

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

012

HISTORY

(For Private Candidate Only)

Time: 3 Hours

ANSWERS

Wednesday 06th November 2013

Instructions

1. This paper consists of sections A, B, and C
2. Answer all questions in section A and B and **two** questions from section C
3. All writings must be in **blue** or **black** ink.
4. Communication devices and any unauthorized materials are **not** allowed in the assessment room.
5. Write your **Examination Number** at the top right hand corner of every page.

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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.

(i) Places which contain remains showing man's physical development, his activities, and the tools he made and used are called

- A. Museums
- B. Libraries
- C. Archives
- D. Historical sites
- E. Laboratories

Correct Answer: D. Historical sites

(ii) Which name is given to Homo Habilis?

- A. The Modern Man
- B. The Skillful Man
- C. The Primates
- D. The Iron Smith
- E. The Homo Sapiens

Correct Answer: B. The Skillful Man

(iii) Which of the following countries were Portuguese colonies?

- A. Angola, Cape Verde, and Sierra Leone
- B. Cameroon, Mozambique, and Angola
- C. Angola, Mozambique, and Botswana
- D. Mozambique, Cape Verde, and Guinea Bissau
- E. Guinea Bissau, Angola, and Namibia

Correct Answer: D. Mozambique, Cape Verde, and Guinea Bissau

(iv) What were the hopes of the majority of South Africans by May 1990?

- A. To see civil strife and confrontations with the Boers
- B. To see ANC and other racist organizations fighting each other
- C. To revive racial discriminations and internal peace
- D. To live under democratic minority rule and development
- E. To have internal peace and democratic majority rule

Correct Answer: E. To have internal peace and democratic majority rule

(v) Britain was the first country to industrialize towards the second half of the

- A. 17th century
- B. 18th century
- C. 19th century
- D. 20th century
- E. 21st century

Correct Answer: B. 18th century

(vi) Which country used “Feed Yourself” operations in 1973 in order to make the country self-sufficient in food production?

- A. Ghana
- B. Nigeria
- C. Tanzania
- D. Cameroon
- E. Zambia

Correct Answer: A. Ghana

(vii) The United Nations Organization (UNO) operates from its headquarters in

- A. Washington DC
- B. San Francisco
- C. New York
- D. The Hague
- E. Geneva

Correct Answer: C. New York

(viii) Which of the following was not the cause of the fall of Mali Empire in the 15th century?

- A. Weak leadership
- B. The Mossi invasion
- C. Secession of vassal states
- D. Succession disputes
- E. Moroccan invasion

Correct Answer: E. Moroccan invasion

(ix) The most immediate and practicable solution to Britain’s economic crisis after the First World War in East Africa was to

- A. intensify the exploitation of human and natural resources
- B. train sons of chiefs in order to get leaders of Chartered companies
- C. propagate African economic, social, and political policies
- D. integrate the educational system with local values
- E. perpetuate the neo-colonial situation among the capitalist powers

Correct Answer: A. intensify the exploitation of human and natural resources

(x) The formation of Independent Churches in Africa during the colonial period aimed at

- A. accepting Europeans’ civilizing missions
- B. eliminating poverty and European backwardness
- C. determining the common policies of the colonial masters
- D. imposing new agricultural methods and forced labor
- E. protesting against colonial exploitative and oppressive systems

Correct Answer: E. protesting against colonial exploitative and oppressive systems

2. Match the items in List A with the correct responses in List B by writing the letter of the response beside the item number. The options in List B can be used once, more than once, or not at all.

List A

- (i) An armed resistance against German imperialism in German East Africa.
- (ii) An ex-slave who built a wealthy kingdom in West Africa.
- (iii) A radical group that challenged the British invasion from 1895 to 1905.
- (iv) The founder of Songhai Empire.
- (v) The former capital of the Kush Empire.
- (vi) Master of the conqueror of savaged lands.
- (vii) The kingdom which was placed under protectorate after an invasion of Anglo-French forces.
- (viii) The Anglo-French conspiracy to end the rule of a patriotic king.
- (ix) A class of political and religious leaders from the coastal East Africa who controlled the major means of production.
- (x) Collaborated with the British to extend their rule in Uganda.

List B

- A. Mzee
- B. Mansa Kankan Musa
- C. Majimaji War
- D. Sekou Toure
- E. Sundjata
- F. Samouri Toure
- G. Wagadu
- H. Askia Mohammed
- I. Meröe
- J. Namutamba
- K. Napata
- L. The Nama and Herero

Answers

- (i) C. Majimaji War
- (ii) B. Mansa Kankan Musa
- (iii) L. The Nama and Herero
- (iv) H. Askia Mohammed
- (v) I. Meröe
- (vi) F. Samouri Toure
- (vii) K. Napata
- (viii) F. Samouri Toure
- (ix) J. Namutamba
- (x) A. Mzee

3. (a) Draw a sketch map of Africa and locate the following:

- (i) Uganda Protectorate
- (ii) British East Africa Protectorate
- (iii) Zanzibar Island
- (iv) Sultan of Zanzibar's Coastal Strip (16 kilometers)
- (v) Boundary between Uganda and British East Africa Protectorates (until 1902)

Answers

The following locations should be marked:

- (i) Uganda Protectorate: Western side of Lake Victoria
- (ii) British East Africa Protectorate: Eastern side of Lake Victoria (present-day Kenya)
- (iii) Zanzibar Island: Off the East African coast
- (iv) Sultan's Coastal Strip: A 16-kilometer-wide strip along the East African coast
- (v) Boundary: Along the Kenya-Uganda border.

(b) Outline five roles played by the explorers in the scramble and partition of East Africa.

The explorers played significant roles during the scramble and partition of East Africa. Firstly, they mapped uncharted territories and provided geographical information to European governments, making colonization easier. For example, explorers like David Livingstone and Henry Morton Stanley mapped vast regions of East Africa.

Secondly, they identified economic resources such as fertile lands and minerals, which attracted European powers. Their reports on resources like gold in Tanganyika motivated European interest in the region.

Thirdly, explorers established contacts with local chiefs and communities, creating alliances that facilitated colonization. For instance, some explorers negotiated treaties that paved the way for European control.

Fourthly, explorers spread European influence by promoting Christianity and Western culture, which softened resistance to colonialism. Missionaries often accompanied explorers, using their influence to convince locals of European superiority.

Lastly, they acted as informants, sending back reports to their home governments about the political and social conditions of the territories. These reports often exaggerated tribal conflicts and instability, justifying European intervention.

4. (a) Arrange the following statements in chronological order by writing number 1 to 5 beside the item number.

- (i) The brutality revealed by Stanley while supervising road construction earned him another name "Mziba-Mabé" or "the back-breaker."
- (ii) A single explorer who was hired to open up crucial areas in Africa for European conquest and exploitation was Henry Morton Stanley.
- (iii) About 1877, Stanley was employed by King Leopold of Belgium in the Congo Basin.
- (iv) Among the best-known explorers in South, Central, and East Africa was David Livingstone, who explored widely, especially in the Zambezi Valley.
- (v) "David Livingstone" was a name deliberately written to fit into Zulu words called "David Alovu" that means "water that thunders."

Correct Order

- (iv) 1
- (ii) 2
- (iii) 3
- (i) 4
- (v) 5

(b) The items (i-v) consist of four sentences which form a complete historical meaning. One of the sentences is missing. Identify the missing sentence from the sentences given after each set of items (A–E) and write its letter beside the item number.

- (i) 1. Journeys of exploration were also financed by European capitalist interests.
- 2. Their main aim was to gather vital information about Africa.
- 3. Among the British explorers was Mungo Park and Clapperton.
- 4. _____

- A. They came from denominations like African Church Movement.
- B. Their conflicts caused civil strife in Buganda in the 1880s.
- C. They gathered vital information about the economy and politics in West Africa.
- D. They urged the companies to raise armies to protect them in Europe.
- E. They got financial help from African states to extend their influence and control in some inland areas.

Correct Answer: C. They gathered vital information about the economy and politics in West Africa.

- (ii) 1. At first the body of man's ancestors was closer to that of a chimpanzee in appearance.
- 2. _____
- 3. Gradually as he developed by improving his methods of obtaining food and shelter, his shape became like that of modern man.
- 4. This process is known as evolution.

- A. It was huge and was covered with plenty of hair.
- B. It was small and was covered with plenty of hair.
- C. It was huge and was covered with little hair.
- D. It was huge and was covered with feather-like hair.
- E. It was small and hairless.

Correct Answer: E. It was small and hairless.

- (iii) 1. The range of productive activities man performs is determined by two factors.
- 2. _____
 - 3. The second are the productive forces of a given society.
 - 4. Productive forces include the producers, the skills, and experience.

- A. The first is the major means of production.
- B. The first is the tools of production.
- C. The first is the relations of production.
- D. The first is the nature of the environment.
- E. The first is the availability of capital.

Correct Answer: D. The first is the nature of the environment.

- (iv) 1. The relations of production in states such as Buganda, Bunyoro, Karagwe, Ankole, Rwanda, and Burundi were feudal.
- 2. The forms of these relations varied from one place to another.
 - 3. In the interlacustrine area the power of the ruler was based on land ownership.
 - 4. _____

- A. The Nyarubanja and Busulo in Buganda were forms of feudal relations.
- B. Nyarubanja in Karagwe and Busulo in Buganda were examples of these feudal relations.
- C. The Nvunjo in Buhaya and Busulo in Ankole provided the best example of such feudal relations.
- D. Such feudal relations developed among the Shirazi of Burundi.
- E. In such feudal relations, the Wamwinyi monopolized the industries.

Correct Answer: B. Nyarubanja in Karagwe and Busulo in Buganda were examples of these feudal relations.

- (v) 1. In the Congo basin, resistances were also sparked off by taxation, forced labor, and land alienation.
- 2. The recruitment of labor for tapping wild rubber and railway construction enraged the local population.
 - 3. _____
 - 4. This tendency created acute shortage of cheap labor.

- A. The Portuguese resisted this situation through waging wars.
- B. The Ndebele resisted strongly against the British in Congo.
- C. Such anti-colonial actions resulted into the Chimurenga war of 1897.

D. Mani-Kongo called upon all the Lunda to unite and expel the British.

E. The Africans resisted this exploitation and those captured always escaped from the labor camps.

Correct Answer: E. The Africans resisted this exploitation and those captured always escaped from the labor camps.

5. Explain eight effects of the caravan routes linking the Western Sudan and North Africa during the pre-colonial period.

The caravan routes linking the Western Sudan and North Africa had significant economic, social, and cultural effects. Economically, these routes facilitated trade between the two regions, allowing for the exchange of goods such as gold, salt, and textiles. This trade enriched empires like Mali and Songhai, strengthening their economies. Secondly, the routes encouraged the spread of Islam as North African merchants introduced the religion to the Western Sudan. Over time, Islam became the dominant faith in the region, influencing its governance and culture.

Thirdly, the caravan routes promoted urbanization by establishing trading centers such as Timbuktu and Gao. These cities became hubs of commerce, education, and culture. Fourthly, they led to cultural exchanges as people from diverse backgrounds interacted, sharing ideas, technologies, and customs. For example, North African architectural styles influenced buildings in the Western Sudan.

Fifthly, the routes facilitated the spread of education and literacy, particularly in Islamic schools. Timbuktu, for instance, became renowned for its libraries and institutions. Sixthly, they created economic dependencies, with Western Sudan relying on North Africa for manufactured goods, while North Africa depended on the Sudan for gold and other resources.

Seventhly, the caravan trade supported the growth of powerful empires, such as Mali, which used the wealth generated from trade to expand their territories. Lastly, the routes contributed to the trans-Saharan slave trade, as slaves were among the commodities exchanged, leading to long-term social disruptions in the region.

6. Examine six factors which weakened African resistances against the colonial conquest in the 19th century.

African resistances to colonial conquest in the 19th century faced several challenges. One significant factor was the superior military technology of the European powers. Europeans had advanced weaponry, such as rifles and machine guns, while Africans relied on traditional weapons like spears and arrows, making it difficult to match their opponents in battle.

Secondly, internal divisions among African communities weakened their ability to unite against the colonizers. Ethnic and tribal conflicts often led to collaboration with the Europeans, as some groups sought to use colonial alliances to gain advantages over their rivals.

Thirdly, the lack of centralized leadership in many African societies hindered coordinated resistance. In contrast to centralized kingdoms like Zulu, many societies were organized in smaller, fragmented units that struggled to present a united front.

Fourthly, the use of deception by Europeans played a role. Treaties were often signed under false pretenses, with African leaders unaware of the full implications of their agreements. This allowed Europeans to take control without immediate resistance.

Fifthly, diseases such as smallpox weakened African populations, reducing their capacity to resist effectively. Additionally, the introduction of diseases from Europe further decimated local populations.

Lastly, the economic disruption caused by the slave trade had already weakened African societies. The loss of productive members of society to slavery left many communities vulnerable to exploitation and conquest.

7. Elaborate three motives that led Prince Henry to organize the Portuguese voyages to East Africa and give three social effects of those voyages to East Africa.

Prince Henry of Portugal was motivated by several factors to organize voyages to East Africa. Firstly, he sought to access the wealth of the East African coast, particularly its gold, ivory, and spices, to strengthen Portugal's economy. Secondly, Prince Henry aimed to spread Christianity by converting the local populations and countering the influence of Islam in the region. Thirdly, he wanted to establish a sea route to India to bypass the overland trade routes controlled by Muslim traders.

The voyages had several social effects on East Africa. Firstly, they introduced Christianity to the region, particularly through missionary activities. This created a cultural shift in some communities and influenced local governance. Secondly, the Portuguese disrupted traditional trade networks, as they sought to monopolize the lucrative Indian Ocean trade. This led to economic changes and tensions with local traders. Thirdly, the voyages increased the frequency of cultural interactions, as Portuguese settlers and traders introduced European goods, customs, and ideas to the coastal populations.

8. Explain six roles of the colonial state in the development of settler economy in Kenya.

The colonial state played a pivotal role in developing the settler economy in Kenya. Firstly, it provided settlers with fertile land by displacing African communities through land alienation policies. This ensured that European settlers had access to prime agricultural areas. Secondly, the state built infrastructure, such as railways and roads, to facilitate the transportation of agricultural products to markets and ports.

Thirdly, the colonial state enacted labor laws that forced Africans to work on settler farms. Policies like taxation compelled Africans to seek employment to pay taxes, providing cheap labor for the settlers. Fourthly, the state subsidized settlers by offering financial support, such as loans and grants, to promote agricultural production.

Fifthly, it restricted African participation in commercial farming through legislation, reserving lucrative cash crops like coffee and tea for settlers. Lastly, the colonial state provided security to settlers by suppressing African resistance and ensuring political stability, which was necessary for economic development.

9. Analyse six causes of the Great Depression of 1929 to 1933.

The Great Depression was triggered by several factors. Firstly, the stock market crash of 1929 in the United States marked the beginning of the economic downturn. This crash wiped out wealth and caused panic among investors, leading to reduced consumer spending and investment. Secondly, overproduction in industries and agriculture created a supply surplus, which drove prices down and reduced profits.

Thirdly, weak banking systems contributed to the depression. Many banks failed due to bad loans and insufficient reserves, leading to a loss of confidence in financial institutions. Fourthly, the imposition of protectionist trade policies, such as the US Smoot-Hawley Tariff Act, reduced international trade, as other countries retaliated with their tariffs.

Fifthly, the global economic interdependence created a domino effect, where economic problems in one region affected others. For instance, the decline in American demand for European goods weakened European economies. Lastly, structural weaknesses in the global economy, such as income inequality and reliance on unstable industries, made economies vulnerable to collapse.

10. Development of capitalism in Europe caused the scramble for and partition of Africa in the 19th century. Substantiate this statement by giving five points.

The development of capitalism in Europe was a driving force behind the scramble for Africa. Firstly, European industries required raw materials such as cotton, rubber, and minerals to fuel their factories. Africa's abundant resources made it an attractive target for colonization. Secondly, capitalism created a need for new markets to sell manufactured goods. Colonies in Africa provided a captive market for European products, ensuring steady demand.

Thirdly, the accumulation of capital led to investments in Africa. European entrepreneurs sought to invest surplus wealth in infrastructure, mining, and plantations, exploiting African resources and labor. Fourthly, the competition among European powers for economic dominance encouraged the acquisition of colonies. Owning territories in Africa became a symbol of national prestige and economic strength.

Lastly, the development of transport and communication technologies, such as steamships and telegraphs, facilitated European expansion into Africa. These advancements made it easier to explore, conquer, and govern African territories, enabling the capitalist powers to exploit the continent efficiently.