

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

Monday 24th November 2014

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 in your answer booklet.

(i) A source in which historical information is obtained through narration of the past events is called:

- A. archaeology
- B. stories
- C. oral tradition
- D. historical sites
- E. museums

Correct Answer: C. oral tradition

(ii) Which among the following agricultural societies practiced age set organization?

- A. Masai and Kikuyu
- B. Kikuyu and Nyakyusa
- C. Nyamwezi and Masai
- D. Masai and Galla
- E. Galla and Kikuyu

Correct Answer: A. Masai and Kikuyu

(iii) One of the factors for the decline of Trans-Saharan Trade was:

- A. introduction of camels in the 9th century
- B. decline of trading centers such as Timbuktu and Gao
- C. the rise of Trans-Atlantic Slave Trade
- D. establishment of colonialism in Africa
- E. introduction of legitimate trade

Correct Answer: C. the rise of Trans-Atlantic Slave Trade

(iv) Which among the following was the impact of the Portuguese rule in Africa?

- A. The rise of trading centers such as Kilwa
- B. A three-way trade between African gold miners and the Portuguese
- C. Gold and copper from Africa were shipped to the Middle and Far East
- D. Gold and copper from Africa were shipped to Europe
- E. Introduction of clove plantations in Zanzibar

Correct Answer: E. Introduction of clove plantations in Zanzibar

(v) Colonial education had a positive result to Africa since:

- A. it prepared the Africans to accept colonialism
- B. it provided elites who served in colonial governments
- C. it created post-colonial leaders

- D. it propagated African culture
- E. it developed African technology

Correct Answer: C. it created post-colonial leaders

(vi) The main objective of Pan-Africanism after 1945 was to:

- A. abolish slave trade and slavery in Africa and America
- B. regain dignity and freedom in the white-dominated world
- C. reunify African disintegrated economy
- D. unite people of Africa and America
- E. reinforce "open door" policy in Africa

Correct Answer: B. regain dignity and freedom in the white-dominated world

(vii) The Portuguese were reluctant to surrender their colonies in Africa because:

- A. the colonies were Portugal provinces
- B. they depended on the colonies for their economic survival
- C. they had established good relationships with the natives
- D. Vasco da Gama had signed treaties with African chiefs
- E. they feared to be considered militarily weak

Correct Answer: B. they depended on the colonies for their economic survival

(viii) The universal Primary Education Scheme was launched in some post-colonial African states in order to:

- A. provide informal education to the citizens
- B. teach using African curricula
- C. provide education to sons of chiefs
- D. provide education to the majority
- E. acquire few Africans to assist Europeans

Correct Answer: D. provide education to the majority

(ix) One of the developmental efforts done by the Zambian government after independence was to:

- A. depend on South African communication network
- B. develop labour reservoirs regions
- C. diversify her economy
- D. adopt capitalist ideology
- E. confiscate the Tanzanian Zambia Railway (TAZARA)

Correct Answer: C. diversify her economy

(x) Which of the following council was formed to supervise the administration of mandated territory?

- A. Economic and Social
- B. Administrative
- C. Security
- D. Secretariat
- E. Trusteeship

Correct Answer: E. Trusteeship

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 in your answer booklet.

List A

- (i) Comprised the British, France, and Russia.
- (ii) A chartered company headed by Carl Peters.
- (iii) The ceremony which marked the passing in of the new leadership and the passing out of the old leadership.
- (iv) Confined slave trade within East Africa.
- (v) Caused displacement of people in Southern Africa.
- (vi) The traditional legislature.
- (vii) A commission which recommended the establishment of a department of education in the colonies.
- (viii) The most prominent independent church in Uganda.
- (ix) A non-exploitative mode of production in which evolution of a society started.
- (x) The pre-colonial professional traders in Angola.

List B

- A. Chewa
- B. UMCA
- C. Mfecane
- D. Triple Alliance
- E. Communalism
- F. IBEACCO
- G. Unyago
- H. Kaitito
- I. Hamilton treaty
- J. UPE
- K. Triple Entente
- L. Jihads
- M. GEACO
- N. Lakevo
- O. Monroby treaty
- P. Ubosaka

Q. Phelps Stokes
R. Ahambala
S. Imbangala
T. Primates

Answers

- (i) K. Triple Entente
- (ii) F. IBEACCO
- (iii) G. Unyago
- (iv) I. Hamilton treaty
- (v) C. Mfecane
- (vi) E. Communalism
- (vii) Q. Phelps Stokes
- (viii) J. UPE
- (ix) E. Communalism
- (x) S. Imbangala

3. (a) Draw a sketch map of East Africa and use letters A, B, C, D, and E to locate:

- (i) A place where the skull of one of the earliest ancestors of man was found.
- (ii) An island in which Seyyid Said shifted his capital to.
- (iii) A country in which peasant cash crop production predominated during colonial economy.
- (iv) An island in Kenya which was officially established as a historical site.
- (v) The chief Arab inland center in Western Tanganyika during pre-colonial Long Distance Trade.

Answers

- (i) A - Olduvai Gorge (Tanzania)
- (ii) B - Zanzibar (Tanzania)
- (iii) C - Uganda
- (iv) D - Lamu Island (Kenya)
- (v) E - Ujiji (Tanzania)

(b) Outline five reasons which pressed the colonialists to prefer peasant cash crop production in the country you have located in (a)(iii) above.

The colonialists preferred peasant cash crop production in Uganda for various reasons. Firstly, it was cost-effective as peasants utilized their own labor and resources, reducing administrative and operational expenses for the colonialists. This made the system financially sustainable without the need for extensive oversight.

Secondly, Uganda had fertile soils and a favorable climate that supported the growth of cash crops like cotton and coffee. These conditions made peasant farming more productive, ensuring a steady supply of raw materials for export to European markets.

Thirdly, peasant farming reduced the risk of resistance and rebellion. By allowing Africans to retain some control over their agricultural activities, colonial authorities minimized conflicts that often arose from forced labor systems.

Fourthly, peasant cash crop production ensured a consistent and reliable supply chain for export-oriented economies. The decentralized nature of the system allowed for the cultivation of crops across many smallholder farms, reducing the impact of localized failures.

Lastly, peasant farming allowed the colonialists to focus their resources on other economic activities, such as mining and infrastructure development. With minimal investment in labor management, colonial governments could prioritize expanding other sectors of the economy.

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

- (i) By about 50,000 years ago, true man had appeared.
- (ii) Over time, his hind limbs became specialized for walking and standing.
- (iii) Man came into existence together with other animals more than thirty million years ago.
- (iv) Bi-pedalism was accompanied by the development of the brain.
- (v) In the beginning, man belonged to the family of primates which included apes, monkeys, and gorillas. These creatures walked on all four limbs.

Correct Order

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

(b) Identify the incorrect historical statement in the following items and write its letter beside the item number in your answer booklet.

- (i) Salt-making was one of the earliest specialization activities in pre-colonial period.
- (ii) In the East African coast, the Mang'anja obtained salt from a variety of reeds growing in marshy areas.
- (iii) Some society mined salt from salt-bearing rocks.
- (iv) The areas around Lake Bangweulu and along River Luapula in Central Africa involved in salt mining.
- (v) Salt could also be obtained by evaporating underground water containing salt.

The incorrect historical statement is (ii). The Mang'anja are not part of the East African coast and did not obtain salt from reeds in marshy areas. This activity was not associated with the region mentioned.

5. Examine six obstacles which encountered the British in the process of abolishing the Slave Trade in East Africa.

The British faced strong resistance from Arab traders who had established a vast and profitable network for capturing and trading slaves. These traders were unwilling to relinquish the wealth and power they had gained from the trade, and they actively fought against British efforts to suppress it.

The lack of infrastructure in East Africa presented another major obstacle. The region had vast and remote areas where monitoring and suppressing slave trading activities was nearly impossible. This limited the ability of the British to enforce anti-slavery laws effectively.

Some African chiefs and communities who benefited economically from the slave trade also resisted its abolition. They saw the trade as essential for their wealth and power, and thus, they opposed British interference in their traditional practices.

The vast geographical expanse of East Africa was another challenge. The region's size and rugged terrain made it difficult for the British to establish control and prevent the movement of slaves across borders and through hidden routes.

Economic dependence on slavery as a labor system posed another significant barrier. Many plantations and industries in the region relied heavily on slave labor, and their owners resisted changes that would threaten their economic stability and profits.

Finally, inadequate manpower and resources hindered the British efforts to abolish the slave trade. The limited number of officials and lack of financial resources made it difficult to patrol the vast East African coastline and inland trade routes effectively.

6. Evaluate the outcomes of the 1905–1907 resistance against the German colonialists in Tanganyika by giving six points.

The Maji Maji Rebellion of 1905–1907 resulted in the loss of thousands of lives among the local population. German forces responded to the rebellion with brutal reprisals, leading to widespread killings and suffering among the Tanganyikan people.

Widespread destruction of villages and farmland during the rebellion caused severe famine in the region. The destruction left communities unable to plant crops, leading to food shortages and economic decline for years.

The rebellion exposed the brutality of German colonial rule to the international community. Reports of German atrocities drew widespread condemnation and forced Germany to reconsider its approach to colonial administration.

The rebellion marked a unifying moment for ethnic groups in Tanganyika. The collective resistance against a common enemy fostered a sense of solidarity among different communities, laying the groundwork for future nationalist movements.

The rebellion forced the Germans to adopt less oppressive policies in its aftermath. Recognizing the costs and consequences of harsh rule, the German administration introduced reforms, including more reliance on indirect rule.

Finally, the Maji Maji Rebellion became a symbol of African resistance and pride. It inspired later independence movements and remains a significant historical event that highlights the resilience and determination of the Tanganyikan people.

7. Analyze six similarities between the French and British colonial administrative systems.

Both the French and British colonial systems aimed to exploit their colonies economically. They prioritized the extraction of raw materials and the development of cash crop economies to fuel their industrial needs in Europe.

Both systems introduced taxation, such as hut and poll taxes, to fund their colonial administrations. These taxes often forced Africans to engage in wage labor or produce cash crops to meet their obligations.

Education systems in both colonies were designed to serve colonial interests. Schools were established to produce a small class of educated elites who could serve in lower administrative roles, ensuring the smooth running of colonial operations.

Both systems relied on local chiefs or elites to implement colonial policies. While the French used the policy of assimilation, and the British used indirect rule, both depended on local leaders to enforce laws and collect taxes.

Infrastructure development was another similarity. Both colonial powers invested in building railways, roads, and ports, not to benefit Africans but to facilitate the transportation of raw materials to European markets.

Lastly, both systems used military force to suppress resistance. In cases of uprisings, such as the Mau Mau in Kenya under the British and the resistance in Algeria under the French, colonial powers deployed armed forces to maintain control and suppress dissent.

8. Elaborate six effects of colonial economy which were revealed in Africa at independence.

African economies became dependent on exporting raw materials due to colonial policies. This dependence made them vulnerable to global market fluctuations, as seen in countries like Ghana, which relied heavily on cocoa exports.

The lack of industrialization left African nations reliant on imported manufactured goods. Colonial powers discouraged local industries, ensuring that African economies remained sources of raw materials rather than centers of production.

Land alienation during colonialism created unequal land ownership patterns. Fertile lands were often taken by European settlers, leaving many Africans landless and struggling to access agricultural resources.

Infrastructure development was concentrated in areas that served colonial economic interests. Railways and ports were built to extract and transport raw materials, neglecting rural areas that had no economic value to the colonizers.

Forced labor and oppressive taxation systems disrupted traditional livelihoods. Africans were compelled to work on colonial plantations and pay taxes, undermining their economic independence and traditional practices.

Finally, the focus on cash crop production reduced food security in Africa. Colonies were encouraged to grow export-oriented crops like coffee and cotton, which replaced subsistence farming and left populations vulnerable to famine during market failures.