

**THE UNITED REPUBLIC OF TANZANIA**  
**NATIONAL EXAMINATIONS COUNCIL**  
**ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION**

**112/1**

**HISTORY 1**

(for both School and Private Candidates)

**Time: 3 Hours**

**ANSWERS**

**Thursday, 14th February 2013.**

**Instructions**

1. This paper consists of sections A, B and C
2. Answer **five (5)** questions, choosing two from section A and B and one from section C
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. Examine six factors that determined the establishment of peasant agricultural systems in the colonies.

The establishment of peasant agricultural systems in the colonies was shaped by various economic, social, and political factors.

One factor was the availability of labor. Colonial governments promoted peasant agriculture in areas where local populations were already engaged in small-scale farming, minimizing the need for imported or forced labor.

The suitability of land and climate also played a role. Regions with fertile soil and favorable weather conditions were ideal for cultivating crops like maize, millet, and groundnuts, encouraging the development of peasant farming.

Colonial taxation policies influenced peasant agriculture. Africans were required to pay taxes in cash, forcing them to grow cash crops for sale to meet tax obligations.

The presence of local markets supported the system. Peasant farmers could sell their produce in local and regional markets, fostering economic activity and meeting colonial demands for specific crops.

Peasant agriculture was seen as a cost-effective approach. Unlike plantations, which required large capital investments, peasant systems relied on the labor and resources of individual farmers, reducing costs for colonial authorities.

Lastly, colonial policies restricted land ownership. Africans were often confined to reserves or specific areas, where they practiced peasant farming due to limited access to larger plots or better land.

These factors collectively determined the establishment of peasant agricultural systems in colonial economies.

2. Explain six outstanding features of the centralized societies that existed in pre-colonial Africa.

Centralized societies in pre-colonial Africa were characterized by well-organized political and social structures that facilitated governance and economic activities.

One feature was the presence of a strong central authority. Kings or chiefs held supreme power and were responsible for making laws, resolving disputes, and managing resources. For example, the Buganda Kingdom had a kabaka (king) with centralized control.

Administrative hierarchies were another feature. Centralized societies had structured systems of governance, with appointed officials overseeing regions, towns, and villages. In the Ashanti Empire, regional chiefs governed under the authority of the king.

Centralized societies maintained standing armies. These armies were used to defend the kingdom, expand territory, and maintain internal stability, as seen in the Zulu Kingdom under Shaka Zulu.

Economic control was centralized. Leaders regulated trade, taxes, and resource distribution. For instance, the Songhai Empire controlled trans-Saharan trade routes and imposed taxes on merchants.

Religion often legitimized authority. Rulers were seen as divine or spiritual leaders, which strengthened their control over the population. In the Kongo Kingdom, the king's power was linked to religious beliefs.

Lastly, centralized societies had defined territorial boundaries. These boundaries were protected by the military and administrative systems, ensuring the integrity of the state.

These features highlight the complexity and organization of centralized societies in pre-colonial Africa.

3. Elaborate six effects of the Long Distance Trade in the political and economic development of East and Central Africa up to the 19th century.

The Long Distance Trade significantly influenced the political and economic landscape of East and Central Africa, transforming societies and economies.

One effect was the emergence of powerful trading states. Kingdoms like Buganda and Bunyoro grew wealthy and influential by controlling trade routes and taxing goods such as ivory and slaves.

The trade introduced new goods and technologies. Items such as firearms, beads, and cloth were exchanged for ivory and slaves, enhancing local economies and altering lifestyles.

Urbanization was another effect. Trading centers like Zanzibar and Bagamoyo developed into bustling towns, becoming hubs of economic and social activity.

The trade facilitated cultural exchange. Interaction between Arab, Swahili, and African traders led to the spread of Islam, Swahili culture, and new ideas across the region.

Political structures were strengthened. Wealth from trade enabled rulers to consolidate power, maintain armies, and build alliances, as seen in the Nyamwezi chiefdoms.

However, the trade also promoted the exploitation of human resources. The capture and sale of slaves disrupted societies, depopulated regions, and caused long-term social and economic damage.

These effects demonstrate the transformative impact of Long Distance Trade on East and Central Africa.

#### 4. Analyse six problems encountered by the people of African origin in the New World.

Africans in the New World faced numerous challenges rooted in systemic racism and exploitation.

One major problem was enslavement. Africans were forcibly uprooted from their homes and subjected to brutal conditions on plantations, working long hours with little rest.

Racial discrimination was pervasive. Africans were treated as inferior and denied basic rights, such as access to education, fair wages, and legal protections.

Social segregation further marginalized African communities. Laws and customs enforced separation in housing, schools, and public facilities, reinforcing inequality.

Economic exploitation was widespread. Africans were denied opportunities to own land or businesses, forcing them into low-paying jobs and perpetual poverty.

Psychological oppression affected self-perception. Constant dehumanization eroded the sense of identity and self-worth among African descendants.

Finally, political exclusion prevented Africans from participating in governance. They were denied the right to vote or hold office, leaving them voiceless in shaping policies that affected their lives.

#### 5. Evaluate six contributions of the USA in the process of decolonization of Africa.

The USA played a significant role in Africa's decolonization process, providing moral, political, and economic support.

One contribution was its ideological promotion of freedom and democracy. The USA emphasized anti-colonial principles aligned with its Declaration of Independence, encouraging African nations to pursue self-determination.

The USA applied diplomatic pressure on European powers to decolonize. It advocated for African independence in international forums, such as the United Nations, influencing global opinion against colonialism.

Economic aid was another contribution. The USA provided financial assistance to newly independent African nations, helping them establish stable economies and governance structures.

The provision of education and training programs supported African leaders. Scholarships and exchange programs allowed Africans to study in the USA, fostering leadership skills and ideas about governance.

The USA supported anti-colonial movements during the Cold War. To counter Soviet influence, it backed liberation groups with funding and resources, as seen in Angola and Mozambique.

Finally, American civil rights movements inspired African struggles. The successes of figures like Martin Luther King Jr. motivated African leaders to advocate for equality and independence.

These contributions illustrate the USA's influence in supporting Africa's liberation from colonial rule.

6. Account for the failure of colonial agricultural reforms in Africa after the Second World War (provide six points).

Colonial agricultural reforms after World War II failed due to various structural and policy-related issues.

One reason was the prioritization of cash crops over food crops. Colonial governments focused on producing exportable crops like coffee and cocoa, neglecting food security for local populations.

Forced labor policies persisted, undermining productivity. Africans were compelled to work under harsh conditions, reducing motivation and efficiency in agricultural activities.

The use of outdated farming methods limited success. Colonial authorities failed to invest in modern technologies, such as mechanization and irrigation, leaving productivity stagnant.

Reforms ignored indigenous knowledge and practices. Policies imposed Western techniques without considering local conditions, leading to poor results in some regions.

Land alienation further hindered reforms. Fertile land was reserved for European settlers, leaving Africans with marginal land that was unsuitable for large-scale farming.

Finally, lack of investment in infrastructure affected agricultural growth. Inadequate transport networks and storage facilities limited access to markets and increased post-harvest losses.

These factors explain the ineffectiveness of colonial agricultural reforms in addressing Africa's agricultural challenges.

7. Explain six reasons for the rise and consolidation of the African Working Class Movement after 1945.

The African Working Class Movement gained momentum after 1945 due to social, economic, and political changes.

One reason was the exposure to global labor movements. African workers were inspired by international struggles for labor rights, particularly after World War II.

The expansion of urbanization and wage labor created a larger, more organized working class. Workers in industries, mines, and railways formed unions to advocate for better conditions.

Colonial exploitation intensified post-war, with increased taxes and harsh working conditions. This fueled resentment and collective action among African workers.

The role of nationalist leaders also contributed. Figures like Kwame Nkrumah and Julius Nyerere encouraged workers to align with broader independence movements.

Trade unions became platforms for political mobilization. Workers used unions to voice grievances and demand not only labor rights but also political independence.

Finally, the Cold War played a role. Both the USA and the USSR supported African labor movements to expand their influence, providing resources and moral support.

8. Elaborate three effects of the Second World War on the European economy and explain three contributions of the decline of European capitalism in accelerating decolonization processes of Africa.

The Second World War had significant effects on the European economy. One effect was widespread destruction. Infrastructure, industries, and cities were devastated, requiring massive reconstruction efforts.

Another effect was economic exhaustion. The war drained European treasuries, leaving countries like Britain and France unable to sustain their colonial empires.

Lastly, the war caused a shift in global economic power. The USA emerged as a dominant economic force, overshadowing Europe and influencing global decolonization efforts.

The decline of European capitalism accelerated decolonization in several ways. Economic weakness made colonies less profitable, prompting European powers to abandon them.

Labor movements in Europe demanded better working conditions and social services, diverting resources from colonial administration.

Finally, the rise of new economic powers like the USA created alternative trade and investment opportunities for African nations, reducing their dependence on Europe.

9. Analyse three changes that were proposed by the policy of Education for Self-Reliance in the Tanzanian education system and show how this policy failed to bring fundamental changes in Tanzania by providing three points.

The Education for Self-Reliance (ESR) policy, introduced by Julius Nyerere in 1967, proposed significant changes to align education with Tanzania's development needs.

One proposed change was the integration of practical skills into the curriculum. Schools introduced agricultural, vocational, and technical training to prepare students for productive roles in society.

Another change was the emphasis on self-reliance. Students were encouraged to contribute to their communities through productive work, fostering independence and responsibility.

The policy also promoted universal access to education. Efforts were made to expand primary education and reduce disparities in rural areas.

Despite these proposals, ESR failed to bring fundamental changes. First, there was a lack of resources to implement the policy effectively. Schools lacked equipment and qualified teachers to support practical training.

Second, the curriculum was criticized for being overly theoretical. While ESR emphasized practical skills, implementation gaps left students unprepared for employment.

Finally, economic challenges limited the success of universal education. Insufficient funding and infrastructure constrained access, particularly in remote areas.

10. Examine six major hindrances to development in Tanzania.

Tanzania faces several challenges that hinder its social and economic development.

One hindrance is inadequate infrastructure. Poor roads, unreliable electricity, and limited communication networks restrict trade and industrial growth.

Corruption undermines development efforts. Mismanagement of public funds and resources diverts investments away from critical sectors like health and education.

The reliance on agriculture is another challenge. Tanzania's economy depends heavily on agriculture, which is vulnerable to climate change, pests, and global market fluctuations.

Population growth strains resources. Rapid population increases place pressure on services like healthcare, education, and housing, hindering development.

Limited access to education and skills training reduces productivity. A poorly educated workforce struggles to meet the demands of a modern economy.

Finally, dependency on foreign aid creates vulnerability. Overreliance on donor funding limits Tanzania's ability to implement independent policies and achieve self-sustained growth.

Addressing these hindrances is critical for Tanzania's progress toward sustainable development. Let