

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION

711

GENERAL STUDIES

Time: 3 Hours

ANSWERS

Year: 2014

Instructions

1. This paper consists of section A, B and C.
2. Answer all questions in section A, two questions from section B and two questions from section C.

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SECTION A (40 Marks)

Answer all questions in this section.

1. Write short notes on political pluralism

Political pluralism refers to a system where multiple political parties or groups coexist, competing for power peacefully. It fosters democracy, allowing diverse voices in governance, enhancing representation and stability through varied political participation.

2. Differentiate between non – governmental organisations (NGOs) and community based organisations (CBOs)

NGOs: Non-governmental organizations operate independently, often nationally or internationally, focusing on broad social issues like education. NGOs fund science projects, addressing wider community needs with external resources.

CBOs: Community-based organizations are local, grassroots groups addressing specific community needs, like health. CBOs support rural Swahili literacy, relying on local involvement and resources, differing from NGOs' broader scope.

3. Identify two (2) causes of high fertility rate

Poverty: One cause is poverty, where large families provide labor. Rural families have more children for farming, increasing fertility rates and straining educational resources like science.

Cultural Norms: Cultural norms favoring large families boost fertility. Traditions encourage multiple births for social status, impacting health and education access in communities.

4. What is meant by appropriate technology?

Appropriate technology refers to tools or methods suited to local needs, resources, and skills, enhancing efficiency. Simple irrigation for agriculture, like drip systems, supports sustainable science education and development.

5. Give two (2) pieces of advice to low income countries on how to raise their per capital incomes

Invest in Education: One advice is investing in education, improving skills. Training in science and Swahili boosts employability, raising per capita income through human capital development.

Promote Local Industries: Encouraging local industries increases income. Supporting agriculture with basic tech enhances productivity, raising per capita income and economic growth through sustainable practices.

6. Show two (2) relationships between poverty and unemployment

Cause and Effect: One relationship is poverty causing unemployment, limiting job opportunities. Poor families lack science education, increasing joblessness and perpetuating poverty cycles in communities.

Reinforcement: Poverty and unemployment reinforce each other, deepening deprivation. Unemployed individuals remain poor, unable to access Swahili training, worsening economic and social challenges.

7. Explain briefly two (2) merits and two (2) demerits of specialization and division of labour

Merits:

Efficiency: Specialization increases productivity, as workers focus on tasks. Science experts in agriculture work faster, boosting output and economic growth.

Skill Development: It enhances skills, improving quality. Swahili translators refine expertise, raising educational and professional standards.

Demerits:

Monotony: Repetitive tasks cause boredom, reducing morale. Science workers face routine, lowering productivity and engagement in schools.

Dependency: Specialization creates reliance, risking inefficiencies. Geography specialists' absence disrupts teams, hindering overall educational progress.

8. Give two (2) causes of privatization

Economic Restructuring: One cause is economic restructuring, reducing state roles. Privatization of utilities aims to enhance efficiency, addressing fiscal constraints and improving service delivery.

Foreign Investment: Globalization drives privatization for investment. Foreign firms buy state firms, boosting science and technology sectors, seeking profit and economic growth.

9. Explain briefly two (2) negative effects of the socialist policy

Economic Stagnation: One effect is economic stagnation, limiting growth. State control of agriculture reduced innovation, slowing science progress and economic development.

Inefficiency: Socialist policies caused inefficiencies, like resource mismanagement. Centralized Swahili education faced delays, hindering educational quality and societal advancement.

SECTION B (40 Marks)

Answer two (2) questions from this section.

10. "Polygamy related abuses violate basic human rights". Discuss

Polygamy refers to the practice of having multiple spouses, linked to abuses that challenge human rights like equality and dignity.

Violation of Equality: One point is violating gender equality, as women face unequal treatment. Polygamous marriages often prioritize men, denying women rights in science education, breaching human rights principles.

Exploitation: Polygamy can lead to exploitation, like forced marriages. Young girls are coerced into unions, losing educational opportunities in Swahili, violating rights to freedom and education.

Health Risks: It increases health risks, like HIV, affecting rights to health. Shared spouses heighten disease spread, undermining well-being and access to science-based healthcare, challenging human rights.

Economic Disparity: Polygamy creates economic disparity, limiting resources. Women and children face poverty, reducing science learning access, violating rights to economic participation and education.

Legal Protections: Despite laws, enforcement is weak, perpetuating abuses. Cultural norms override rights, denying women legal protections in geography-related community roles, necessitating stronger human rights advocacy.

11. With reference to Tanzania, discuss the social and economic costs and benefits of globalization

Globalization refers to the increasing interconnectedness of economies and cultures, impacting socially and economically.

Social Benefits: One benefit is cultural exchange, broadening perspectives. Global media exposes students to science histories, enhancing Swahili education and social cohesion through diverse learning.

Social Costs: One cost is cultural erosion, diluting local values. Western influences overshadow Swahili traditions, weakening identity and community bonds, challenging social stability in education.

Economic Benefits: Globalization boosts trade, increasing income. Agriculture exports like coffee grow, raising science-related jobs and per capita income, supporting economic development and education funding.

Economic Costs: It widens inequality, favoring urban areas. Rural communities lack science tech access, deepening poverty and educational gaps, straining economic equity and growth.

Balancing Impact: Balancing these through policies, like local science initiatives, mitigates costs while maximizing benefits, ensuring sustainable social and economic progress in schools and communities.

SECTION C (24 Marks)

Answer two (2) questions from this section.

12. Show the extent to which the Commonwealth is common to the member countries

Commonwealth refers to a voluntary association of 54 countries, mostly former British colonies, sharing historical ties and cooperation, with varying commonality.

Shared History: One extent is shared history, rooted in British colonial past. Commonwealth ties influence science education standards, fostering collaboration but varying due to local adaptations, showing partial commonality.

Economic Cooperation: Economic ties, like trade, are common, but limited. Commonwealth markets boost agriculture exports, yet economic disparities persist, indicating moderate commonality across member nations.

Cultural Exchange: Cultural programs, like education, are shared, but diverse. Swahili programs align with Commonwealth literacy, yet cultural differences reduce full commonality, reflecting varied integration.

Political Alignment: Political values, like democracy, are common goals, but differ. Commonwealth principles guide governance, yet local politics diverge, showing limited universal commonality among members.

Extent: The Commonwealth is moderately common, uniting members through history and cooperation, but local contexts, like science priorities, highlight diversity, suggesting a balanced but not complete commonality.

13. With typical examples, show how health is a factor to socio – economic development

Health refers to physical and mental well-being, impacting economic and social progress, with examples illustrating its role.

Economic Productivity: One example is reduced illness boosting work output. Healthy farmers produce more crops, increasing science-related agriculture income and economic growth, enhancing socio-economic development.

Education Access: Healthy children attend school regularly, improving learning. Malaria prevention ensures Swahili students stay in class, raising literacy and economic potential, supporting social and economic progress.

Healthcare Jobs: Health creates jobs, driving economic growth. Nursing programs train for science-based roles, reducing unemployment and boosting GDP, contributing to socio-economic development.

Community Stability: Good health reduces social tensions, fostering cohesion. Vaccination campaigns lower disease rates, stabilizing communities for geography education, enhancing social and economic stability.

Life Expectancy: Improved health extends life expectancy, supporting workforce. Better healthcare increases worker longevity in agriculture, sustaining economic activity and social development through longer productivity.

14. To what extent does the structural adjustment programme (SAP) undermine the efforts of the African governments to provide free public health services?

Structural Adjustment Programme (SAP) refers to economic policies by international bodies like the IMF, requiring austerity to stabilize economies, impacting health services.

Funding Cuts: One extent is funding cuts, reducing health budgets. SAPs slash science-related health allocations, limiting free clinics, undermining government efforts and access to care, challenging health equity.

Privatization Pressure: SAPs push privatization, increasing costs. Private hospitals emerge, reducing free Swahili health services, straining government efforts and deepening socio-economic disparities in public health.

User Fees: SAPs introduce user fees, deterring access. Fees for geography-related health checks burden poor communities, weakening free service goals, undermining government initiatives and health outcomes.

Workforce Challenges: SAPs cut public sector jobs, affecting health staff. Fewer science-trained nurses work, reducing service quality, hindering government efforts for free health and development.

Extent: SAPs moderately undermine efforts, as funding and policy shifts strain free health, but local adaptations, like community health programs, mitigate impacts, showing a balanced but significant challenge to public health goals.

15. “Money has always been the centre of development”. Discuss

Money refers to currency and financial resources, central to economic and social progress, with implications for development.

Economic Growth: One point is money driving growth, funding projects. Investment in science agriculture boosts GDP, but over-reliance risks neglecting social needs, questioning development balance.

Infrastructure: Money builds infrastructure, like schools, enhancing education. Funds construct Swahili learning centers, but unequal distribution can deepen poverty, challenging holistic development.

Health Access: Finances improve health, reducing disease. Money funds geography-related clinics, but high costs limit access, suggesting money’s centrality has limits for equitable progress.

Social Inequality: Money can widen inequality, favoring elites. Wealth concentrates in urban science sectors, leaving rural areas behind, questioning if money alone centers true development.

Sustainability: Overemphasizing money risks unsustainability, neglecting culture. Focusing on cash crops over Swahili heritage may harm long-term development, suggesting money’s role needs balance with non-monetary values.

16. Justify the statement “investors in any country have pros and cons”

Investors refer to individuals or entities investing capital, impacting economies with both benefits and drawbacks.

Pros – Economic Growth: One pro is economic growth, creating jobs. Investors fund science agriculture, boosting GDP and employment, enhancing development and societal progress.

Pros – Technology Transfer: Investors bring technology, improving efficiency. Science tech for farming increases productivity, supporting Swahili education and economic advancement through innovation.

Cons – Inequality: One con is inequality, favoring elites. Foreign investors in geography sectors deepen rural-urban gaps, challenging equitable development and social cohesion.

Cons – Exploitation: Investors may exploit resources, harming locals. Mining firms extract without science benefits for communities, reducing sustainability and economic fairness, posing social costs.

Justification: Investors balance growth and innovation with inequality and exploitation, requiring regulation to maximize pros, like science jobs, while minimizing cons, like environmental harm, ensuring balanced development.