

HISTORY 2008 - NECTA FORM FOUR

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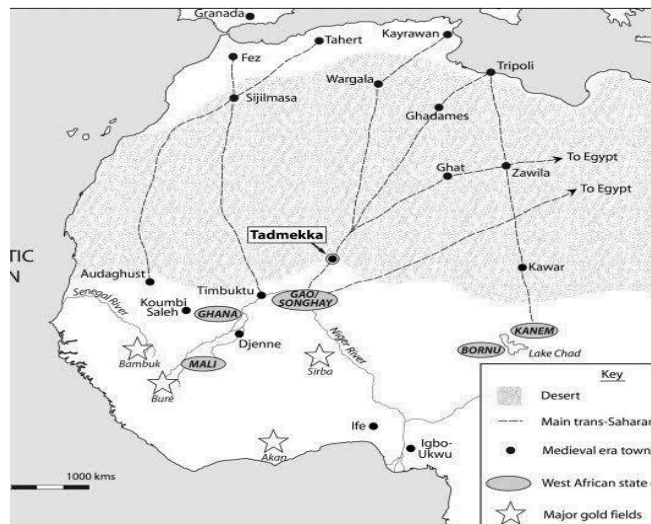
1.

i	ii	iii	iv	v	vi	vii	viii	ix	x
C	C	B	D	D	B	E	A	D	A

2.

i	ii	iii	iv	v	vi	vii	viii	ix	x
N	M	A	I	E	L	K	J	H	S

3.(a)



https://www.researchgate.net/figure/Map-showing-major-early-Islamic-Saharan-trade-routes-the-principal-West-African-gold_fig3_262017971

(b) Trade items involved in Trans sahara trade were:-

-Salt

-swords

-Food stuff

-ostrich feathers

-Guns.

4.(a)

i	ii	iii	iv	v
3	2	1	5	4

(b)

i	ii	iii	iv	v
D	D	C	A	D

5.advantages of iron

The use of iron tools made cultivation of the land easier/faster as they were more efficient.

Iron tools were used to clear forests thereby enabling people to migrate/settle in new areas.

Iron weapons were used to fight other communities thereby increasing warfare/conflicts.

It led to the rise of professional smiths who were accorded high status in the community.

The demand for iron tools enhanced trade between communities

Communities were able to protect themselves better using iron weapons which were more effective.

Powerful states emerged as iron weapons were used to conquer/annex weaker communities/territories

Iron implements were used as a medium of exchange thereby facilitating trade transactions.

The use of iron tools/implements led to increased food production since more land was brought under cultivation.

It led to the development of towns

Widespread use of iron led to the decline of use of other metals.

Destruction of forests.

6.The scramble for colonies in Africa was the intense competition or struggle for the control of African territories, which took place among the European capitalist nations in the 1880s and 1890s. Before the 1880s European countries were not much interested to establish colonialism in African continent, while they had only trade relationship with Africans and to spread Christianity religion. Also before the 19th century European had no idea if African continent had other things to offer rather than forestry materials and slaves.

During the scramble for and partition of Africa some areas experienced more scramble than others; this was due to the following factors:

Some areas were potential for agriculture; the objective of controlling African continent was for the exploitation of agriculture raw materials. European countries occupied areas with soil fertility and enough rainfall. Example of areas which were potential for agricultural raw materials includes Niger basin, Congo basin, Zimbabwe, Nile valley, Kenya highlands and Nyasaland. Nations involved in the scramble includes; Britain, Portugal, Belgium and France.

Areas with accessibility to the interior, important areas which involved navigable rivers like Nile River, Congo basin and Niger, which were economically important to the extent to attract many imperialistic powers. Example Niger basin scrambled by different powers like German, Britain and France. Also Congo basin was important because of its accessibility to the interior where agricultural and mineral potential found. It involved France, Portugal and Belgium.

of mineral potential to some areas, African areas which had availability of minerals were scrambled than others, since European wanted minerals like diamond, gold, copper etc, which were needed as raw materials in the European industries. The places like Nigeria and Angola scrambled by countries like Britain, France, German and Portugal.

Areas with high population, the populated areas attracted Europeans since they were very important for provision of reliable market as well as to supply enough labour. This area includes Senegal, Nigeria, Cameroon and Gold Coast. European nations like German, France and Britain were scrambled for the region.

strategic areas, this include Egypt which was very potential area for both strategic and economic purposes. This area becomes more important after opening of Suez Canal in 1869. Britain and France involved in construction Suez Canal. The European nations struggled over Egypt were Britain and France, Latter Britain was able to colonize Egypt.

7.Nigerian nationalism is a territorial nationalism, emphasizing a cultural connection of the people to the land — in particular the Niger and Benue rivers. It first emerged in the 1920s under the influence of Herbert Macaulay who is considered the founder of Nigerian nationalism.

The following are the challenges:

- Some nationalist were killed.

- Some nationalists were arrested.
- they lacked unity,rendering their struggle ,less effective against colonial rule.
- Due to fear and insecurity
- The number of nationalists also decreased.

8.

-The main difference between “peasant” and “settler” colonies is that in the former, land remained in the hands of African producers, who dominated local and export agricultural production. In the settler colonies by contrast, prime lands were expropriated to European settlers, who competed directly with Africans in both food and export production.

Settles economy based on large unit land, while peasant economy based on small unit of land.

Settles economy based on monocrope while peasant economy based on intercropping.

Settles used advanced technology while peasant used local technology.

Settles economy based on land alienation while peasant economy based on dense population,made it hard to alienate land.

In settles economy the main activities were mining and agriculture while in peasant economy was only agriculture.

9.The Zanzibar Revolution was the result of ethnic tension. Zanzibar was ruled by an Arab Sultan and had an Arab minority elite, but a strong majority.

The following were the causes of revolution in Zanzibar:-

- Exploitation of African as by Arab's government.
- Economic difficulty caused by the world wide drop in price of cloves.
- Historical differences between Arab's and Africans in Zanzibar.
- Land alienation problem, whereby Arabs owned large proportion of land than natives.
- Dictatorship of Mohammed shamte.
- Discrimination of Africans by Arabs.

10.Measures taken to enable education to everyone:-

-Education in Tanzania is provided by both the public and private sectors, starting with pre-primary education, followed by primary, secondary ordinary, secondary advanced, and ideally, university level education.

- Free and accessible education is a human right in Tanzania.

-The Tanzanian government began to emphasize the importance of education shortly after its independence in 1961.

-Curriculum is standardized by level, and it is the basis for the national examinations.

-Acknowledge and address overcrowding.

-Make funding schools a priority.

-Address the school-to-prison pipeline.

-Raise standards for teachers.

-Put classroom-running and curriculum-building decisions in the hands of the community.

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