

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

Year: 2021.

Instructions

1. This paper consists of **seven (7)** questions
2. Answer **five (5)** questions. Question **one (1)** is compulsory
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. Suggest six ways of eliminating the hurdles facing agricultural development in Tanzania.

Agricultural development in Tanzania is hindered by various challenges that require comprehensive strategies to address effectively:

Firstly, enhancing access to modern agricultural technologies is crucial. Providing farmers with improved seeds, fertilizers, and farming equipment can significantly boost productivity. For instance, initiatives like the Agenda 10/30 roadmap emphasize the adoption of advanced farming techniques to transform Tanzania's agricultural landscape.

Secondly, improving rural infrastructure, such as roads and storage facilities, is essential. Better infrastructure facilitates the efficient movement of goods and reduces post-harvest losses, enabling farmers to access markets more effectively. The Tanzanian government's efforts to develop rural infrastructure are pivotal in this regard.

Thirdly, providing farmers with access to financial services, including credit and insurance, can empower them to invest in their farms and mitigate risks associated with agriculture. Financial inclusion initiatives targeting the agricultural sector are necessary to overcome this hurdle.

Fourthly, offering agricultural education and extension services can equip farmers with knowledge about best practices, pest management, and climate-smart agriculture. Educational programs and extension services play a vital role in disseminating this information.

Fifthly, promoting youth involvement in agriculture through education and incentives can rejuvenate the sector with new ideas and energy. Encouraging the younger generation to engage in farming is essential for the sector's sustainability.

Lastly, implementing policies that support sustainable land management and address climate change impacts is vital. Adopting agroforestry practices and other sustainable methods can enhance resilience against environmental challenges. The Tanzanian government's commitment to integrating environmental conservation into its national strategy is a step in the right direction.

2. In six points, account for the development of the second exploitative mode of production in pre-colonial Africa.

The transition to the feudal mode of production in pre-colonial Africa was influenced by several interrelated factors:

Firstly, the development of surplus production allowed certain individuals or groups to accumulate more resources than others. This surplus enabled the emergence of a class that could exert control over those who produced the goods, leading to hierarchical social structures characteristic of feudalism.

Secondly, population growth and increased agricultural productivity necessitated more organized systems of land management. As communities expanded, centralized authorities emerged to oversee land distribution and usage, reinforcing feudal relationships between landowners and laborers.

Thirdly, the need for protection and defense against external threats led to the rise of powerful leaders who controlled military forces. In exchange for protection, common people would offer services or a portion of their produce to these leaders, establishing feudal dependencies.

Fourthly, the influence of existing feudal systems through trade and cultural exchanges introduced new socio-economic structures. Interactions with feudal societies exposed African communities to hierarchical models, which they adapted to their local contexts.

Fifthly, the specialization of labor and the development of artisan classes created economic stratification. As certain groups specialized in specific trades, they became dependent on landowners for resources, further entrenching feudal dynamics.

Lastly, environmental factors, such as fertile lands and favorable climates, supported intensive agriculture, which required organized labor systems. Managing these resources effectively led to the establishment of authority figures who controlled land and labor, hallmarks of the feudal mode of production.

3. By the 15th century, the level of development between Africa and Western Europe was almost the same. Substantiate this statement by giving six points.

By the 15th century, Africa and Western Europe exhibited comparable levels of development across various domains:

Firstly, both regions had established complex political structures. In Africa, kingdoms such as Mali and Songhai had centralized administrations, similar to European monarchies like France and England. These political entities maintained order, collected taxes, and engaged in diplomacy.

Secondly, advanced trade networks were present in both continents. African empires participated in trans-Saharan trade, exchanging gold, salt, and other commodities, while Europeans engaged in extensive trade across the Mediterranean and with the East. These networks facilitated economic prosperity and cultural exchanges.

Thirdly, both Africa and Europe had rich intellectual traditions. Timbuktu in Mali was a renowned center of learning, housing vast libraries and universities, paralleling European centers of scholarship. Scholars in both regions made significant contributions to fields like astronomy, mathematics, and literature.

Fourthly, architectural achievements were notable in both areas. Africans constructed impressive structures, such as the Great Zimbabwe and the rock-hewn churches of Lalibela, while Europeans built cathedrals and castles. These constructions required advanced engineering and architectural knowledge.

Fifthly, agricultural practices were sophisticated in both continents. Africans employed techniques like terracing and irrigation to enhance crop yields, similar to European methods. These practices supported large populations and urban centers.

Lastly, both societies had rich cultural expressions through art, music, and oral traditions. African societies produced intricate sculptures, textiles, and music, reflecting complex social and religious systems, akin to European cultural outputs of the time.

4. In six points, show the extent to which the Back-to-Africa movement was beneficial to Afro-Americans.

The Back-to-Africa movement, which encouraged African Americans to return to their ancestral homelands, had several notable benefits:

Firstly, it provided an opportunity for African Americans to escape systemic racism and oppression in the United States. By relocating to Africa, individuals sought a society where they could live with greater dignity and freedom.

Secondly, the movement allowed African Americans to reconnect with their cultural heritage. Resettling in Africa enabled them to rediscover and embrace traditions, languages, and customs that had been suppressed or lost due to slavery and segregation.

Thirdly, participants contributed to the development of African nations. For example, African American settlers played significant roles in establishing educational institutions, businesses, and governance structures in Liberia, fostering socio-economic growth.

Fourthly, the movement inspired a sense of unity and solidarity among the African diaspora. It fostered Pan-African sentiments, encouraging collaboration and mutual support between Africans and those of African descent worldwide.

Fifthly, it provided a psychological sense of belonging and identity. For many African Americans, moving to Africa fulfilled a spiritual and emotional quest for home, offering solace from the alienation experienced in the diaspora.

Lastly, the Back-to-Africa movement laid the groundwork for future civil rights activism. The experiences and narratives of returnees highlighted issues of racial injustice, influencing subsequent generations to continue the struggle for equality and human rights.

5. Show how colonial education perpetuated colonialism in Africa.

Colonial education systems in Africa were instrumental in sustaining colonial dominance through several mechanisms:

Firstly, the curriculum was designed to promote European cultural superiority, often neglecting or devaluing indigenous African knowledge and traditions. This approach aimed to inculcate a sense of inferiority among Africans regarding their own cultures, thereby justifying colonial rule.

Secondly, educational opportunities were limited and selective, primarily focusing on creating a small class of Africans trained for subordinate roles within the colonial administration. This strategy ensured that the majority remained uneducated and less likely to challenge colonial authority.

Thirdly, the medium of instruction was often the colonizer's language, which alienated students from their native languages and cultures. This language barrier not only hindered effective learning but also reinforced the dominance of the colonial language and culture.

Fourthly, colonial education emphasized vocational training tailored to meet the labor needs of the colonial economy, such as clerical work and basic artisan skills. This focus prevented the development of critical thinking and higher education that could foster leadership capable of opposing colonialism.

Fifthly, missionary schools, which were often the primary providers of education, integrated religious instruction that promoted European religious beliefs while undermining traditional African spiritual systems. This religious indoctrination further eroded indigenous cultural identities.

Lastly, the overall limited access to education ensured that a large portion of the African population remained illiterate and unaware of global political ideologies, making it easier for colonial powers to maintain control without facing organized resistance.

6. Explain six amendments that were made in colonial trade after the Second World War.

Following the Second World War, several significant changes were implemented in colonial trade policies:

Firstly, there was a shift towards promoting industrial development within colonies to reduce dependence on raw material exports. Colonial powers encouraged the establishment of local industries to process raw materials, aiming to add value before export.

Secondly, trade preferences were adjusted to integrate colonies into the global economy more effectively. This included negotiating trade agreements that favored the export of colonial products to international markets beyond the colonial metropole.

Thirdly, efforts were made to diversify the economic activities within colonies. This diversification aimed to reduce the economic risks associated with reliance on a single cash crop or commodity, thereby stabilizing colonial economies.

Fourthly, colonial administrations implemented policies to improve infrastructure, such as transportation and communication networks, to facilitate more efficient trade. Enhanced infrastructure was intended to lower the costs of moving goods and integrate remote areas into the colonial economy.

Fifthly, there was an increased focus on developing human capital through education and training programs. The goal was to create a skilled workforce capable of supporting new industrial and commercial activities within the colonies.

Lastly, monetary and fiscal policies were reformed to stabilize colonial currencies and manage inflation. These reforms were necessary to create a conducive environment for trade and investment in the post-war period.

7. Show how the First and Second World Wars activated African ex-soldiers to struggle for African independence.

The participation of African soldiers in the First and Second World Wars had a profound impact on the momentum for independence movements across the continent. Several key factors contributed to this development:

Firstly, military service exposed African soldiers to concepts of freedom and self-determination. Fighting alongside European troops, they became acutely aware of the disparities between the democratic ideals professed by colonial powers and the oppressive realities of colonial rule. This awareness heightened their aspirations for autonomy upon returning home.

Secondly, the wars provided Africans with military training and organizational skills. Veterans utilized this expertise to organize and lead nationalist movements, employing strategies learned during their service to mobilize communities and coordinate resistance against colonial authorities.

Thirdly, the shared experiences of African soldiers fostered a sense of unity and solidarity. This camaraderie transcended ethnic and regional divisions, laying the groundwork for broader nationalist sentiments and collective action against colonialism.

Fourthly, exposure to global political discourses during the wars broadened the perspectives of African soldiers. They returned with an enhanced understanding of international politics and human rights, which they integrated into their advocacy for independence.

Fifthly, the economic hardships faced by ex-servicemen, including unemployment and lack of support, fueled discontent. Feeling betrayed by the colonial governments they had served, many veterans became vocal critics of colonial policies and active participants in liberation movements.

Lastly, the symbolic role of ex-soldiers as embodiments of resistance and defiance against colonial rule inspired others. Their decision to continue fighting for independence after serving in the military was a powerful statement of their commitment to the cause.

In summary, the experiences and skills acquired by African soldiers during the World Wars significantly contributed to the acceleration of independence movements across Africa.