

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

012

HISTORY

(For Both School and Private Candidates)

Duration: 3 Hours

SOLUTIONS

Year: 2025

Instructions

1. This paper consists of sections A, B and C with a total of **eleven (11)** questions.
2. Answer **all** questions in section A and B and **two (2)** questions from section C.
3. Section A carries **sixteen (16)** marks, section B **fifty four (54)** marks and section C **thirty (30)** marks.
4. All writing must be in **blue** or **black** ink **except** drawing which must be in pencil.
5. Communication devices and any unauthorised materials are **not** allowed in the examination room.
6. Write your **Examination Number** on every page of your answer booklet(s)

maktaba.tetea.org



SECTION A (16 Marks)

Answer all questions in this section.

1. For each of the items (i) - (x) choose the correct answer from among the given alternatives and write its letter beside the item number in the answer booklet(s) provided.

(i) Many pre-colonial African societies handed down historical information by word of mouth from one generation to another. Which term befits such a source of historical information?

- A Archaeology
- B Oral traditions
- C Archives
- D Museums
- E Anthropology

Correct answer: B Oral traditions

Reason: Oral traditions involve passing historical information verbally from one generation to another, which was common in pre-colonial African societies.

(ii) The following are the importance of the discovery of fire to ancient human beings during the Middle Stone Age except:

- A it helped human beings to scare away wild animals.
- B it provided warmth to humans during cold seasons.
- C it enabled humans to make and use guns in wars.
- D it helped human beings to fell trees and clear the land.
- E it enabled humans to roast food instead of eating it raw.

Correct answer: C it enabled humans to make and use guns in wars.

Reason: Guns were invented much later, long after the Middle Stone Age, so fire could not have been used for making guns.

(iii) Which statement best classifies Hehe resistance of 1891 - 1898?

A A direct military confrontation between the Hehe and the Portuguese

B A passive resistance of the Hehe against the British colonialists

C A direct military confrontation between the Hehe and the Germans

D A passive resistance of the Hehe against the French colonialists

E A direct military confrontation between the Hehe and the Arabs

Correct answer: C A direct military confrontation between the Hehe and the Germans

Reason: The Hehe under Chief Mkwawa fought a direct armed resistance against German colonial rule.

(iv) The following were the major weakness of colonial education except:

A It was based on race religion and gender

B It was provided to few Africans

C It was examination-based

D It emphasized practical aspects

E It was given equally to children of all races

Correct answer: D It emphasized practical aspects

Reason: Colonial education mainly emphasized theoretical and clerical skills, not practical aspects.

(v) The following were the features of colonial economy in Africa except:

A it improved African local industries.

B it was export-import oriented.

C it was money-oriented.

D it involved land alienation.

E it was monoculture.

Correct answer: A it improved African local industries.

Reason: Colonial economy undermined and destroyed African local industries instead of improving them.

(vi) Which of the following was the feature of the first exploitative mode of production?

A Collective ownership of the major means of production

B Presence of workers and owners of industries

C Presence of landlords and peasants

D Exploitation of the slaves by the slave masters

E Exploitation of peasants through rent payment

Correct answer: A Collective ownership of the major means of production

Reason: The first mode of production, communalism, was characterized by collective ownership and no exploitation.

(vii) Why was the 1964 revolution important to the people of Zanzibar?

A It removed the French from the political power

B It forced the closure of the biggest slave market

C It removed the Arab regime from power by force

D It facilitated the decline of nationalism

E It allowed the re-introduction of multi-party system

Correct answer: C It removed the Arab regime from power by force

Reason: The 1964 Zanzibar Revolution overthrew the Arab-dominated government and ended racial oppression.

(viii) Why is the studying of the history subject very important to the students?

A It encourages the students to store fossils in the archives

B It promotes intolerance

C It help them to underdevelop their societies

D It discourages them to appreciate the importance of multi-party system

E It helps them to understand their origins

Correct answer: E It helps them to understand their origins

Reason: History helps students understand their background, culture, and identity.

(ix) Why Portugal considered her colonies as overseas provinces?

A She wanted to give high status to the Africans

B She wanted them to remain sources of raw materials and markets

C She wanted to rule them through an open door policy

D She disliked challenges from other European powers

E She wanted them to adopt multiparty system

Correct answer: B She wanted them to remain sources of raw materials and markets

Reason: Portugal used the term overseas provinces to justify continued economic exploitation of her colonies.

(x) Why did Buganda kingdom rise and expand during the pre-colonial period?

A Because of good leadership of Kabaka

B Due to good leadership of Mansa Kankan Musa

C Because of the possession of a golden stool

D Due to the arrival of the Portuguese in the 15th century

E Because of good leadership of Omukama Kabarega

Correct answer: A Because of good leadership of Kabaka

Reason: Strong and centralized leadership under the Kabaka enabled Buganda to expand and consolidate power.

2. Match the descriptions of agricultural systems in List A with the corresponding terms in List B by writing the letter of the correct response beside the item number in the answer booklet(s) provided.

List A	List B
(i) An agricultural system that involves the movement of farmers from one place to another.	A Agroforestry
(ii) A form of animal husbandry in which livestock are kept in one location.	B Crop rotation
(iii) The practice of keeping livestock alongside crop cultivation.	C Shifting cultivation
(iv) An irrigation system used by ancient Egyptians consisting of a pole with a weight on one side and a bucket on the other.	D Mixed farming
(v) The use of channels or pipes to supply water to a piece of land so that crops can grow.	E Shadoof
(vi) The practice of planting different types of crops on the same piece of land seasonally.	F Irrigation
	G Intercropping
	H Sedentary pastoralism
	I Nomadic pastoralism

Answers

(i)	(ii)	(iii)	(iv)	(v)	(vi)
C	H	D	E	F	B

SECTION B (54 Marks)

Answer all questions in this section.

3. (a) The following are the names of African rulers during the pre-colonial period:
Kabaka Mutesa, Mansa Musa, Askia Mohamed, Shaka Zulu, Mtemi Mirambo,
Zwangendaba.

(i) Identify the rulers belonging to East Africa.

Kabaka Mutesa was a ruler of Buganda in present-day Uganda and Mtemi Mirambo ruled the Nyamwezi in present-day Tanzania.

(ii) Identify the rulers belonging to West Africa.

Mansa Musa was the ruler of the Mali Empire and Askia Mohamed ruled the Songhai Empire.

(iii) Identify the rulers belonging to South Africa.

Shaka Zulu was a powerful Zulu king in Southern Africa and Zwangendaba was a Ngoni leader who migrated to Southern Africa.

(b) Which roles are played by Morans in the Maasai society? Give three points.

Morans serve as warriors responsible for defending the Maasai community against enemies and cattle raiders.

They protect livestock, which is the main economic activity of the Maasai society.

Morans maintain law, order, and discipline within the community.

4. Arrange the following statements in a chronological order.

The correct order is:

(v) Before 1800 AD Africa and its interior had not been explored by the European explorers.

(i) Portuguese sailors started voyages of discoveries during mercantilism.

(vi) By the last quarter of the 19th century the scramble had intensified as each imperialist power tried to grab part of Africa.

(ii) Scramble for and partition of Africa led to the colonization of Africa.

(iii) New states were established in Africa based on geographical boundaries after the partition.

(iv) Neo-colonialism is still undermining the economic development in Africa.

5. Briefly explain three reasons which enabled Tanganyika to achieve her independence earlier than Kenya.

Tanganyika experienced less settler resistance compared to Kenya, where white settlers strongly opposed African self-rule.

The nationalist movement in Tanganyika under TANU was more united and peaceful, making negotiations easier.

Britain adopted a gradual and cooperative approach in Tanganyika due to fewer economic interests compared to Kenya.

6. Why did the people of Southern Tanganyika decide to fight against the Germans from 1905 to 1907? Briefly give three points.

The Germans forced people to grow cotton, which disrupted food production and caused hunger.

Harsh taxation policies forced Africans to work under oppressive conditions.

Cruel treatment and abuse by German administrators and soldiers provoked resistance.

7. "Internal factors promoted African nationalism." In three points briefly justify this statement.

African exploitation through forced labor, land alienation, and heavy taxation motivated resistance.

The emergence of African elites educated in colonial schools raised political awareness.

African cultural unity and shared suffering encouraged collective resistance against colonial rule.

8. Briefly explain three ways through which slaves were obtained during the slave trade period.

Some slaves were captured during inter-tribal wars and sold to slave traders.

Others were kidnapped through raids conducted by traders and their agents.

Some individuals were enslaved as punishment for crimes or due to debt repayment.

SECTION C (30 Marks)

Answer two questions from this section.

9. Why were Africans defeated by the colonialists during the establishment of colonial rule? Explain by giving six points.

Africans were defeated by the colonialists because of

military weakness. Most African societies used traditional weapons such as spears, bows, and arrows, while the colonialists possessed modern firearms like machine guns.

This imbalance in military technology made it difficult for Africans to withstand direct confrontations.

lack of unity among African societies. Africans were divided into many ethnic groups and kingdoms that often fought against each other. The colonialists exploited these divisions using divide and rule tactics, which weakened African resistance.

Poor organization and lack of central coordination. Many resistances were localized and uncoordinated, making it easy for colonial forces to suppress them one by one instead of facing a united resistance.

Use of collaborators and mercenaries by colonialists contributed to African defeat. Some Africans assisted colonial powers as guides, soldiers, or informers, which gave the colonizers valuable local knowledge and strategic advantage.

Economic weakness. African societies lacked stable economic resources to support prolonged wars. In contrast, colonialists received financial and material support from their home governments, enabling them to sustain military campaigns.

Natural calamities and diseases. Events such as droughts, famines, and outbreaks of diseases weakened African populations, reduced morale, and limited their ability to resist effectively.

10."Africa was seriously affected by the Great Economic Depression that occurred between 1929 and 1933." Justify this statement by giving six points.

Africa was seriously affected because there was a

Sharp fall in prices of export commodities. African economies depended heavily on the export of cash crops and minerals, and the decline in global prices reduced national and individual incomes.

The depression led to unemployment and underemployment. Many Africans lost jobs on plantations, mines, and in urban centers because colonial governments and companies reduced production to cut costs.

Reduction in government revenue. Colonial governments depended on export taxes, and when exports declined, governments lacked funds to provide social services such as education, health care, and infrastructure.

Increased taxation. To compensate for lost revenue, colonial governments imposed heavier taxes on Africans, which increased poverty and hardship among the local population.

Decline in living standards. Africans could no longer afford basic necessities such as clothing and food, leading to malnutrition and poor health conditions.

The rise of African nationalism. Harsh economic conditions made Africans more aware of colonial exploitation, leading to protests, strikes, and the formation of nationalist movements demanding political and economic reforms.

11. By giving six points explain the challenges facing the Economic Community of West African States (ECOWAS).

One major challenge facing ECOWAS is

Lack of political stability in member states. Frequent coups, civil wars, and political unrest disrupt regional cooperation and economic integration.

Economic imbalance among member countries. Some states are economically stronger than others, making it difficult to implement uniform policies and achieve equal benefits across the region.

Poor infrastructure, such as inadequate transport and communication networks. This limits trade, movement of goods, and effective integration among member states.

Language barriers. Member countries use different official languages such as English, French, and Portuguese, which complicates communication and policy implementation.

Limited financial resources. Many member states fail to contribute fully to the ECOWAS budget, weakening the organization's ability to fund its programs and operations.

External interference and dependence on foreign aid pose challenges. Influence from foreign powers sometimes undermines ECOWAS decisions and weakens regional self-reliance and unity.