

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL
CERTIFICATE OF SECONDARY EDUCATION EXAMINATION**

012/1

HISTORY - PAPER 1

(For Both School and Private Candidates)

ORIGINS AND DEVELOPMENT OF AFRICAN SOCIETIES

UP TO THE PRESENT

Time : 3 Hours

ANSWERS

Year : 1992

Instructions

1. This paper consists of sections A and B.
2. Answer EIGHT (8) questions, FOUR (4) from section A and FOUR (4) from section B.
3. Non-programmable calculators may be used.
4. Communication devices and any unauthorised materials are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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1. Under each of the sentences below are five statements. One of the five statements best explains or completes sentences labelled (i) to (vi). Identify the best statement and write down its letter.

(i) The main purpose of building the Uganda railway line was to:

- (a) attract European settlers to Kenya
- (b) compete with German railway builders
- (c) provide cheap means of transport in E. Africa
- (d) avoid attacks from hostile people and wild animals
- (e) gain easy access to Lake Victoria.

Answer: (c) provide cheap means of transport in E. Africa.

The Uganda railway was built mainly to connect the interior with the coast to facilitate the cheap transport of raw materials for export and the importation of manufactured goods.

(ii) Portuguese rule in the coast of East Africa failed because:

- (a) they participated in the abolition of slave trade
- (b) they became more interested in their colonies in West Africa
- (c) they could not face the competition of European and Arab traders
- (d) they found alternative routes to India and the Far East
- (e) Sultan Said of Zanzibar was too strong for them.

Answer: (c) they could not face the competition of European and Arab traders.

The Portuguese lacked the strength and resources to compete with other traders, leading to their decline along the East African coast.

(iii) The groundnut schemes in Kongwa, Nachingwea and Urambo failed due to:

- (a) technical problems and crop diseases
- (b) lack of world-sale market for groundnuts
- (c) shortage of adequate rainfall
- (d) lack of manure
- (e) failure to transport the groundnuts to the coast.

Answer: (c) shortage of adequate rainfall.

The infamous groundnut scheme failed primarily because of poor planning and unsuitable climatic conditions, especially inadequate rainfall in those areas.

- (iv) Tanganyika achieved independence earlier than Uganda and Kenya because she was:
- (a) bigger and richer than the two
 - (b) less dominated by European settlers
 - (c) a Trusteeship territory
 - (d) led by a stronger party than KANU and UPC
 - (e) had more minerals.

Answer: (c) a Trusteeship territory.

Tanganyika was under UN Trusteeship administered by Britain, which made the transition to independence easier and quicker compared to settler-dominated Kenya and protectorate Uganda.

- (v) Kabaka Mutesa asked Stanley to send missionaries to Buganda because he wanted:
- (a) to gain Britain's support in wars against Bunyoro
 - (b) European civilization to spread in Buganda
 - (c) the missionaries to come and abolish slave trade
 - (d) to keep the French and Arabs away from Buganda
 - (e) to be converted to Christianity.

Answer: (a) to gain Britain's support in wars against Bunyoro.

Mutesa's main interest was political, as he sought external support against his regional rivals such as Bunyoro, while also balancing influence between Arab traders and European powers.

- (vi) Many kings in West Africa participated in the slave trade because it:
- (a) forced their subjects to become Moslems
 - (b) encouraged trade in gold and salt
 - (c) encouraged the construction of local industries
 - (d) enabled kings to visit Europe and America
 - (e) brought them wealth and power.

Answer: (e) brought them wealth and power.

West African kings were drawn into the slave trade because it gave them access to European goods, weapons, and prestige, thereby consolidating their wealth and power.

2. Study this puzzle below carefully. Each of the lines 1 to 11 can be filled with one word using the clues below the puzzle. The numbers of the lines correspond to the numbers of the clues. In your answer book write the required word for each line of the puzzle. Number 1 is given as example i.e. BUGANDA (7 letters).

CLUES

1. A strong feudal state in East Africa during the 19th century.

Answer: BUGANDA (given as example).

2. One of the major means of production in feudal societies.

Answer: LAND. Land was the main means of production in feudal systems.

3. The simplest unit of social organization in the early agricultural societies.

Answer: FAMILY. The family was the basic unit of social organization.

4. A form of feudal production relations which developed among the Akida of Tanzania.

Answer: UMUNGA. The Akida system involved feudal-like relations in Tanganyika.

5. The earliest ancestor whose fossil was discovered in 1959 by Dr. Leakey in Olduvai gorge.

Answer: ZINJANTHROPUS. This fossil was discovered by Mary and Louis Leakey.

6. A study of the relationship between man and his environment as he struggles for survival.

Answer: HISTORY. History interprets man's struggle with his environment.

7. The policy of racial segregation made official in South Africa in 1948.

Answer: APARTHEID. South Africa legalized racial segregation under apartheid.

8. A country in Southern Africa formerly dominated by European settler farmers.

Answer: RHODESIA. Present-day Zimbabwe was known as Rhodesia.

9. An ancient kingdom in Central Africa famous for gold production.

Answer: MWENE MUTAPA. This kingdom thrived in present-day Zimbabwe and Mozambique.

10. The major goal of colonialism.

Answer: EXPLOITATION. The key purpose of colonialism was economic exploitation.

11. A colonial organization established to recruit labour for sisal plantations.

Answer: WENDAWA. This was the colonial labour recruiting organization.

3. The items in List A correspond with six of the items in List B. Write down the pairs which correspond. One of the pairs is completed as an example.

List A

- A. 1896 - 7
- B. The year 1873
- C. Trans-Saharan trade
- D. George Goldie
- E. 1958 referendum
- F. Growth of trade in Palm oil, cotton and groundnuts

List B

- 1. The French community was born.
- 2. The rise of the Sudanic states.
- 3. MajiMaji resistance against German oppression.
- 4. The Royal Niger Company.
- 5. Legitimate trade.
- 6. Slave caravans carrying copper from Katanga.
- 7. Deportation of King Jaja to Cape Verde Island.
- 8. Mashona and Ndebele war against British colonialists.
- 9. Closure of the slave market in Zanzibar.

10. British South Africa Company given a royal charter.

Answers

A. 1896 → 7 (Deportation of King Jaja to Cape Verde Island) [*given as example*]

B. The year 1873 → 9 (Closure of the slave market in Zanzibar)

C. Trans-Saharan trade → 2 (The rise of the Sudanic states)

D. George Goldie → 4 (The Royal Niger Company)

E. 1958 referendum → 1 (The French community was born)

F. Growth of trade in Palm oil, cotton and groundnuts → 5 (Legitimate trade)

(iii) The independence attained by East African states in the 1960s was constitutional freedom.

1. Efforts were thus made only to establish stable political systems.
2. Efforts were made both to stabilize political systems and structures and to create viable economic developmental strategies.
3. Efforts were made to remove all whites from important political positions.
4. Efforts were made to establish industries run by nationals.
5. Efforts were made to remove all Asians from essential political and economic positions.

Answer: (iii) → 2. Efforts were made both to stabilize political systems and structures and to create viable economic developmental strategies.

(iv) The colonial invaders faced strong resistance from many East African societies.

1. The Mau Mau war in Kenya is an example of strong resistance against British colonial invasion.
2. In Tanganyika the Germans faced stiff resistance from the strong military state of the Hehe.
3. The MajiMaji war was another example of resistance against German oppression.
4. Africans were finally defeated because they believed in witchcraft.
5. In any case the colonialists decided to withdraw from East Africa.

Answer: (iv) → 1, 2, 3.

(Strongest examples: Mau Mau, Hehe, MajiMaji).

(v) The Nyamwezi people became famous traders from the 18th to the 19th centuries.

1. The Nyamwezi people became great participants in the Zimbabwe gold trade.
2. Wagogo were forced to pay “hongo” to the Nyamwezi.
3. When slave trade started the Nyamwezi became agents of the Arab slave traders.
4. The Nyamwezi conducted long distance trade caravans from the interior to the coast.
5. The people who specialized as traders among the Nyamwezi were known as Mandewa.
6. The Nyamwezi rulers specialized in trade activities only.
7. The Nyamwezi trade influence extended as far South as N. Rhodesia.

Correct Statements:

- (iii) When slave trade started the Nyamwezi became agents of the Arab slave traders.

(iv) The Nyamwezi conducted long distance trade caravans from the interior to the coast.

(v) The people who specialized as traders among the Nyamwezi were known as Mandewa.

(vii) The Nyamwezi trade influence extended as far South as N. Rhodesia.

6. The statements below are about the history of Namibia. However, they are not presented in a logical sequence. Arrange them logically.

1. After the Berlin Conference of 1884–85 Germany declared Namibia its colony.
2. Under Boer domination the Namibians faced oppression and exploitation.
3. By the late 1960s nationalist movements struggling against Boer domination had emerged.
4. Towards the end of the nineteenth century Namibia had started experiencing an influx of the agents of imperialism.
5. After the First World War Namibia was entrusted to South Africa as a mandate territory by the League of Nations.
6. Under U.N.O. Resolution number 2145, South Africa's presence in Namibia was declared illegal.
7. After the Second World War South Africa refused to grant independence to Namibia.
8. SWAPO, one of the nationalist movements in Namibia, demanded unconditional independence for Namibia.
9. Thus, on 21st March, 1990 Namibia became independent.
10. The U.N.O. passed Resolution number 435 which demanded unconditional independence for Namibia.

Correct Logical Order

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9. Thus, on 21st March, 1990 Namibia became independent.

7. Why did Sultan Said move his capital from Oman to Zanzibar in 1840?

One reason was the strategic position of Zanzibar along the Indian Ocean trade routes. The island was well located to control the rich coastal trade of East Africa and allowed easier access to markets in Asia, the Middle East, and Europe.

Another reason was the fertility of the island which supported the establishment of clove plantations. These plantations generated huge profits for the Sultan and his supporters, making Zanzibar more economically valuable than Oman.

The Sultan also moved because Oman was largely arid and less productive compared to Zanzibar. By shifting to Zanzibar, he could take advantage of the natural resources and agricultural potential which Oman could not provide.

Zanzibar offered security and protection from constant political instability and tribal rivalries in Oman. The island was easier to defend, and the Sultan could consolidate his rule more effectively there.

Additionally, Zanzibar had already become a cosmopolitan trading hub with Arabs, Indians, and Africans interacting. This diversity provided skilled labor, business connections, and taxation opportunities for the Sultan.

Lastly, the Sultan wanted to strengthen his political influence in East Africa. By establishing his capital in Zanzibar, he could exert direct control over the coastal settlements and secure dominance over the lucrative Indian Ocean trade.

8. Identify and explain THREE of the main forms of feudal production relations in East Africa in the nineteenth century.

The first form was **tribute payment**. In many societies, peasants and commoners had to pay tribute in the form of food, livestock, or labor to their chiefs and kings. This ensured that rulers accumulated wealth and maintained political authority.

The second form was **labor services**. Ordinary people were often required to work on the lands of their rulers or chiefs without payment. This practice, sometimes called corvée labor, provided manpower for building infrastructure or farming the rulers' estates.

The third form was **rent in kind**. Tenants who lived on a lord's land had to surrender part of their produce, such as grains, bananas, or livestock, as a form of rent. This system ensured that the ruling class lived off the surplus produced by the peasants.

Another form was **patriarchal dependence**. Younger or poorer families depended on wealthier households for land, protection, or cattle, and in return, they offered loyalty, labor, and a share of their production.

Additionally, **military service** formed part of feudal obligations. Young men in some communities were expected to provide defense for the state or join armies of their kings, strengthening the rulers' power.

Overall, feudal relations in East Africa structured society into rulers and producers, ensuring wealth accumulation for the elite while maintaining social hierarchy.

9. What were the effects of the activities of European Missionaries in East Africa since the second half of the nineteenth century?

One effect was the spread of Western education. Missionaries established schools in places like Bagamoyo, Rabai, and Tabora, which introduced literacy and formal education that later produced African elites.

Another effect was the introduction of Western medicine. Mission hospitals were built and medical practices were introduced, reducing the prevalence of certain diseases and improving healthcare.

Missionaries also contributed to the spread of Christianity in East Africa. They converted many Africans to the new faith, which transformed cultural and spiritual practices.

However, missionaries undermined African traditional beliefs and customs. They considered them backward and encouraged Africans to abandon indigenous practices, causing cultural erosion.

Missionaries also campaigned against the slave trade. They preached abolitionist ideas and supported legitimate trade as an alternative, which helped reduce the demand for slaves.

On the negative side, missionaries prepared the ground for colonialism. Their work in spreading Western values, education, and religion softened African resistance and made European conquest easier.

10. How effective was the Uganda railway in the colonization of Kenya and Uganda?

The Uganda railway was very effective in facilitating colonial control. It allowed British troops and administrators to move quickly into the interior, consolidating political power over vast territories.

The railway promoted economic exploitation by transporting raw materials such as coffee, tea, and cotton from the interior to the coast for export. It also brought in manufactured goods from Europe, integrating the colonies into the global economy.

It encouraged European settlement, particularly in the Kenya highlands. White settlers were attracted by the ease of transport, which allowed them to farm cash crops profitably.

The railway also helped suppress African resistance. Troops and weapons could be transported rapidly, making it easier for the British to put down revolts such as the Nandi resistance.

It contributed to urbanization and growth of towns like Nairobi, which began as a railway depot but later became the capital of Kenya. This urban growth strengthened colonial administration.

However, the railway was also associated with suffering. African communities were displaced from fertile lands, and Indian laborers brought to build the railway faced harsh conditions and high mortality. Despite this, the railway remained a central tool of colonization.

11. How did the development of iron technology in East Africa help bring social and economic changes?

Iron technology improved agriculture. With stronger and sharper iron tools, farming became more efficient, leading to surplus food production and population growth.

It promoted specialization and trade. Blacksmiths emerged as important craftsmen, and iron products like hoes, spears, and knives were exchanged across regions, boosting trade networks.

Iron weapons improved security and military strength. Societies with iron weapons could defend themselves better or expand their territories, leading to stronger states.

It stimulated political centralization. Leaders who controlled iron production gained wealth and power, enabling them to establish stronger kingdoms and chiefdoms.

Socially, iron technology elevated the status of blacksmiths. They were respected in society for their skills and sometimes considered to have spiritual powers.

Overall, iron technology transformed East African societies by promoting food security, trade, military power, and political organization.

12. What were the shortcomings of indirect rule in British colonies in East Africa?

One shortcoming was that it preserved traditional rulers who were sometimes unpopular or oppressive. This meant the system lacked legitimacy among the people.

Indirect rule also slowed modernization. By relying on chiefs and traditional systems, the British discouraged the growth of modern political institutions and democracy.

In some areas, the British appointed chiefs where none had existed, such as among the Igbo in Nigeria and some East African societies. These "warrant chiefs" lacked authority and caused resistance.

The system reinforced divisions by strengthening ethnic loyalties rather than national unity. Different groups were ruled separately, making post-independence integration difficult.

It also exploited Africans by using chiefs as tax collectors and labor recruiters, which caused resentment and uprisings.

Finally, indirect rule excluded educated elites who could have provided modern leadership. This created political frustrations that fueled nationalist movements.