

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

Tuesday, 10th May 2018.

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. With examples, examine the objectives of pre-colonial education in African societies. (Give six points).

Pre-colonial education in African societies was informal and designed to prepare individuals for social integration and practical responsibilities. It emphasized moral values, skills acquisition, and cultural continuity to meet the needs of communities.

One key objective was to impart moral and ethical values. Pre-colonial education instilled respect, honesty, and communal responsibility in individuals. For example, through storytelling and proverbs, children learned the importance of living harmoniously and respecting elders.

Another objective was to ensure cultural preservation. Education aimed to transmit traditions, customs, and languages across generations. For instance, initiation ceremonies often taught young people the history and cultural identity of their communities.

The acquisition of practical skills was a primary focus. Pre-colonial education prepared individuals for their roles in society, such as farming, hunting, or weaving. For example, boys learned agricultural techniques while girls were taught household management and craft-making.

Leadership training was another goal. Future leaders were groomed through mentorship and experiential learning. Elders and chiefs trained young men in decision-making, conflict resolution, and governance.

Education also sought to promote social cohesion. By teaching communal values and collective responsibilities, it strengthened unity and cooperation within societies. For instance, communal farming activities taught teamwork and mutual support.

Finally, pre-colonial education aimed to prepare individuals for spiritual and religious life. Rituals and teachings emphasized the connection between humans and the spiritual world. For example, diviners and priests trained apprentices in spiritual practices, ensuring continuity in religious traditions.

2. The level of development between Africa and Europe deviated from the 15th century onwards. In six points, show the developmental variations which occurred.

The developmental gap between Africa and Europe widened significantly from the 15th century due to differing historical trajectories, technological advancements, and global interactions.

One variation was the disparity in technological development. While Europe advanced in navigation, shipbuilding, and weaponry, Africa's technological progress remained limited to traditional crafts. For example, European nations built advanced ships for exploration, while African transportation relied on canoes and caravans.

Another difference was in industrialization. Europe experienced the Industrial Revolution, which led to mechanized production and urbanization. In contrast, Africa remained reliant on agrarian economies, with limited industrial activity. This disparity gave Europe a significant economic advantage.

Political organization also diverged. European nations developed centralized states with bureaucratic governance, while many African societies maintained decentralized systems. For instance, the rise of powerful monarchies in Europe, such as England and France, contrasted with Africa's clan-based governance in many regions.

Trade dynamics further reflected this variation. Europe dominated global trade networks, exporting manufactured goods and importing raw materials. Africa, on the other hand, became a supplier of raw materials and labor, exemplified by the transatlantic slave trade.

Education systems in Europe advanced rapidly, driven by the Renaissance and the Enlightenment. Africa, however, relied on oral traditions and informal education. For example, universities like Oxford and Cambridge flourished in Europe, while Africa's knowledge systems were primarily non-written.

Finally, economic policies diverged. Europe adopted capitalism, fostering innovation and wealth accumulation. Africa's economies were disrupted by colonialism, leading to resource extraction for European benefit.

3. Describe six major reasons for the rise of the Black American solidarity.

Black American solidarity emerged as a response to systemic racism, social injustices, and shared cultural identity among African Americans.

One reason was the fight against racial discrimination. African Americans united to combat segregation, lynching, and unequal treatment. For example, the Civil Rights Movement of the 1960s sought to dismantle Jim Crow laws.

The shared history of slavery also fostered solidarity. The collective memory of oppression and resilience created a sense of unity among Black Americans, leading to movements like Pan-Africanism.

Economic marginalization was another factor. African Americans faced limited job opportunities and wealth disparities, prompting collective action to address economic inequality. For instance, the Black Panther Party initiated community programs to support marginalized communities.

The promotion of cultural pride and identity strengthened solidarity. Movements like the Harlem Renaissance celebrated African American art, music, and literature, fostering a sense of pride and unity.

The influence of charismatic leaders played a significant role. Figures like Martin Luther King Jr. and Malcolm X inspired collective action through their advocacy for justice and equality.

Finally, international support for anti-racism efforts encouraged solidarity. Global movements against colonialism and apartheid inspired African Americans to view their struggle as part of a broader fight for justice.

4. Frantz Fanon once remarked that, “the colonial state is the most violent.” In six points, justify this statement.

Frantz Fanon's observation reflects the brutal nature of colonial rule, which relied on oppression and exploitation to maintain control over colonized populations.

Colonial states used physical violence to suppress dissent. For example, uprisings like the Mau Mau rebellion in Kenya were met with brutal crackdowns, including mass killings and torture.

Economic exploitation was another form of violence. Colonized populations were subjected to forced labor, heavy taxation, and land dispossession. For instance, in Congo, millions died under King Leopold II's exploitative regime.

Cultural violence was evident in the suppression of indigenous languages, traditions, and religions. Colonizers imposed their culture to undermine local identities and justify their dominance.

Psychological violence manifested through dehumanization. Colonized people were depicted as inferior and incapable of self-governance, eroding their sense of self-worth.

Structural violence was entrenched in discriminatory laws and policies that marginalized colonized populations. For example, apartheid in South Africa institutionalized racial segregation and inequality.

Finally, the use of divide-and-rule tactics incited inter-ethnic conflicts, fostering divisions and undermining unity among colonized groups. These tactics often led to prolonged instability, as seen in Rwanda.

5. Explain six effects of colonial education in Africa.

Colonial education in Africa, designed to serve the interests of European powers, had long-lasting effects on the continent's societies, economies, and cultures.

One effect was the creation of a social elite. Colonial education was accessible to only a small fraction of the population, producing an educated class that often aligned with colonial interests. For example, African clerks and administrators supported colonial systems while benefiting from better job opportunities.

Another impact was the marginalization of indigenous knowledge. European curricula emphasized Western history, science, and languages while neglecting African cultures and traditions. This Eurocentric approach eroded local identities and created a sense of cultural inferiority among Africans.

Colonial education facilitated economic dependency. By training Africans for subordinate roles, such as clerks and artisans, it restricted their participation in higher-value economic activities. This perpetuated reliance on European expertise and industries.

The system fostered inequality within African societies. Education opportunities were often reserved for specific ethnic or regional groups, leading to disparities in development. For instance, missionary schools were concentrated in certain areas, leaving others underserved.

Colonial education played a role in fostering resistance movements. Educated Africans, exposed to ideas of equality and justice, became leaders of nationalist struggles. For example, figures like Julius Nyerere used their colonial education to advocate for independence.

Finally, the legacy of colonial education influenced post-independence systems. Many African nations retained European languages as mediums of instruction, creating barriers for the majority who spoke indigenous languages. This policy often limited access to education and economic opportunities.

These effects demonstrate the dual nature of colonial education as both a tool of control and a catalyst for change.

6. In six points, describe the effects of expanding colonial trade in Africa after 1945.

The expansion of colonial trade after 1945 had significant economic, social, and political effects on Africa, driven by the increased demand for resources and goods in post-war economies.

One effect was the intensification of resource extraction. Colonies were pressured to produce more raw materials, such as minerals and cash crops, to support European reconstruction. For example, copper mining in Zambia and cocoa production in Ghana expanded significantly.

Infrastructure development was another impact. Roads, railways, and ports were constructed to facilitate trade, often prioritizing export routes over local needs. The construction of the East African Railway is a notable example.

Expanding trade exacerbated economic dependency. African economies became heavily reliant on exporting raw materials and importing manufactured goods, leaving them vulnerable to global market fluctuations.

The growth of urban centers was another consequence. Trade hubs like Lagos and Nairobi attracted laborers and businesses, leading to rapid urbanization. However, this also created challenges such as overcrowding and inadequate public services.

Expanding trade contributed to environmental degradation. The exploitation of forests for timber and land for plantations led to deforestation and soil depletion, as seen in regions like Congo and Kenya.

Finally, colonial trade fueled nationalist movements. The unequal distribution of trade benefits and harsh labor conditions led to widespread discontent. Workers' strikes and protests, such as those in Tanganyika's sisal plantations, highlighted the exploitative nature of colonial trade.

7. The United Nations played a significant role towards the development of nationalism and the struggle for African independence. Substantiate this statement in six points.

The United Nations (UN) significantly influenced the decolonization process by supporting self-determination and condemning colonial practices.

The UN provided a platform for African leaders to voice their grievances. Newly independent states used their membership to advocate for decolonization. For example, Ghana's Kwame Nkrumah highlighted colonial injustices at UN forums.

The organization's Charter emphasized the right to self-determination. Articles 1 and 55 called for the promotion of human rights and equal opportunities, inspiring African nationalist movements.

The Trusteeship Council monitored territories under colonial rule, ensuring progress toward independence. This oversight pressured colonial powers to justify their actions and adhere to international standards.

The UN supported education and capacity-building in colonies, fostering leadership skills among Africans. For instance, scholarships and training programs prepared future leaders for governance.

The General Assembly passed resolutions condemning colonialism. Resolution 1514 (1960), the Declaration on the Granting of Independence to Colonial Countries and Peoples, was a landmark in promoting decolonization.

Finally, the UN facilitated negotiations between colonial powers and African leaders. In cases like Namibia, the UN mediated discussions that led to independence.

These contributions highlight the UN's pivotal role in supporting Africa's liberation struggles.

8. Had it not been the role of capitalist and socialist antagonism, African countries would not have been conscious of their self-rule. In six points, argue against this statement.

The assertion that African self-rule was solely due to capitalist-socialist antagonism overlooks other significant factors that drove decolonization.

One major factor was the internal resistance movements. Africans were already fighting for independence before Cold War dynamics. For instance, the Mau Mau rebellion in Kenya (1952–1960) was a purely local effort against colonial rule.

The influence of returning World War II soldiers cannot be ignored. African veterans, having experienced equality abroad, returned home with a stronger resolve to demand their rights, independent of global ideological conflicts.

Education and exposure to global ideas also played a role. Africans educated in colonial schools and abroad were inspired by concepts of freedom and democracy. Leaders like Nkrumah and Nyerere drew on philosophical ideas rather than Cold War politics.

The declining economic strength of colonial powers after World War II weakened their ability to maintain control. Countries like Britain and France faced internal pressures to focus on rebuilding rather than holding onto colonies.

The United Nations actively supported decolonization through resolutions and advocacy, providing moral and political support to African nations.

Finally, the shared cultural and historical identity among Africans fueled Pan-Africanism. This movement emphasized unity and independence based on African ideals rather than Cold War ideologies.

These points demonstrate that Africa's quest for self-rule was driven by internal and global factors beyond capitalist-socialist antagonism.

9. In six points, analyse the impact of industrial backwardness in Tanzania.

Industrial backwardness in Tanzania has had profound implications for its economy and society, hindering progress and development.

One impact is the reliance on imports. With limited industrial capacity, Tanzania imports most manufactured goods, draining foreign exchange reserves and increasing trade deficits.

Unemployment remains high due to industrial stagnation. The lack of factories and production facilities limits job opportunities, particularly for the youth, exacerbating poverty.

The agricultural sector suffers from poor processing facilities. Farmers rely on exporting raw materials rather than value-added products, reducing potential earnings. For example, Tanzanian coffee is mostly exported unprocessed.

Industrial backwardness limits technological advancement. Without a robust industrial base, research and innovation are underdeveloped, stifling economic diversification.

Infrastructure development is also affected. Industrial growth drives investment in roads, power, and communication networks, but Tanzania's industrial stagnation has slowed such progress.

Finally, the country's dependency on foreign aid and investment increases. Industrial backwardness weakens economic independence, making Tanzania vulnerable to external influences. These impacts underline the importance of addressing industrial challenges to ensure sustainable development.

10. Why Tanzania continued to have modest economic growth in spite of receiving aids from donor countries in the 1970s? Explain by giving six reasons.

Tanzania's modest economic growth in the 1970s, despite receiving aid, can be attributed to various structural and policy-related issues.

One reason was the mismanagement of funds. Aid money was often poorly allocated, with corruption and inefficiency preventing its effective use for development projects.

The focus on unproductive sectors further hindered growth. Resources were channeled into projects with minimal economic returns, such as overly ambitious Ujamaa villages, which often failed.

Heavy reliance on aid discouraged self-reliance. Tanzania became dependent on donor funding, neglecting the development of sustainable local industries and revenue sources.

Global economic conditions also played a role. The oil crisis of the 1970s increased import costs, while declining commodity prices reduced export revenues, compounding economic challenges.

Population growth outpaced economic gains. Rapid increases in population strained resources, negating the impact of aid on per capita income and living standards.

Finally, structural issues, such as poor infrastructure and lack of skilled labor, limited the effectiveness of aid. Without these foundational elements, aid could not drive significant growth.

These factors illustrate why Tanzania struggled to achieve robust economic growth despite receiving substantial aid.