

SMZ

ZANZIBAR EXAMINATIONS COUNCIL
FORM THREE ENTRANCE EXAMINATION

032

HISTORY

TIME: 2.30 HOURS

ANSWER

Year: 2008

INSTRUCTIONS TO CANDIDATES

1. This paper consists of **THREE (3)** sections A, B and C.
2. Answer **ALL** questions in section A and B. Answer any **FOUR (4)** questions in section C.
3. Write your examination number on each page.
4. Write all answers in the space provided.
5. Use a blue or black pen in writing. Diagrams must be drawn in pencil.
6. Cellular phones are not allowed in the examination room.

FOR EXAMINER'S USE ONLY		
QUESTION NUMBER	MARKS	SIGNATURE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
TOTAL		

i. The first mode of production was

- A. Capitalism
- B. Communalism
- C. Feudalism
- D. Slavery

Answer: B

Reason: Communalism was the first mode of production, characterized by collective resource sharing, before exploitative systems like slavery.

ii. Timeline events use which order?

- A. Alphabetical
- B. Chronological
- C. Random
- D. Reverse

Answer: B

Reason: Chronological order arranges events by their occurrence in time, essential for timelines.

iii. 1890 falls in

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

Answer: C

Reason: 1890 is in the 19th century (1801–1900).

iv. A decade equals

- A. 1 year
- B. 10 years
- C. 100 years
- D. 1,000 years

Answer: B

Reason: A decade is 10 years.

v. A Maasai moran did all except

- A. Homestead duties
- B. Community defense
- C. Herd protection
- D. Pasture searching

Answer: A

Reason: Maasai morans focused on defense, herd protection, and pasture searching, not homestead duties.

vi. Slave trade was replaced by

- A. Caravan trade
- B. Barter trade
- C. Legitimate trade
- D. Triangular trade

Answer: C

Reason: Legitimate trade, involving commodities like ivory, replaced the slave trade after abolition.

vii. History studies

- A. Colonial arrival
- B. Human development
- C. Great men
- D. Politics

Answer: B

Reason: History studies human development across social, economic, and cultural aspects.

viii. Middle Stone Age is also known as

- A. Ice Age
- B. Mesolithic
- C. Neolithic
- D. Paleolithic

Answer: B

Reason: The Middle Stone Age is called the Mesolithic Era.

ix. Pre-colonial Africans used slaves mainly for

- A. Administration
- B. Territory
- C. Manual labor
- D. Warriors

Answer: C

Reason: Slaves were primarily used for manual labor in pre-colonial Africa.

x. The Dutch settled at the Cape to

- A. Mine
- B. Resupply ships
- C. Live with Khoi
- D. Apartheid

Answer: B

Reason: The Dutch settled in 1652 to resupply ships en route to Asia.

2. Match the items in Column A with the responses in Column B and write the letter of the correct answer in the table below.

Column A	Column B
i. 1698	a. Omani capture of Fort Jesus
ii. 1807	b. Britain abolished slave trade
iii. 1822	c. Moresby Treaty signed
iv. 1840	d. Seyyid Said moved to Zanzibar
v. 1873	e. Zanzibar slave market closed
vi. 1884	f. Berlin Conference
vii. 1959	g. Zinjanthropus discovery
viii. 1961	h. Tanganyika independence
ix. 1962	i. Tanganyika became a republic
x. 1995	j. Benjamin Mkapa elected

Answers

i	ii	iii	iv	v	vi	vii	viii	ix	x
a	b	c	d	e	f	g	h	i	j

3. Write **T** if the statement is correct and **F** if the statement is not correct in the table below:

- i. Early Stone Age people were nomadic.
- ii. Feudal production included slaves.
- iii. Nyamwezi had ntemi system.
- iv. Slave trade hurt Europeans.
- v. Egalitarian states were non-centralized.
- vi. Dutch changed culture at Cape.
- vii. Slaves were exported to Europe.
- viii. Nyamwezi and Yoruba formed kingdoms.
- ix. Shaka was 16th century Zulu leader.

Archaeology studies physical remains

Answers

i	ii	iii	iv	v	vi	vii	viii	ix	x
T	T	T	F	T	T	F	F	F	T

4. Fill in the blanks with appropriate answers.

- a) Major groups of people under capitalism are **capitalists** and **workers**.
- b) The monsoon winds helped traders from Asia reach **East Africa**.
- c) AD means **Anno Domini** (in the year of our Lord) while BC means **Before Christ**.
- d) Kinjeketile Ngwale was the famous prophet/leader of the Maji Maji rebellion from **Matumbi land in Southern Tanzania**.
- e) The economic activity of making items from hides and skins is known as **leatherworking**.

5. Study the picture below and answer the questions that follow.

a) Name the man labeled by the letters.

a: Australopithecus

b: Homo habilis

c: **Homo erectus**

d: **Homo sapiens**

b) One feature of man labeled "a":

Walked upright (bipedal).

c) Two features of the stage labeled "d":

i. **Had a larger brain size compared to earlier hominins.**

ii. **Could make and use advanced tools, and developed speech and culture.**

6. Answer in brief.

a) Two centres of early Christian missionaries in East Africa:

i. **Bagamoyo**

ii. **Zanzibar**

b) Two functions of museums:

i. **To preserve historical and cultural artifacts.**

ii. **To educate people about history and heritage.**

c) Four major Zanzibar exports during Omani rule:

i. **Cloves**

ii. **Ivory**

iii. **Slaves**

iv. **Coconuts**

d) Two factors for rise of state organization in Africa:

i. **Availability of iron technology.**

ii. **Growth of trade and wealth.**

e) Types of slave trade in Africa:

i. **Trans-Saharan slave trade**

ii. **Indian Ocean slave trade**

7. Discuss five (5) negative impacts of the slave trade on East African societies.

The slave trade led to a significant depopulation of East African societies as a large number of people, especially the youth and the strong, were captured and sold into slavery, reducing the productive population.

It caused widespread insecurity and fear because constant raids and wars for capturing slaves destabilized communities and made daily life dangerous for many East Africans.

There was severe disruption of traditional social structures and leadership systems, as respected leaders were sometimes overthrown or killed during slave raids, weakening the unity and organization of various communities.

Economic activities such as farming, fishing, and craftsmanship were disrupted because the able-bodied population was either captured or spent time hiding and fleeing from slave traders.

The slave trade encouraged hatred and hostility among African societies as some communities collaborated with slave traders to capture members of rival groups, leading to long-lasting inter-community conflicts and divisions.

8. Explain four (4) factors that led to the development of Swahili culture in East Africa.

The interaction between coastal Bantu-speaking communities and foreign traders, especially Arabs and Persians, encouraged the blending of local African traditions with Islamic and Middle Eastern customs, forming Swahili culture.

The introduction and spread of Islam by Arab traders and missionaries played a central role in shaping Swahili culture, influencing aspects such as language, dress, architecture, and social practices.

Trade relations between East Africans and foreign merchants led to the exchange of goods, ideas, and customs, making coastal societies more cosmopolitan and open to adopting new cultural practices.

Intermarriage between Arab, Persian, and African communities contributed to the formation of a distinct Swahili identity that combined both African and foreign cultural elements in daily life and social organization.

9. a) Define the term "feudalism."

Feudalism is a social, economic, and political system in which land was owned by rulers or lords and was given to loyal followers, known as vassals, who in return provided military service, tribute, and loyalty to their rulers.

b) Describe four (4) characteristics of feudalism in pre-colonial Africa.

Land ownership was concentrated in the hands of kings, chiefs, or clan leaders, who distributed it to their subjects in exchange for loyalty and service.

Vassals or subjects were required to provide military support, food tribute, and other services to their leaders in return for the right to occupy and use land.

There was a clear social hierarchy, with rulers at the top, followed by nobles, vassals, and common people, each having defined roles and obligations within the system.

Political power was decentralized, with local rulers or landlords exercising authority over their territories, while still showing allegiance to higher authorities like kings or emperors.

10. Elaborate five (5) effects of early European exploration in East Africa.

European exploration led to the mapping and documentation of East African geography, rivers, mountains, and lakes, which increased European knowledge about the region and opened it up for later colonization.

It marked the beginning of direct contact between East African societies and Europeans, which later resulted in trade relations, religious missions, and eventual colonial conquest.

European explorers exposed East Africa to new goods, including firearms, beads, and cloth, which influenced local economies and trade practices.

The explorations disrupted traditional African authority systems, as some African leaders collaborated with Europeans while others resisted their presence, leading to political tensions.

European reports about the slave trade and its inhumanity contributed to increased campaigns against slavery and laid the foundation for its eventual abolition in East Africa.

11. Discuss four (4) contributions of the Omani Arabs to Zanzibar's economy.

The Omani Arabs promoted the growth of the clove plantation economy in Zanzibar, which became one of the island's leading cash crops and export commodities.

They developed Zanzibar into a central trading hub for East Africa, dealing in goods such as ivory, slaves, and spices, which boosted regional trade activities.

The construction of trade and administrative infrastructure, including ports, markets, and roads by the Omani Arabs, improved the economic and commercial environment of Zanzibar.

The Omani Arabs introduced new techniques in agriculture, including irrigation and large-scale plantation farming, which enhanced productivity and transformed Zanzibar's rural economy.

12. Write short notes on the following:

a) Mfecane wars

The Mfecane wars were a series of violent conflicts, migrations, and state-building movements that took place in Southern Africa during the early 19th century, mainly triggered by the expansion of the Zulu Kingdom under Shaka Zulu. The wars displaced many communities, altered power structures, and reshaped the political landscape of Southern Africa.

b) Museums

Museums are institutions that collect, preserve, and display objects of historical, cultural, artistic, and scientific importance for public education, research, and entertainment. They help in preserving national heritage and educating people about their history and traditions.

c) Homo habilis

Homo habilis is an early human species that lived about 2.4 to 1.4 million years ago. It is known as the "skillful man" because it was one of the first hominins to make and use simple stone tools for hunting, food preparation, and defense.

d) Long-Distance Trade

Long-Distance Trade refers to commercial exchanges conducted over vast geographical areas, often involving caravans of traders moving goods such as ivory, slaves, salt, and cloth between interior African regions and coastal areas or foreign lands. In East Africa, it contributed to urban development and cultural exchanges.