

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

Monday, 06th May 2019.

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. Analyse six challenges of pre-colonial African education.

Pre-colonial African education refers to the informal and community-based system of learning practiced in Africa before colonization. This system aimed to impart cultural values, social responsibilities, and practical skills essential for survival and community development. Despite its significant role, pre-colonial African education faced numerous challenges that hindered its effectiveness.

One major challenge was the lack of a standardized curriculum. Each community designed its education based on specific needs, such as agricultural, hunting, or fishing skills. For instance, communities reliant on agriculture focused on imparting farming techniques, while pastoral societies emphasized livestock management. This fragmented approach prevented the development of a cohesive educational system.

Access to education was another challenge. Opportunities were often restricted by age, gender, or social status. Boys were typically educated in leadership and warfare, while girls were confined to domestic and agricultural roles. This gendered division excluded many from receiving well-rounded education, reinforcing societal inequalities.

The reliance on oral transmission posed another limitation. Knowledge and skills were passed verbally from one generation to the next, making them prone to distortion or loss over time. For example, cultural myths, laws, and histories often varied depending on the storyteller's memory, undermining consistency in knowledge preservation.

Geographical isolation further complicated the situation. Communities separated by mountains, forests, or deserts developed distinct education systems that were not easily shared. Coastal regions, for instance, focused on fishing and navigation, while inland communities emphasized agriculture. This geographical diversity hindered the exchange of knowledge.

Resistance to change was another significant challenge. Pre-colonial education systems were deeply rooted in traditions and often rejected innovations or new ideas. This rigidity limited their ability to adapt to environmental changes or external threats, stalling societal progress and modernization.

The intrusion of foreign influences disrupted indigenous educational practices. The arrival of Arabs and Europeans introduced new religious teachings that gradually replaced traditional systems. For example, the establishment of Islamic schools in East Africa shifted focus from vocational training to religious studies, eroding the foundation of pre-colonial education.

These challenges demonstrate the complexities and limitations of pre-colonial African education in addressing the evolving needs of its societies.

2. In six points, assess the achievements of pre-colonial African technology.

Pre-colonial African technology refers to the innovations and tools developed by African societies before the advent of colonization. This technology was geared towards solving practical problems in agriculture,

construction, transportation, and other areas of daily life. Despite the lack of modern scientific methods, pre-colonial African technology made significant achievements.

One notable achievement was the development of iron smelting and metallurgy. African societies, such as those in present-day Nigeria and Ghana, developed advanced methods for extracting and smelting iron ore. This technology was used to produce tools and weapons that enhanced agricultural productivity and warfare capabilities. For example, the Nok people of West Africa were renowned for their expertise in ironworking as early as 1000 BCE.

Agricultural innovations were another major success. African communities developed tools like hoes, plows, and irrigation systems to improve farming efficiency. The use of terracing in highland areas, such as in Ethiopia, helped prevent soil erosion and maximize agricultural output. These innovations ensured food security for many societies.

The construction of large-scale architectural projects also highlighted the ingenuity of pre-colonial African technology. Examples include the stone structures of Great Zimbabwe and the mud-brick mosques of Mali, such as the famous Djenné Mosque. These buildings demonstrated advanced engineering and architectural skills, some of which are still admired today.

Transportation technology was equally impressive. African societies designed various types of boats and canoes for navigating rivers, lakes, and coastal areas. For example, the people of the Niger Delta built intricate watercraft that facilitated trade and communication. In desert regions, camel caravans were used for long-distance trade, showcasing adaptability to harsh environments.

The textile industry also flourished, with societies producing high-quality fabrics and dyes. The Kente cloth of Ghana and the Bogolanfini (mud cloth) of Mali are examples of intricate weaving and dyeing techniques that reflect both artistic and technological innovation. These textiles were not only functional but also carried cultural significance.

Finally, pre-colonial African technology excelled in medicine and pharmacology. Traditional healers used herbal remedies and surgical techniques to treat various ailments. For instance, the use of quinine to treat malaria originated in Africa. Such practices laid the foundation for modern medicine in the region.

These achievements demonstrate the creativity and adaptability of pre-colonial African societies in addressing their needs and challenges.

3. Explain six factors that enabled the Europeans to discover the New World in the 15th century.

The discovery of the New World in the 15th century by Europeans marked a significant milestone in global exploration. Several factors facilitated this achievement, ranging from technological advancements to economic and political motivations.

One key factor was the development of advanced navigational tools and techniques. Instruments such as the astrolabe and the magnetic compass enabled sailors to determine their position and direction with greater accuracy. The introduction of detailed maps, such as portolan charts, provided better guidance during long voyages, allowing explorers like Christopher Columbus to venture across the Atlantic.

The rise of powerful monarchies in Europe provided the financial and political support necessary for exploration. Nations such as Spain and Portugal were eager to expand their territories and influence. For example, the sponsorship of Ferdinand and Isabella of Spain made Columbus's 1492 voyage possible.

Economic motivations also played a significant role. European nations were seeking new trade routes to access spices, gold, and other valuable resources. The closure of overland trade routes due to the Ottoman Empire's expansion pushed Europeans to explore maritime alternatives, leading to the discovery of new lands.

Technological advancements in shipbuilding further enabled exploration. The development of caravels, which were sturdy, fast, and capable of sailing against the wind, made long sea journeys feasible. These ships were crucial for explorers to traverse uncharted waters and withstand rough oceanic conditions.

Religious zeal was another factor, as European nations sought to spread Christianity to new territories. The Catholic Church encouraged exploration as a means of converting indigenous populations. For instance, missionaries often accompanied explorers to establish religious dominance in newly discovered lands.

Finally, the accumulation of geographical knowledge through earlier explorations inspired confidence among European sailors. The rediscovery of ancient Greek and Roman texts during the Renaissance, combined with knowledge from Arab scholars, provided Europeans with insights into the world's geography, spurring further expeditions.

These factors collectively laid the foundation for the discovery of the New World, revolutionizing global trade and interactions.

4. Agriculture was the backbone of the colonial economy. Justify this statement by giving six points.

Agriculture formed the cornerstone of the colonial economy, as it was the primary source of revenue and sustenance for colonial administrations. The exploitation of African land and labor ensured the profitability of colonial enterprises.

Colonial governments prioritized cash crop production over subsistence farming. Crops such as coffee, cotton, tea, and cocoa were grown for export to European markets, generating significant income for colonial powers. For instance, in Tanzania, the cultivation of sisal was heavily promoted during the German and British colonial periods.

The colonial economy relied on forced labor to sustain agricultural production. Africans were coerced into working on plantations through taxation and other oppressive policies. For example, the hut tax forced Tanzanians to work on European-owned farms to pay the required taxes.

Infrastructure development, such as railways and roads, was heavily focused on supporting agriculture. These projects connected plantations to ports, facilitating the export of cash crops. The Tanganyika Railway, for instance, was built primarily to transport agricultural produce to coastal ports.

Agricultural exports were a major source of foreign exchange for colonial governments. Revenues from exports enabled the funding of administrative operations and military expenditures, strengthening colonial control.

The establishment of agricultural research stations further illustrates the centrality of agriculture. These stations aimed to improve crop yields and pest resistance, ensuring the sustainability of cash crop production. In Tanganyika, agricultural research centers were set up to study sisal and coffee.

Finally, colonial agriculture significantly altered land ownership patterns. Large tracts of fertile land were appropriated for plantations, displacing African communities and turning them into laborers. This ensured the dominance of European interests in the agricultural sector.

These points demonstrate how agriculture was instrumental in sustaining and enriching the colonial economy at the expense of indigenous populations.

5. Examine six features of colonial education.

Colonial education in Africa was designed to serve the interests of the colonial powers, focusing on creating a compliant workforce rather than fostering critical thinking or comprehensive knowledge.

One feature of colonial education was its limited accessibility. Education opportunities were restricted to a small portion of the population, often the children of elites or those deemed useful to the colonial administration. This exclusion perpetuated inequality and limited societal development.

The curriculum was Eurocentric, emphasizing European history, languages, and culture while marginalizing African knowledge and traditions. This approach sought to alienate Africans from their heritage, creating a sense of inferiority.

Colonial education prioritized vocational training over academic studies. Africans were trained for subordinate roles, such as clerks, teachers, and laborers, to support the colonial bureaucracy. This stifled intellectual and entrepreneurial growth among the colonized population.

Language played a crucial role, with European languages such as English, French, or Portuguese being the medium of instruction. This created a linguistic barrier, limiting access to education and fostering dependency on colonial powers.

Religious instruction was another key feature. Mission schools, in particular, emphasized Christian teachings, aiming to convert Africans to Christianity while undermining traditional beliefs.

Finally, colonial education was centralized and controlled by the colonial administration. Policies dictated the curriculum, teacher training, and school funding, ensuring that education aligned with colonial interests. These features highlight how colonial education was a tool for subjugation rather than empowerment.

6. With vivid examples from Tanganyika, describe two agricultural schemes which aimed at controlling soil erosion and examine three achievements of agricultural schemes undertaken in the colonies after 1945. Agricultural schemes in Tanganyika were introduced to address environmental challenges such as soil erosion and to improve productivity. Two notable schemes were the Groundnut Scheme and the Uluguru Terraces.

The Groundnut Scheme was launched in the 1940s to cultivate groundnuts on a large scale for export and local consumption. While primarily aimed at boosting economic returns, the scheme also included measures to prevent soil degradation through proper land preparation and crop rotation techniques. However, it faced logistical challenges and eventually failed. The Uluguru Terraces, implemented in the Uluguru Mountains, focused on terracing slopes to reduce soil erosion and improve water retention for farming. This initiative succeeded in conserving the environment and increasing crop yields for local communities.

After 1945, agricultural schemes achieved several milestones. One achievement was the introduction of modern farming techniques. Colonial governments promoted the use of fertilizers, improved seeds, and irrigation systems, which enhanced productivity. For instance, in Tanganyika, these advancements contributed to higher yields of coffee and sisal.

Another achievement was the establishment of research institutions. These centers studied soil conservation methods, pest control, and crop improvement. The findings helped farmers adapt to environmental challenges and sustain agricultural production.

Lastly, these schemes facilitated infrastructure development. Roads, railways, and storage facilities were built to support agricultural activities, connecting rural areas to markets. This development laid the foundation for post-independence economic activities in many African nations.

These schemes illustrate the dual focus on addressing environmental concerns and advancing economic goals.

7. Identify six European economic exploitations in Africa which rose people's desire to terminate colonial rule after the Second World War.

European economic exploitation in Africa was characterized by the extraction of resources and the subjugation of African labor for the benefit of colonial powers. This exploitation fueled resentment and the desire for independence.

One form of exploitation was the appropriation of African land. Fertile lands were confiscated from Africans and given to European settlers for plantations, displacing indigenous communities. For example, in Kenya, the White Highlands were reserved exclusively for Europeans, leaving Africans with less productive land.

Forced labor systems further exemplified exploitation. Africans were compelled to work on plantations, mines, and public projects under harsh conditions. The hut tax and poll tax policies in Tanganyika forced many to seek employment in colonial enterprises to meet their tax obligations.

Colonial trade policies were another form of exploitation. Africans were restricted from trading freely, with colonial powers monopolizing the export of cash crops. This limited local economic development and ensured profits flowed to Europe.

The introduction of low wages for African workers highlighted another exploitative practice. Africans were paid minimal wages, keeping them in poverty while maximizing profits for European employers.

Excessive taxation also burdened Africans. Taxes were imposed to finance colonial administration and infrastructure, forcing Africans to contribute disproportionately to their subjugation.

Finally, the extraction of mineral resources, such as gold, diamonds, and copper, benefited European economies at the expense of local development. Mining towns often left environmental degradation and social dislocation.

These exploitations stoked nationalist sentiments and resistance movements, culminating in the struggle for independence.

8. In six points, analyse external factors that contributed to the rise of nationalism and the struggle for independence in Tanganyika.

Nationalism in Tanganyika was fueled by various external factors that inspired the fight for independence.

The influence of returning African soldiers from the World Wars played a key role. These soldiers had witnessed better living conditions and governance in Europe, motivating them to challenge colonial rule upon their return. For instance, ex-soldiers in Tanganyika became vocal advocates for political change.

The Pan-African movement also inspired Tanganyika's struggle. Leaders like Kwame Nkrumah emphasized unity and resistance against colonial oppression. Tanganyikan leaders, such as Julius Nyerere, drew inspiration from these ideals, advocating for self-determination.

The success of decolonization in other regions, such as India and Ghana, demonstrated that independence was achievable. These examples provided moral support and strategic insights to Tanganyikan nationalists.

The role of international organizations, such as the United Nations, was significant. The UN condemned colonialism and supported self-determination, applying pressure on colonial powers to grant independence.

Global economic changes after World War II weakened European powers, making it difficult to sustain colonies. Tanganyika capitalized on this economic decline to demand independence.

Finally, the Cold War played a role in shaping nationalism. Both the Soviet Union and the United States supported decolonization efforts to expand their influence, providing moral and material support to independence movements.

These external factors combined with internal dynamics to accelerate Tanganyika's independence.

9. Evaluate the successes of the Arusha Declaration Programmes.

The Arusha Declaration of 1967 was Tanzania's policy blueprint for socialism and self-reliance. Its successes were evident in various aspects of national development.

One success was the nationalization of key industries and services. This ensured that resources such as banks, plantations, and mines were controlled by the state, reducing foreign exploitation and promoting economic equality.

The declaration also prioritized rural development through the establishment of Ujamaa villages. These villages aimed to pool resources and promote collective farming. While not universally successful, they improved access to basic services such as schools and clinics in some areas.

Education reforms under the declaration were notable. Primary education was made universal and compulsory, resulting in higher literacy rates. By the late 1970s, Tanzania had one of the highest literacy rates in Africa.

Healthcare provision improved significantly. Free healthcare policies expanded access to medical services, reducing mortality rates and improving public health outcomes.

Infrastructure development was another success. Roads, railways, and communication networks were expanded to support rural and urban development, facilitating trade and mobility.

Finally, the declaration fostered a sense of national unity. By emphasizing self-reliance and socialism, Tanzanians were encouraged to work together, transcending ethnic and regional divisions.

These successes underscore the impact of the Arusha Declaration in shaping Tanzania's post-independence trajectory.

10. With examples, examine the impact of the economic crisis of the 1980s in Tanzania.

The economic crisis of the 1980s in Tanzania was a result of internal inefficiencies and external pressures, including declining commodity prices and structural adjustment policies. This crisis had profound social and economic impacts.

One major impact was the deterioration of public services. Budget cuts led to a decline in education and healthcare quality. Schools lacked resources, and hospitals faced shortages of essential medicines and staff, worsening living standards.

The agricultural sector suffered significantly. Farmers faced reduced government support and low crop prices, leading to a decline in productivity. For instance, the once-thriving sisal industry saw a dramatic downturn during this period.

Unemployment and poverty levels rose sharply. Industries closed due to a lack of investment and access to foreign currency for importing raw materials. Urban centers experienced high unemployment rates, exacerbating social issues such as crime.

Inflation spiraled out of control, eroding the purchasing power of Tanzanians. Basic commodities became unaffordable, leading to widespread hardship. For example, bread and cooking oil prices increased drastically, making them inaccessible to many families.

The crisis also led to the adoption of structural adjustment programs (SAPs) imposed by the International Monetary Fund and World Bank. These policies required privatization and reduced government spending, further straining public services and widening income inequality.

Despite these challenges, the crisis pushed Tanzania towards economic liberalization, laying the groundwork for market-oriented reforms in the 1990s.