

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: 2022.

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. Propose six ways of overcoming poverty in Tanzania.

Addressing poverty in Tanzania requires a multifaceted approach that targets various socio-economic factors.

Firstly, investing in education is crucial. Enhancing access to quality education equips individuals with skills necessary for employment and entrepreneurship, thereby reducing poverty levels. Emphasis should be placed on both primary and secondary education, as well as vocational training to meet market demands.

Secondly, improving healthcare services is essential. A healthy population is more productive and capable of contributing to economic growth. Expanding healthcare infrastructure and services, particularly in rural areas, can reduce disease burden and associated economic hardships.

Thirdly, developing infrastructure, such as roads, railways, and ports, facilitates trade and access to markets. For instance, Tanzania's recent investment in a \$3.1 billion railway aims to boost infrastructure and economic activities.

Fourthly, promoting agricultural development is vital, as a significant portion of Tanzania's population relies on agriculture for their livelihood. Implementing modern farming techniques, providing access to credit, and ensuring fair market prices can enhance productivity and income for farmers.

Fifthly, fostering industrialization and job creation through policies that encourage investment in manufacturing and services sectors can provide employment opportunities, thereby reducing poverty. This includes creating a conducive environment for both local and foreign investors.

Lastly, implementing social protection programs, such as cash transfers and social safety nets, can support vulnerable populations. These programs help cushion the effects of economic shocks and provide a foundation for individuals to improve their economic status.

2. Why did some pre-colonial African societies evolve into the feudal mode of production? Explain by giving six reasons.

The evolution of certain pre-colonial African societies into the feudal mode of production was influenced by several interrelated factors.

Firstly, the development of surplus production allowed some 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 giving six points, show how Africa was affected by the developmental gap between her and Western Europe from the 15th century to the 1960s.

The widening developmental gap between Africa and Western Europe from the 15th century to the 1960s had profound and multifaceted impacts on the African continent:

Firstly, the transatlantic slave trade led to a significant depopulation of Africa. Millions of Africans were forcibly taken to the Americas, resulting in a loss of human capital that stunted economic and social development. This massive outflow of people deprived African societies of their workforce and disrupted traditional economies.

Secondly, the introduction of European goods and the establishment of unequal trade relationships undermined local African industries. European manufactured products flooded African markets, leading to the decline of indigenous crafts and industries that could not compete with the imported goods.

Thirdly, the colonization of Africa in the late 19th and early 20th centuries resulted in the extraction of vast natural resources for European benefit. Colonial powers exploited Africa's mineral wealth and agricultural products, channeling profits to Europe and leaving African economies dependent and underdeveloped.

Fourthly, the imposition of colonial borders and administrative systems disrupted existing social and political structures. Artificial boundaries often split ethnic groups and merged disparate communities, leading to internal conflicts and governance challenges that persisted post-independence.

Fifthly, the focus on cash crop production for export markets during colonial rule altered traditional agricultural practices. This shift not only made African economies vulnerable to global market fluctuations but also threatened food security as subsistence farming was neglected.

Lastly, the educational systems established by colonial powers were designed to serve colonial administrative needs rather than promote comprehensive development. Limited access to quality education hindered the development of a skilled workforce, affecting Africa's ability to advance technologically and economically.

4. Why did the capitalists permit Africans to produce cash crops during colonial time? Explain by giving six reasons.

During the colonial period, capitalist interests allowed and even encouraged Africans to produce cash crops for several strategic reasons:

Firstly, enabling African farmers to cultivate cash crops such as cocoa, cotton, and coffee ensured a steady supply of raw materials for European industries. This arrangement reduced the need for European settlers to engage directly in agricultural production, lowering operational costs for colonial enterprises.

Secondly, promoting African cash crop production facilitated the integration of African economies into the global capitalist system. By focusing on export-oriented agriculture, colonies became specialized suppliers of specific commodities, aligning their economic activities with the demands of European markets.

Thirdly, allowing Africans to grow cash crops created a source of revenue for colonial administrations through taxation. Colonial governments imposed taxes on agricultural produce and land, generating funds to support their bureaucratic and infrastructural expenditures without significant financial input from the metropole.

Fourthly, this strategy helped mitigate potential resistance to colonial rule. By involving local populations in the cash economy, colonial authorities aimed to create a sense of participation and dependency, thereby reducing the likelihood of uprisings against the colonial system.

Fifthly, the cultivation of cash crops by Africans provided employment opportunities, which helped to stabilize the colonial labor market. Engaging local farmers in cash crop production reduced the necessity for coercive labor practices and allowed for a more sustainable workforce to support colonial economic objectives.

Lastly, encouraging African cash crop production minimized the financial risks for European investors. By relying on indigenous farmers to bear the costs and uncertainties of agricultural production, European capitalists could secure raw materials without directly investing in large-scale plantations, thereby maximizing profits.

5. In six points, show the significance of colonial physical infrastructural systems in the colonial economy.

Colonial physical infrastructure played a pivotal role in shaping the economic landscapes of African colonies, serving the strategic interests of colonial powers:

Firstly, the development of transportation networks, such as railways and roads, facilitated the efficient extraction and export of raw materials. For instance, in Nigeria, the construction of railways was instrumental in moving agricultural and mineral resources to ports for shipment to Europe.

Secondly, these infrastructural projects were designed to integrate colonial territories into the global capitalist economy. By establishing connectivity between resource-rich hinterlands and coastal export points, colonial powers ensured a steady supply of commodities for their industries.

Thirdly, the infrastructure facilitated administrative control over vast territories. Improved transportation and communication systems enabled colonial authorities to govern more effectively, deploying officials and military personnel as needed to maintain order.

Fourthly, the construction of infrastructure often relied on local labor, which was frequently coerced or undercompensated. This exploitation not only reduced costs for the colonial administrations but also suppressed local economic development by diverting labor from indigenous enterprises.

Fifthly, the focus on infrastructure that served export-oriented economies led to the neglect of local needs. Facilities that could have benefited local trade or improved living standards were often overlooked, resulting in unbalanced economic development that favored colonial interests.

Lastly, the legacy of colonial infrastructure has had lasting effects on post-colonial economies. Many African nations inherited systems tailored to extraction rather than sustainable development, posing challenges for economic diversification and growth in the post-independence era.

6. "Colonial education in Africa was nothing but education for subordination, creation of mental confusion, and the development of underdevelopment." Validate this statement with six points.

The assertion that colonial education in Africa was designed for subordination and underdevelopment is supported by several observations:

Firstly, the curriculum was Eurocentric, emphasizing European history and values while marginalizing African cultures and knowledge systems. This approach aimed to instill a sense of inferiority among Africans regarding their heritage.

Secondly, educational opportunities were limited and selective, often restricted to a small elite groomed to assist in colonial administration. This strategy ensured a controlled dissemination of knowledge, preventing widespread empowerment.

Thirdly, vocational training provided was tailored to meet the labor needs of the colonial economy, focusing on producing clerks, artisans, and low-level technicians, thereby reinforcing economic dependency.

Fourthly, instruction was typically conducted in the colonizer's language, creating a linguistic barrier that alienated learners from their communities and inhibited the transmission of indigenous knowledge.

Fifthly, critical thinking was discouraged; the education system promoted rote learning and obedience, suppressing intellectual curiosity and potential dissent against colonial rule.

Lastly, the limited scope of education hindered technological and scientific advancement within African societies, as the focus remained on producing a subservient workforce rather than fostering innovation and self-sufficiency.

These factors collectively contributed to a legacy of underdevelopment, as the education systems established during colonial times were ill-suited to address the socio-economic challenges faced by African nations post-independence.

7. In six points, show how colonialism activated anti-colonial struggles in Africa.

Colonialism in Africa imposed foreign domination and exploitation, which in turn ignited various anti-colonial struggles across the continent. Several factors inherent to colonial rule catalyzed these resistance movements:

Firstly, the economic exploitation of African resources and labor by colonial powers led to widespread impoverishment and discontent among indigenous populations. The extraction of raw materials and the establishment of cash-crop economies disrupted traditional livelihoods, fostering resentment and a desire for self-determination.

Secondly, the imposition of foreign political structures marginalized existing African leadership and governance systems. Traditional authorities were often undermined or co-opted, eroding local autonomy and prompting movements to restore indigenous governance and sovereignty.

Thirdly, cultural suppression under colonial rule, including the devaluation of African languages, religions, and customs, led to a cultural awakening and the formation of movements aimed at reclaiming and preserving African identity. This cultural renaissance became a foundation for broader political mobilization against colonialism.

Fourthly, the introduction of Western education created an educated African elite who became acutely aware of the disparities and injustices of colonial rule. Exposed to ideals of freedom and equality, this group played a pivotal role in organizing and leading nationalist movements seeking independence.

Fifthly, the arbitrary borders drawn by colonial powers often grouped diverse ethnic groups together, leading to social tensions and conflicts. The resultant instability highlighted the unsuitability of colonial boundaries and governance, fueling demands for self-governance tailored to indigenous social structures.

Lastly, the experience of African soldiers in World War II, who fought alongside Europeans, exposed them to global political ideas and the hypocrisy of colonialism. Their return home with heightened political consciousness contributed significantly to the momentum of anti-colonial movements across Africa. These factors collectively energized anti-colonial struggles, culminating in a wave of independence movements that reshaped the political landscape of Africa in the mid-20th century.