

SMZ

ZANZIBAR EXAMINATIONS COUNCIL

FORM ONE ENTRANCE EXAMINATION

126

HISTORY

TIME: 2.00 HOURS

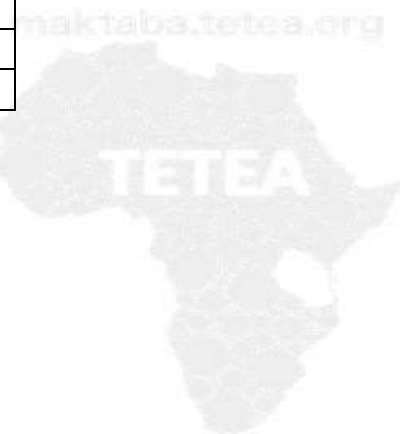
MONDAY 21ST DECEMBER, 2020 A.M

INSTRUCTIONS TO CANDIDATES

1. This paper consists of THREE (3) sections A, B and C.
2. Answer ALL questions in section A and B. Choose FOUR (4) question 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. 6. Cellular phones and unauthorized materials are not allowed in the examination room.

FOR EXAMINER'S USE ONLY

QUESTION NUMBER	MARKS	SIGNATURE
1		
2		
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JUMLA		



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1. Choose the most correct answer from the given alternatives and write its letter in the table below.

i. The best example of the Tanganyika societies that practiced primitive communalism were

- A. Tanga and Masai
- B. Nyamwezi and Kurya
- C. Masai and Ndorobo
- D. Kurya and Nyakyusa

Answer: C. Masai and Ndorobo

Reason: The Masai and Ndorobo lived in early societies that practiced primitive communalism where they shared property and hunting grounds collectively without individual ownership.

ii. The hard rocks that are formed after volcanic eruption have the possibility of containing

- A. Gold
- B. Iron
- C. Soil
- D. Salt

Answer: B. Iron

Reason: Iron is commonly found in igneous rocks formed after volcanic eruptions because molten materials from the earth's crust cool to form iron-bearing minerals.

iii. One of the characteristics of the direct rule system was

- A. Involved traditional leaders in ruling
- B. Was not involved traditional leaders in ruling
- C. Participated in electing traditional leaders
- D. Allowed chiefs to supervise production activities

Answer: B. Was not involved traditional leaders in ruling

Reason: Under the direct rule system, colonial powers such as France governed colonies directly through their own officials and excluded traditional leaders from administration.

iv. Struggling for liberation in Mozambique was supported by

- A. The United Nations
- B. The World Bank
- C. The East African Community
- D. Western European countries military organization

Answer: A. The United Nations

Reason: The United Nations supported liberation struggles in African countries like Mozambique through resolutions that condemned colonialism and promoted self-determination.

v. The early visitors to reach in Zanzibar came from

- A. Europe
- B. Persian Gulf
- C. China
- D. Portugal

Answer: B. Persian Gulf

Reason: Early visitors from the Persian Gulf, such as Arabs and Persians, were the first to establish trade links with the East African coast before Europeans arrived.

vi. The head tax was charged to the citizens who aged

- A. 20
- B. 25
- C. 15

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D. 18

Answer: D. 18

Reason: The head tax was imposed on adult males aged 18 years and above to force them to work on colonial plantations or in mines to earn money for payment.

vii. Ghana got her independence in

A. 1959

B. 1954

C. 1957

D. 1945

Answer: C. 1957

Reason: Ghana became the first African country south of the Sahara to gain independence from Britain in 1957 under the leadership of Dr. Kwame Nkrumah.

viii. When Tanganyika was fully independent on 9 December 1961, the Prime Minister was

A. Thabit Kombo

B. Rashid Kawawa

C. Gavana Richard

D. Said Natepe

Answer: B. Rashid Kawawa

Reason: Rashid Mfaume Kawawa was the Prime Minister of Tanganyika at the time of full independence in 1961 after Julius Nyerere became President in 1962.

ix. A resembled history that Zanzibar and Tanganyika had before the union was

A. They had Multi-party system

B. They had different political ideologies

C. They were colonized by German

D. They were colonized by British

Answer: D. They were colonized by British

Reason: Both Tanganyika and Zanzibar were under British colonial rule before they united to form the United Republic of Tanzania in 1964.

x. The trader who benefited from slave trade was

A. Hemed bin Mohammed

B. Richard Lander

C. John Speke

D. Sultan Seyyid Said

Answer: D. Sultan Seyyid Said

Reason: Sultan Seyyid Said greatly benefited from the slave trade by using slave labor in clove plantations and as a source of wealth in Zanzibar.

ANSWERS

i. C ii. B iii. B iv. A v. B vi. D vii. C viii. B ix. D x. D

2. Write True if the statement is correct or False if the statement is incorrect in the space provided.

i. The knowledge of making and using iron tools began around 100 B.C. **True**

Explanation: Iron smelting technology in Africa began around 100 B.C., marking a major advancement in agriculture and warfare.

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ii. Kenya and Uganda had been colonized in the same type of system. **True**

Explanation: Both Kenya and Uganda were under British rule and were governed through indirect rule using traditional chiefs.

iii. Bwana Heri and Abushiri lived in the coastal areas. **True**

Explanation: Bwana Heri and Abushiri were Arab leaders from the East African coast who resisted German colonial invasion.

iv. The visitors from Asia grabbed different traditional commodities such as beads, vikoi, white robes (kanzu), and Muslim caps. **False**

Explanation: Asian visitors brought those commodities to trade with Africans, they did not grab them from Africa.

v. Among the main colonial economic sectors were trade and industries. **True**

Explanation: Colonial economies were based mainly on trade and small-scale industries serving European interests.

vi. Russia was the Socialism State. **True**

Explanation: Russia (formerly the Soviet Union) was known for practicing socialism after the 1917 revolution.

vii. Shirazi Association was established as a football club. **False**

Explanation: The Shirazi Association was a political organization, not a football club, formed to represent the interests of the Shirazi people in Zanzibar.

viii. The changes in education sector after colonialism focused on traditions, behaviors and customs of Africans. **True**

Explanation: After independence, African education was reformed to emphasize African culture, history, and self-reliance.

ix. The colonialists imprisoned Dr. Kwame Nkrumah due to suspicion of strikes mobilization. **True**

Explanation: Nkrumah was arrested by the British for organizing protests and strikes demanding independence.

x. A single political party system did not bring any development in Africa. **False**

Explanation: Though it limited democracy, the single-party system brought unity and stability that promoted some development in early independent African states.

3. Match political parties in List A with their roles in List B. Write the letter of the correct answer in the table below.

List A

- i. ANC
- ii. TANU
- iii. AMNUT
- iv. UTP
- v. TAA

List B

- a. Asked the colonial government to speed up the independence of Tanganyika

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- b. Requested the independence of Tanganyika people for a single ethnic group
- c. Began to struggle for independence of Tanganyika
- d. Claimed for independence for Tanganyika people for all tribes, sexes, religions and colors
- e. Recommended Tanganyika people to be educated so as to cooperate with colonies
- f. Requested the colonial government to delay on Tanganyika independence
- g. Aimed at attaining independence only to Africans and not to people from other nations who lived in Tanganyika
- h. Formed by the members of parliament who were nominated by the governor in the Legislative Council

Answers

i. g ii. d iii. f iv. h v. a

i. The African National Congress (ANC) aimed at attaining independence only for Africans and not for people from other nations who lived in Tanganyika. It mainly advocated for African interests and equality.

ii. Tanganyika African National Union (TANU) claimed independence for all Tanganyika people regardless of tribe, religion, or color. It united all citizens under one national movement.

iii. The African Members National Union of Tanganyika (AMNUT) requested the colonial government to delay independence, showing loyalty to colonial interests.

iv. The United Tanganyika Party (UTP) was formed by members of parliament nominated by the governor in the Legislative Council, and it supported colonial policies.

v. The Tanganyika African Association (TAA) asked the colonial government to speed up the independence process and worked as a foundation for the creation of TANU.

4. Fill the blanks with the correct word given in the brackets below.

(cotton, co-operation, Buganda, basics, seaweeds, discussion, shelter)

a) Africans were denied **basics** service before the Revolution of Zanzibar.

Africans in Zanzibar lacked basic services such as education, health care, and housing during colonial rule until the 1964 revolution brought change.

b) The Berlin Conference put **basics** of dividing and colonizing the African Continent. (Answer: **basics**)

It laid the foundation for the division of Africa among European powers in 1884–1885.

c) Among the commercial crops grown during colonial era was **cotton**.

Cotton was widely cultivated in Tanganyika under colonial policies to supply raw materials for European industries.

d) The tribe which was more powerful than colonialists in Uganda is **Buganda**.

The Buganda Kingdom cooperated with the British and maintained political strength during and after colonization.

e) Challenges that face the Union of Tanganyika and Zanzibar are solved through **discussion**.

Discussions between union leaders help in resolving constitutional and political differences peacefully.

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5. Answer the following questions in brief.

a) What do you understand by the term “agents of colonialism?”

Agents of colonialism were individuals or groups such as missionaries, traders, and explorers who prepared the way for colonial occupation. They helped establish European influence by spreading religion, collecting information, and opening trade routes.

b) List two (2) ornaments that were made from iron during the Iron Age.

i. Spears

ii. Necklaces

During the Iron Age, people used iron to make decorative and functional items such as spears for hunting and necklaces as personal ornaments.

c) Name two (2) major classes which were existed in the colonial economy.

i. The ruling class

ii. The working class

The ruling class consisted of colonial administrators and settlers who controlled resources, while the working class included African laborers who worked on plantations and mines.

d) Give two (2) roles that are currently played by the family leader.

i. The family leader provides guidance and makes decisions for the welfare of all members.

ii. The family leader ensures discipline, unity, and moral behavior within the household.

e) Write four (4) member countries of SADC.

i. Tanzania

ii. South Africa

iii. Zambia

iv. Malawi

These countries are part of the Southern African Development Community (SADC), which promotes regional cooperation and economic development.

6. Explain in brief four (4) effects occurred after the spread of iron technology.

The spread of iron technology led to the development of agriculture. Iron tools such as hoes and machetes improved farming efficiency, allowing people to clear large areas for cultivation and increase food production.

Iron technology contributed to population growth. With improved agricultural tools, food became more available, leading to stable settlements and an increase in the number of people in various communities.

The use of iron weapons enhanced defense and territorial expansion. Communities with advanced iron technology were able to protect themselves better from enemies and even conquer weaker groups, leading to the rise of strong kingdoms.

Iron technology promoted trade and specialization. Iron products such as spears, knives, and farming tools were valuable items for exchange, encouraging inter-community trade and the growth of urban centers.

7. Analyze four (4) steps that were taken by free African countries so as to get rid economically.

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Newly independent African countries established industries to process their raw materials locally. This reduced dependence on imported goods and created employment opportunities for citizens.

They introduced economic cooperation through regional organizations such as the East African Community (EAC) and SADC to strengthen trade relations and collective development.

African nations promoted education and technical training. By building schools and vocational institutions, they equipped people with the skills necessary to run their own economies.

Governments encouraged agricultural modernization by providing farmers with better seeds, fertilizers, and tools, increasing productivity and supporting food security.

8. Why colonialists established indirect rule in African continent? Give four (4) points.

Colonialists introduced indirect rule to reduce administrative costs. It was cheaper to govern through local chiefs rather than bringing many European officials from their home countries.

They used indirect rule to maintain control easily. By involving traditional leaders, colonial powers ensured that local people obeyed their chiefs, who in turn followed colonial instructions.

The system was intended to avoid resistance. Africans were more likely to accept colonial authority if it was represented by their own leaders.

Indirect rule was established to preserve African customs and social structures while still maintaining colonial influence. This helped the colonizers manage communities without completely destroying their local traditions.

9. Describe how transport and communication were provided by the colonialists in Africa.

Colonialists built railway lines mainly to transport raw materials from the interior to the ports for export. Examples include the Central Line in Tanzania and the Uganda Railway connecting Mombasa to Lake Victoria.

They constructed roads to link plantations, mines, and administrative centers, which improved movement of goods and colonial officials. However, most roads served colonial interests rather than local development.

Ports and harbors were expanded to handle increased trade activities between Africa and Europe. Coastal towns such as Dar es Salaam and Mombasa became important commercial centers.

Communication systems such as postal services and telegraphs were introduced to facilitate coordination within colonies and enhance communication between colonial offices and Europe.

10. Identify four (4) reasons for the coming of foreigners in Tanganyika from Europe.

Europeans came to Tanganyika as missionaries to spread Christianity and convert Africans to their faith. They also aimed to stop the spread of Islam and traditional beliefs.

Some foreigners came as explorers to discover new routes, rivers, and geographical features such as lakes and mountains, as well as to gather information about African societies.

Traders came to look for markets and raw materials. They wanted African products like ivory, hides, and minerals to support industrial production in Europe.

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Others came as colonizers to acquire land and establish political and economic control over Tanganyika, aiming to expand their empires and increase their global influence.

11. Explain four (4) techniques used for getting independence in Zimbabwe.

One of the techniques used was armed struggle. Movements like ZANU and ZAPU organized guerrilla warfare against the colonial government to force independence.

Zimbabweans used political mobilization by forming nationalist parties that united people to demand independence and challenge colonial rule through political pressure.

They conducted international campaigns to gain support from other African countries and the United Nations, which condemned colonial oppression and demanded freedom for Zimbabwe.

Negotiations were held between African leaders and the British government, leading to the Lancaster House Agreement of 1979, which finally granted Zimbabwe independence in 1980.