was facilitated by the colonial state, which played a central role in establishing and sustaining the economic exploitation of the continent.

The colonial state created infrastructure to support capitalism. Roads, railways, and ports were developed to transport raw materials to European markets efficiently. It imposed taxation systems that forced Africans to engage in wage labor. Taxes like the hut tax and poll tax compelled individuals to work on plantations, mines, and railways. Colonial laws prioritized the interests of European businesses. Land ownership policies, such as land alienation, ensured that fertile land was reserved for settler farms and plantations.

The state used coercion to suppress resistance. Police and military forces were employed to enforce labor policies and maintain order, ensuring uninterrupted economic activity.

It promoted cash crop production. African farmers were required to grow export-oriented crops like cotton and coffee, integrating local economies into the global capitalist system.

Education policies supported capitalism by training Africans for subordinate roles, such as clerks and artisans, ensuring a steady supply of low-cost labor.

7. Examine the essence and effects of racism on African societies during the colonial period.

Racism was a cornerstone of colonial rule, shaping policies and interactions between Europeans and Africans, with profound social, economic, and political effects.

The essence of racism was to justify European dominance. Africans were depicted as inferior, legitimizing exploitation and exclusion from governance and resources.

It reinforced segregation. Racist policies created separate living areas, schools, and hospitals, marginalizing Africans and perpetuating inequality.

Racism dehumanized Africans. They were subjected to forced labor and harsh treatment, viewed as tools for economic gain rather than individuals with rights.

The effects of racism were widespread. Economically, Africans were confined to low-paying jobs, creating cycles of poverty.

Socially, racism eroded self-esteem and cultural identity, as African traditions were deemed inferior to European customs.

Politically, it excluded Africans from decision-making, leaving them powerless to influence policies that affected their lives.

8. Using specific examples, assess the role of peasants and workers in the struggle for National Independence in African colonies.

Peasants and workers were instrumental in the fight for independence, contributing through protests, strikes, and support for nationalist movements.

Peasants resisted colonial exploitation through tax revolts and boycotts. For example, in Tanganyika, the Maji Maji Rebellion was fueled by discontent over forced cultivation of cotton.

Workers organized strikes to demand better wages and working conditions. The 1945 mineworkers' strike in Zambia highlighted labor grievances and inspired broader resistance.

Peasants supported nationalist leaders by providing resources and manpower. For instance, Mau Mau fighters in Kenya relied on rural communities for food and shelter.

Urban workers played a vital role in spreading nationalist ideas. Trade unions became platforms for political mobilization, as seen in Ghana, where Kwame Nkrumah used labor unions to rally support.

Strikes by workers disrupted colonial economies, forcing governments to address grievances and consider independence. The railway workers' strike in Senegal in 1947 is a notable example.

Both groups supported post-independence reconstruction, contributing to the development of newly independent states.

9. The crisis of 1929-1933 brought about some qualitative and quantitative changes in Tanganyika between the 1930s and 1940s. Discuss.

The global economic crisis of 1929–1933 had significant effects on Tanganyika, bringing changes to its economy and society.

One qualitative change was the shift in economic priorities. The decline in global demand for cash crops like sisal and coffee forced colonial authorities to diversify the economy.

Labor practices also changed. The crisis reduced demand for wage labor, pushing many Africans back into subsistence farming to survive.

Social changes occurred as poverty increased. Many Africans faced food shortages and declining living standards due to reduced incomes.

Quantitative changes included a decline in export volumes. Tanganyika's agricultural exports fell sharply during the crisis, reducing colonial revenues.

Tax collection decreased, as impoverished farmers and workers struggled to meet tax obligations. This weakened the colonial administration's financial base.

Migration patterns shifted. Economic hardships prompted rural-to-urban migration as people sought work in towns, contributing to urban growth.

10. Analyse the possible reasons which led the U.S.A. to play contradictory roles in liberation movements in Africa.

The USA's involvement in African liberation movements during the Cold War was marked by contradictions, driven by ideological, strategic, and economic factors.

One reason was its dual commitment to democracy and capitalism. While supporting decolonization aligned with democratic ideals, the USA often backed colonial powers to protect capitalist interests.

The Cold War shaped its actions. The USA supported liberation movements aligned with capitalism but opposed those leaning toward socialism, fearing Soviet influence. For instance, it backed Angola's UNITA movement against the Soviet-supported MPLA.

Economic interests created further contradictions. The USA maintained ties with colonial powers and apartheid regimes like South Africa to secure access to resources, despite public support for African independence.

These factors illustrate why the USA's role in African liberation was both supportive and obstructive, reflecting its complex geopolitical priorities.

11. Critically examine the ways employed by the imperialist powers in preparing African countries for post-independence colonialism.

Imperialist powers adopted various strategies to ensure that African countries remained economically and politically dependent on them after gaining independence. These strategies included economic, political, and social manipulation.

One way was the establishment of economic dependency. Colonial powers structured African economies to rely on exporting raw materials and importing finished goods. This limited Africa's ability to develop self-sufficient industries and ensured a continued market for European products.

Colonial administrations left behind weak political institutions. They trained a small elite to govern but provided limited experience in independent governance, making it difficult for African states to establish effective administrations.

They promoted divisive policies. By emphasizing ethnic and regional differences, colonial powers created divisions that persisted after independence, as seen in Nigeria and Rwanda, leading to internal conflicts.

Education systems were designed to foster dependency. Colonial education emphasized European values and languages, limiting the development of skills and knowledge needed for African self-reliance.

Foreign aid and investments were used strategically. Former colonial powers offered financial assistance and loans with conditions that maintained their influence over African economies and policies.

Lastly, military interventions were planned or implied. Agreements signed before independence often allowed former colonial powers to maintain military bases or intervene under the guise of security.

These methods ensured that even after independence, African countries remained within the sphere of influence of imperialist powers.

12. Evaluate the African's gains from United Nations Organization for the last four decades.

The United Nations (UN) has contributed significantly to Africa's development and peacebuilding efforts over the last four decades. These contributions span political, economic, and social domains.

One gain has been support for decolonization. The UN's resolutions, such as the Declaration on the Granting of Independence to Colonial Countries (1960), accelerated the independence of African nations. The UN has played a key role in peacekeeping. It deployed missions in conflict zones, such as Sierra Leone and South Sudan, to stabilize regions and protect civilians.

The organization supported human rights advocacy. The UN championed campaigns against apartheid in South Africa and continues to monitor human rights violations across the continent.

Economic development programs have been another gain. Agencies like the United Nations Development Programme (UNDP) have funded initiatives to improve infrastructure, education, and healthcare.

The UN has addressed public health crises. Organizations like the World Health Organization (WHO) have combated diseases such as HIV/AIDS, malaria, and Ebola in African countries.

Lastly, the UN facilitated global partnerships. By representing Africa in international forums, the UN has attracted foreign aid and investments to support development projects.

These contributions highlight the UN's pivotal role in advancing Africa's progress over the decades.

13. Account for the failure of Black Nationalism in South Africa before the 1990s.

Black Nationalism in South Africa faced numerous challenges before the 1990s, which hindered its success in dismantling apartheid and achieving equality.

One major factor was the oppressive apartheid regime. The government enacted laws such as the Group Areas Act and Pass Laws, which suppressed Black political activism and restricted movement.

The lack of unity among Black nationalist groups weakened their impact. Divisions between organizations like the African National Congress (ANC) and Pan Africanist Congress (PAC) limited coordinated efforts.

Repression by the state further contributed. Leaders were imprisoned, exiled, or killed, as seen with Nelson Mandela's imprisonment and Steve Biko's death in detention.

Economic marginalization also played a role. The systematic exclusion of Black South Africans from economic opportunities limited their resources to fund and sustain nationalist movements.

The government's control of the media and propaganda hindered the spread of nationalist ideas, portraying them as threats to national stability.

Finally, international support for apartheid from Western powers prolonged its existence. Economic ties with countries like the USA and Britain provided the regime with resources to maintain its policies.

14. With specific examples, examine the causes of the Biafra Crisis in Nigeria.

The Biafra Crisis (1967–1970), also known as the Nigerian Civil War, was caused by a combination of political, ethnic, and economic factors.

One cause was ethnic tensions. Nigeria's three main ethnic groups—Hausa-Fulani, Yoruba, and Igbo—competed for political and economic dominance, creating divisions that escalated into conflict.

Political instability contributed to the crisis. The military coup of 1966 and subsequent counter-coup deepened distrust among ethnic groups, particularly between the Igbo and Hausa-Fulani.

Economic disparities fueled tensions. The southeastern region, dominated by the Igbo, felt marginalized despite its wealth from oil resources, prompting calls for secession.

Colonial legacy played a role. British policies had emphasized regionalism and indirect rule, creating divisions that persisted after independence.

The immediate trigger was the declaration of independence by Biafra in 1967. The Nigerian government viewed this as a threat to national unity, leading to military confrontation.

Lastly, international involvement exacerbated the conflict. Countries like France supported Biafra for strategic reasons, while others, such as Britain, backed Nigeria to protect their economic interests.

These causes highlight the complexity of the Biafra Crisis and its roots in Nigeria's political and social fabric.

15. Explain the main causes of the current economic crisis in Tanzania and steps taken to resolve it.

Tanzania's current economic crisis is driven by internal and external factors that affect key sectors of the economy.

One cause is the reliance on agriculture. The sector is vulnerable to climate change, pests, and global price fluctuations, which reduce productivity and export earnings.

Corruption undermines economic stability. Mismanagement of resources and funds hinders development projects and discourages foreign investment.

Limited industrialization restricts diversification. Tanzania remains dependent on raw material exports, leaving it exposed to global market volatility.

Debt burden is another challenge. High levels of public debt reduce the government's ability to fund infrastructure and social programs.

Population growth strains resources. Rapid increases in population outpace job creation and social service provision, exacerbating unemployment and poverty.

The COVID-19 pandemic disrupted key sectors, such as tourism and trade, reducing revenues and slowing economic recovery.

To address these challenges, Tanzania has implemented measures such as investing in infrastructure projects like roads and energy to boost industrialization. The government is also promoting agricultural reforms to improve productivity and food security. Anti-corruption campaigns aim to enhance governance and attract investments. Additionally, Tanzania is diversifying its economy by promoting sectors like mining, tourism, and manufacturing.

These steps reflect the government's commitment to resolving the crisis and achieving sustainable development.