

**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 : 1994**

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**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. Lists A and B below comprise of historical facts. Six of the facts in List B match with the facts in List A. Pick and match the five pairs. One pair is completed as an example.**

**List A**

- (a) Slave trade
- (b) 1652
- (c) November 15th 1884 to February 20th 1885
- (d) The International African Association
- (e) The Golden stool
- (f) Mwamatatupa

**List B**

- (i) King Leopold II and colonization of the Congo
- (ii) The Asante Empire
- (iii) The Berlin African Conference
- (iv) Establishment of the Dutch Settlement at the Cape
- (v) The exchange of human beings
- (vi) Master of the conquered land
- (vii) Opening of the Suez Canal
- (viii) Formation of the Central African Federation
- (ix) The Anglo-German Agreement

**Correct Matching**

- (a) Slave trade = (v) The exchange of human beings
- (b) 1652 = (iv) Establishment of the Dutch Settlement at the Cape
- (c) November 15th 1884 to February 20th 1885 = (iii) The Berlin African Conference
- (d) The International African Association = (i) King Leopold II and colonization of the Congo
- (e) The Golden stool = (ii) The Asante Empire
- (f) Mwamatatupa = (vi) Master of the conquered land

**2. Time line: Below is a time line which represents eleven events in the 20th century marked with letters A to K. Below the time-line there is a list of eighteen events numbered 1 to 18. Identify events which correspond with letters on the time line, and then write down the numbers of the events against the letters they correspond with.**

**Time line (A–K) with events 1–18 given:**

**List of Events**

1. The Birth of OAU
2. The end of the Maji Maji Resistance
3. The end of the Second World War
4. The outbreak of the First World War
5. Establishment of the Kilimanjaro Native Cooperative Union (KNCU)
6. The Buganda Agreement
7. The Birth of TANU
8. Independence of Mozambique
9. Independence of Zimbabwe
10. The Ethiopian Revolution
11. The Accra Pan-African Congress
12. The 20th Anniversary of the Arusha Declaration
13. The Birth of ANC in South Africa
14. The collapse of the East African Community

15. The assassination of Patrice Lumumba
16. The outbreak of the Second World War
17. The creation of the Central Africa Federation
18. Official declaration of apartheid policy

### **Correct Placement on Time line**

D (1900s) = 6 (The Buganda Agreement, 1900)

H (1910s) = 4 (The outbreak of the First World War, 1914)

J (1920s) = 13 (The Birth of ANC in South Africa, 1912 but fits early mark)

E (1940s) = 16 (The outbreak of the Second World War, 1939) / 3 (End of WWII, 1945)

B (1950s) = 17 (The creation of the Central Africa Federation, 1953) / 18 (Official declaration of apartheid policy, 1948 but early 1950s context)

I (1960s) = 1 (The Birth of OAU, 1963)

K (1960s) = 7 (The Birth of TANU, 1954 but influence extended into 60s) / 15 (The assassination of Patrice Lumumba, 1961)

G (1970s) = 10 (The Ethiopian Revolution, 1974) / 14 (The collapse of the EAC, 1977)

C (1980s) = 9 (Independence of Zimbabwe, 1980)

A (1980s) = 8 (Independence of Mozambique, 1975 but can also be in earlier placement)

F (1990s) = 12 (The 20th Anniversary of the Arusha Declaration, 1987)

**3. In the following statements A to E write T if the statement is historically true and F if it is false.**

A. The Trans-Saharan trade was one of the major factors for the creation and consolidation of the Empires of Ghana, Mali and Songhai in Western Sudan.

**Answer: T** (True, these empires grew powerful due to control of the Trans-Saharan trade routes in gold, salt, and slaves).

B. The Atlantic triangular trade grew to its highest position in the 15th Century when the demand for slaves from West Africa to the plantations and mines in the Americas was very great.

**Answer: F** (False, the triangular slave trade reached its peak between the 17th and 18th centuries, not the 15th).

C. The King of Kongo exchanged diplomats with King Emmanuel of Portugal because by the end of the 15th Century the Kongo Kingdom had been colonized by the Portuguese.

**Answer: F** (False, the Kongo Kingdom was not colonized at this point, but instead entered into diplomatic and trade relations with Portugal).

D. The Ngoni were able to conquer and raid many societies in Central and East Africa in the 19th Century because they were militarily strong due to new types of weapons and fighting techniques.

**Answer: T** (True, the Ngoni used superior military organization, cow-horn formation, and new fighting strategies to defeat weaker societies).

E. The British succeeded in making treaties with African rulers in East Africa in the second half of the 19th Century which facilitated colonial occupation.

**Answer: T** (True, treaties of protection and trade agreements gave Britain legitimacy to occupy territories).

**4. In the following leading sentences below there are five responses. One of the responses best explains the leading sentence. Single out that response and write down its letter.**

1. One of the main factors for the Nandi Resistance in Kenya was:

- (a) Struggle by the Nandi to defend their cattle and land from alienation by the British.
- (b) Nandi traditional conflicts with the Masai.
- (c) Nandi belief that the Uganda Railway was a big snake.

- (d) Nandi hatred against Indian railway builders.
- (e) Nandi's tradition of warfare.

**Answer: (a) Struggle by the Nandi to defend their cattle and land from alienation by the British.**

- (i) Fire was discovered during the:
- (a) Early or Old Stone Age
  - (b) Middle Stone Age
  - (c) New Stone Age
  - (d) Iron Age
  - (e) Beginning of this millennium

**Answer: (a) Early or Old Stone Age.**

- (ii) The Heligoland Island was ceded to Germany during the:
- (a) 1886 Anglo-German Agreement
  - (b) 1890 Anglo-German Agreement
  - (c) Hameron Treaty
  - (d) Moersby Treaty
  - (e) End of the First World War

**Answer: (b) 1890 Anglo-German Agreement.**

- (iii) When the Portuguese arrived along the East African Coast they plundered city states because:
- (a) The city states were ruled by Oman Arabs
  - (b) They wanted to capture and control coastal trade with Asia
  - (c) They wanted to construct Fort Jesus
  - (d) The city states were dominated by Islam
  - (e) They wanted to capture gold of Sofala

**Answer: (b) They wanted to capture and control coastal trade with Asia.**

- (iv) In East Africa the Ntami system of political organisation was developed in the 18th century mainly among the:
- (a) Nyamwezi, Masai, Gogo and Kamba

- (b) Sukuma, Gogo, Swahili and Ngoni
- (c) The Sandawe, Nyamwezi, Baganda and Kikuyu
- (d) The Hehe, Sukuma, Nyamwezi and Sangu
- (e) The Bena, Luguru, Kwadi and Zigula

**Answer: (d) The Hehe, Sukuma, Nyamwezi and Sangu.**

- (v) The attainment of political independence in East Africa implied that East African:
- (a) Societies had achieved economic independence
  - (b) Countries had achieved political federation
  - (c) Countries were politically independent but economically dependent
  - (d) Countries were both politically and economically advanced
  - (e) Countries could launch East African Community

**Answer: (c) Countries were politically independent but economically dependent.**

**5. Give an outline of the major factors for the emergence of centralized states in East Africa during the 19th century.**

**Control of trade routes.** Many centralized states such as Buganda and Bunyoro emerged because they controlled long-distance trade routes in ivory, slaves, and other goods, which enabled them to accumulate wealth and power.

**Strong leadership.** Charismatic and powerful rulers such as Kabaka Mutesa I of Buganda and Kabarega of Bunyoro united their people and expanded centralized administration.

**Military organization.** The possession of strong armies, well-trained soldiers, and superior weapons helped leaders to conquer weaker neighboring societies and expand their kingdoms.

**Geographical advantages.** Fertile soils and favorable climate supported agriculture which sustained large populations and made the establishment of centralized states possible.

**External trade.** The demand for slaves and ivory in the international market enriched some societies, giving rulers resources to strengthen their political authority.

**Social organization and unity.** Shared culture, religion, and clan systems among the people made it easier for rulers to consolidate authority and reduce internal divisions.

**6. The table below represents some pre-colonial African kingdoms. The table also carries a number of facts related to the kingdoms as the key below the table indicates. Some of the facts are missing and these are represented by numbers 1–6 on the diagram. Identify the missing facts from the list of facts provided, labelled (a) to (k), and write their letters against the corresponding numbers.**

**BUGANDA | MWANA-MUTAPA | ASHANTI | SOKOTO CALIPHATE | ZULU | UKIMBU**

I. Buganda, Mwana-Mutapa, Ashanti, Sokoto Caliphate, Zulu, Ukimbu = *Names of Kingdoms or Empires*

II. Buganda (18thC), Mwana-Mutapa (15thC), Ashanti (18thC), Sokoto Caliphate (19thC), Zulu (19thC), Ukimbu (**1 = 8th Century**).

III. Buganda (Southern Uganda), Mwana-Mutapa (Zimbabwe), Ashanti (Present Ghana), Sokoto Caliphate (Northern Nigeria), Zulu (**2 = Natal Region in South Africa**), Ukimbu (Western Tanzania).

IV. Buganda (Permanent crops and trade), Mwana-Mutapa (Gold Industry), Ashanti (Islamic Revival), Sokoto (Mfecane wars and long-distance trade), Zulu (**3 = Portuguese intrusion**), Ukimbu (Agriculture and long-distance trade).

V. Buganda (British Colonisation), Mwana-Mutapa (British Occupation), Ashanti (British Colonisation), Sokoto (British Colonisation), Zulu (**4 = German Occupation of South West Africa**), Ukimbu (German Colonisation).

VI. Buganda (Early 20thC), Mwana-Mutapa (18thC), Ashanti (19thC), Sokoto (**5 = Second half of the 19th Century**), Zulu (19thC), Ukimbu (20thC).

VII. Buganda (Kabaka Mutesa), Mwana-Mutapa (Changamire Moyo), Ashanti (Prempeh), Sokoto (Hamud Bello), Zulu (Shaka), Ukimbu (**6 = Nyungu-ya-Mawe**).



## **7. Outline the factors for the rise of the Kingdom of Karagwe.**

The rise of the Kingdom of Karagwe was facilitated by fertile soils that supported crop production, particularly bananas and millet, which sustained a large population.

The presence of large herds of cattle contributed to both wealth and prestige, enabling leaders to strengthen their authority.

Trade was another important factor, as Karagwe was located along long-distance trade routes, which enabled exchange of goods like ivory and iron with other regions.

Strong and able leadership under King Nono and later King Ruhinda consolidated the kingdom, uniting clans and organizing expansion.

Iron working technology also contributed by providing weapons for defense and conquest, which increased the kingdom's influence.

Finally, geographical location in the fertile interlacustrine region made it easy for the kingdom to flourish both politically and economically.

## **8. Why did Germany manage to colonize Tanganyika in spite of strong resistances from the people?**

Germany managed to colonize Tanganyika because they had superior military technology, such as advanced guns, which overpowered local societies who mainly used spears and arrows.

The Germans used divide-and-rule tactics, exploiting existing rivalries among societies, which weakened the unity of resistance movements.

They also employed brutal suppression methods, such as scorched-earth policies, which destroyed villages, crops, and livestock to weaken fighters.

Additionally, Germany received strong support from their home government, which provided soldiers and resources to maintain control.

Many local leaders underestimated the strength of German forces and entered into treaties that were later exploited, allowing colonization to spread.

Finally, disunity and lack of centralized leadership in many societies made it difficult to sustain long-term resistance against the well-organized Germans.

### **9. What were the main effects of the Maji Maji Uprising in Tanganyika?**

The uprising led to massive loss of life, with estimates of over 250,000 Africans dying from warfare, famine, and disease.

Large areas of southern Tanganyika were devastated as German troops burned villages, destroyed crops, and killed livestock in retaliation.

The uprising marked the first united resistance where many ethnic groups fought together, creating a sense of national identity that later inspired independence movements.

It weakened the German colonial economy, as cotton schemes collapsed and trade was disrupted for years.

The uprising also exposed the brutality of German rule, leading to some reforms, such as reducing forced cotton growing and improving administration.

Finally, it left lasting bitterness and mistrust between Africans and Germans, which continued to influence colonial relations until World War I.

### **10. Explain any three of the following concepts in relationship to the colonial history of East Africa: (a) Collaboration, (b) Armed resistance, (c) Indirect rule, (d) Settler economy, (e) Nationalist struggle.**

Collaboration refers to African leaders or communities that cooperated with colonialists, often to gain protection or benefits. For example, the Wanga under Nabongo Mumia collaborated with the British in Kenya.

Armed resistance was when African societies used military force to oppose colonization, such as the Hehe under Chief Mkwawa in Tanganyika and the Nandi under Koitalel Arap Samoei in Kenya.

Indirect rule was a British system of administration where colonialists used existing traditional leaders to govern, as seen in Northern Nigeria and later in Uganda.

Settler economy was a system where European settlers established farms, mines, and businesses in colonies, relying heavily on African labor, especially in Kenya.

Nationalist struggle refers to organized movements by Africans to fight for independence, such as TANU in Tanganyika under Julius Nyerere and KANU in Kenya under Jomo Kenyatta.

### **11. What was the significance of the Buganda Agreement in the history of colonialism in Uganda?**

The Buganda Agreement of 1900 centralized British authority by defining Buganda as a province under the protectorate of Uganda.

It allowed the British to collect taxes, especially hut and gun taxes, which funded colonial administration.

The agreement introduced land tenure reforms, where chiefs and collaborators received mailo land, while the majority of peasants lost access to communal lands.

It strengthened the power of the Kabaka and his chiefs, who were turned into agents of British rule.

It laid the foundation for indirect rule, where the British relied on traditional leaders to govern.

Finally, it deepened divisions between Buganda and other regions of Uganda, creating tensions that later influenced Ugandan politics.

### **12. Show the main features and characteristics of colonial education in East Africa.**

Colonial education was limited in scope, with very few schools and low enrollment, designed mainly to train Africans for clerical or low-level jobs.

It was biased and segregated, where Europeans, Asians, and Africans had separate schools, with Africans receiving the lowest quality.

The curriculum emphasized reading, writing, and arithmetic, neglecting sciences and higher learning, to prevent Africans from competing with Europeans.

Missionaries played the leading role in providing education, often combining religious instruction with basic skills training.

Education was unevenly distributed, with areas like Buganda and Kikuyu receiving more schools compared to others.

Finally, colonial education discouraged African culture and languages, promoting European culture and loyalty to colonial authority instead.

### **13. Discuss the rise and fall of Oyo empire in Yorubaland.**

The rise of Oyo Empire was facilitated by fertile land in Yorubaland which supported food production and sustained a large population. This allowed for specialization in military and political organization.

The empire had strong and centralized leadership under the Alaafin who controlled administration, laws, and taxation. This unity strengthened the empire's expansion.

Trade was another key factor, as Oyo was strategically located along trade routes that connected it to Hausaland and the coast, enabling exchange of goods such as kola nuts, slaves, and cloth.

Military strength, especially the use of cavalry, gave Oyo an advantage over neighboring states, making it one of the most feared empires in West Africa.

However, the fall of Oyo came due to internal conflicts and succession disputes which weakened the power of the Alaafin and led to instability.

External invasions, especially from Fulani jihads and neighboring states, also contributed to its decline, alongside collapse of trade as routes shifted, weakening the empire further.

**14. Mention and discuss any three of the motives of imperialism in South Africa in the second part of the nineteenth century.**

Economic motives were central, as European powers, especially the British, were attracted by the discovery of diamonds at Kimberley (1867) and gold in the Witwatersrand (1886). These minerals promised great wealth.

Strategic motives were also important because control of South Africa meant control of trade routes around the Cape, which was vital for Britain's empire and naval dominance.

Political motives played a role, as European powers wanted to expand their territories and influence in Africa, competing against each other in the "Scramble for Africa."

Social motives included the spread of Western culture and religion through missionaries, who wanted to convert Africans to Christianity and "civilize" them.

Finally, the need for cheap African labor in mines and farms was another driving force, as settlers and companies depended heavily on exploiting local populations.

**15. Describe the pattern of the economy established by Britain in her West African colonies.**

The British established a colonial economy based on cash crop production such as cocoa in Ghana, groundnuts in Nigeria, and palm oil along the Niger Delta.

Mining was introduced, especially in Sierra Leone and the Gold Coast, where minerals like gold, diamonds, and bauxite were extracted for export.

The economy was highly dependent on exports, as raw materials were sent to Britain, while finished manufactured goods were imported back into the colonies.

Infrastructure such as roads, railways, and ports were built, but mainly to serve the needs of export production and not for internal development.

The British discouraged industrialization in West Africa, ensuring that colonies remained producers of raw materials rather than competitors in manufacturing.

Finally, taxation systems like hut and poll taxes forced Africans to work in colonial enterprises, integrating them into the money economy and sustaining the colonial structure.

#### **16. What have been the major successes and problems of the O.A.U. since its formation?**

One success of the OAU was the support it gave to liberation movements, helping many African countries gain independence from colonial rule and apartheid.

It promoted unity among African states by creating a continental platform where countries could cooperate and discuss common issues.

The OAU defended the principle of sovereignty and territorial integrity, discouraging secession and ensuring that colonial boundaries remained intact to avoid endless conflicts.

However, the OAU faced problems of weak enforcement, since it lacked the power to intervene in member states' internal affairs, even in cases of genocide or dictatorship.

Financial and logistical weaknesses also crippled its operations, as it depended heavily on contributions from member states that were often irregular.

Corruption, lack of political will, and divisions among African leaders further undermined the effectiveness of the OAU, leading to its replacement by the African Union in 2002.

#### **17. Why was the Berlin Conference of 1884–85 held and what were the decisions reached?**

The Berlin Conference was held to regulate European competition for African territories during the Scramble for Africa and to avoid direct conflict among colonial powers.

One major decision was the principle of “effective occupation,” which required a European power to demonstrate actual control over a territory before claiming it.

The conference also established rules for navigation on the Congo and Niger Rivers, declaring them free for trade and navigation for all powers.

It recognized King Leopold II's personal control over the Congo Free State, giving Belgium dominance in Central Africa.

The conference banned the slave trade, at least in principle, though economic exploitation of Africans was not stopped.

Finally, the conference formalized the partition of Africa, with colonial powers carving out spheres of influence without considering the interests of Africans.

### **18. How has membership in the Non-Aligned Movement helped independent African countries?**

Membership in the Non-Aligned Movement (NAM) allowed African countries to remain neutral during the Cold War, avoiding alignment with either the USA or the USSR.

It helped African states secure economic and technical assistance from both Eastern and Western blocs without being tied to their political or military alliances.

NAM provided a collective platform for African countries to voice their concerns in global issues, particularly in demanding a New International Economic Order.

It strengthened solidarity among newly independent states, enabling them to resist neo-colonial pressures and support each other in development and diplomacy.

African countries also used NAM to campaign against apartheid in South Africa and racial discrimination worldwide, gaining wider international support.

Finally, NAM encouraged cooperation among developing countries (South-South cooperation), promoting trade, cultural exchange, and shared experiences in development.