

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

012

HISTORY

(For Both School and Private Candidates)

Time: 3 Hours

Wednesday, October 12, 2005 p.m.

Instructions

1. This paper consists of sections A, B and C.
2. Answer **all** questions in sections A and B and **three (3)** questions from section C.
3. Electronic calculators are **not** allowed in the examination room.
4. Cellular phones are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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SECTION A (20 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.
 - (i) Students of History should understand the fact that
 - A Africa had no development at all before the coming of the missionaries
 - B The coming of the traders in Africa by the 19th century was a blessing of African handicraft industries
 - C Africa had its own economic and technological achievements before the 15th century
 - D changes in African societies were independent of the contact with Asia and Europe by the 20th century
 - E the present development problems are a result of colonialism only.
 - (ii) The feudal lords and traders in the East African coast reacted against the Portuguese invasion because they
 - A wanted to expand clove plantations
 - B wanted to protect their economic and political interests
 - C wanted to safeguard their serfs
 - D were racists
 - E feared to lose their slaves.
 - (iii) Which of the following is the best description of Homo Habilis?
 - A The early man
 - B The modern man
 - C The thinking man
 - D The erect man
 - E Man the tool-maker.
 - (iv) The United Nations' agency responsible for literacy is
 - A UNESCO
 - B UNDP
 - C UNEP
 - D IFAD
 - E UNICEF.
 - (v) The British colonial rule in East Africa constructed the Uganda railway in order to
 - A attract more European settlers to Kenya
 - B compete with the Imperial German East African rule
 - C provide cheap means of transport for East African peoples
 - D gain easy access to resources surrounding the interlacustrine area
 - E facilitate transportation of suppressive soldiers against the rebel Buganda Empire.

- (vi) What did the emergence of Mau Mau in Kenya indicate?
- A the settlers were in full control of the country
 - B Kenyans were prepared to sacrifice their lives for the liberation of their land
 - C Jomo Kenyatta was the likely person to lead independent Kenya
 - D there was disunity among the Africans in their opposition to British rule
 - E the indirect rule system as applied in Kenya did not function.
- (vii) The Moresby Treaty was not successful in regard to the abolition of slave trade because it
- A was not against slave trade
 - B was anti-slavery but not anti slave trade
 - C faced strong opposition from the Americans
 - D confined itself to slave trade within East Africa
 - E did not consider economic well being of African chiefs.
- (viii) One of the problems facing the African unity is colonial legacy. This is because
- A colonialism preserved and emphasized the separation of each colony.
 - B indirect rule introduced by the British facilitated interstate hatred
 - C the Portuguese policy of assimilation discouraged unity
 - D colonialism encouraged growth of apartheid in all settler colonies
 - E territorial size of African states as created by colonialists is not even.
- (ix) In many colonies peasant agriculture was preferred by the colonial state because
- A it was cheap and peasants produced for both the metropole and themselves
 - B settlers were arrogant and conformists
 - C peasants were able to acquire capital loans from colonial banks and pay on time.
 - D it was easy to inject new production techniques among peasants
 - E it enabled the colonial states to bring about development among the rural peasants.
- (x) The former East African Community was formed primarily to
- A bring about East African Federation
 - B put to an end hostility between Kenya, Tanzania and Uganda
 - C share the resource of the three member states
 - D promote Kiswahili in the three East African countries
 - E strengthen economic cooperation between Kenya, Tanzania and Uganda.

2. (a) Match the phrases in **List A** with the responses in **List B** by writing the letter of the correct response beside the item number

LIST A

LIST B

- | | |
|--|--|
| (i) Hehe chiefdom | A. Former West African French Colonies |
| (ii) The Battle of Islandhahwana | B. Launched by King Leopold to spearhead the colonisation of the Congo |
| (iii) Ubugabire | C. An example of militarised centralised state in South-central Tanzania by the 19 th century |
| (iv) The International African Association | D. Title of the Tutsi leader in Burundi and Rwanda |
| (v) Liberia and Sierra Leone | E. Afro-Boer confrontation in South Africa. |
| | F. African resistance against the colonisation of Zulu empire |
| | G. An exploitative relation between the cattle owning Tutsi and Hutu agriculturalists |
| | H. Settlements of freed slaves |
| | I. The former OAU human rights agency |
| | J. A monument of African resistance against British colonialism |
- (b) Arrange the following statements in a chronological order.
- (i) Thus, between Egypt and her neighbours, wars over scarce resources became common.
 - (ii) The production of surplus needed additional labour in order to assist families to cope with the increased amount of work.
 - (iii) The collapse of communalism in Egypt did not only lead to the formation of the state but also to production of surplus products.
 - (iv) The most reliable source of the additional labour force was war which provided captives who could be made to work for the captors.
 - (v) At first the war captives were either adopted or killed, but with the demand for additional labour, they started being used as slaves.

SECTION B (20 marks)

Answer **all** questions in this section.

3. (a) The map below locates the most famous historical sites in Tanzania, labelled **A, B, C, D, E, F, G, and H**. Name **five (5)** of them.



- (b) Match the dates in **Column I** with the corresponding historical events in **Column II** by writing the letter of the correct event beside the number of the date in your answer booklet.

COLUMN I

- (i) 1919
- (ii) 1957
- (iii) 1963
- (iv) 1964
- (v) 1975

COLUMN II

- A The actual armed struggle began in Mozambique when FRELIMO guerrillas crossed into Niasa and Carbo Delgado Provinces.
- B Tanganyika got her independence.
- C The Berlin Conference.
- D The Independence of Ghana under Kwame Nkrumah.
- E End of German colonial rule in East Africa.
- F End of British colonial rule in Zanzibar.
- G Civil war erupted in Angola.
- H The Portuguese colonised Mozambique.
- I Tanganyika became a German Mandate colony.
- J Maji Maji resistance against German colonial economy ended.

4. Under each of the sentences (i) - (x) below there are five statements. One of the statements **wrongly** explains the sentence. Identify the **wrong** statement and write the letter of the statement beside the sentence number.
- (i) Africa and the Middle East are related both geographically and historically.
- A Out of the twenty two members of the Arab league, nine are in Africa.
 - B Slaves from Africa worked in big plantations established by the Berbers.
 - C The Arab states have had commercial, religious, cultural and economic ties, with the African continent from ancient times.
 - D Trans-Saharan trade served as a major link between the two regions.
 - E In East Africa pre-colonial trade links with the Middle East evolved prosperous coastal city states.
- (ii) The major European activities in Africa between the 15th and the 19th centuries were
- A Colonisation.
 - B Trade.
 - C Evangelisation.
 - D Exploration.
 - E Tourism.
- (iii) After independence African countries were confronted by various political, economic and social challenges including how to
- A contain political strife and coup d'états.
 - B conform with the OAU and UNO Charters.
 - C exploit and redistribute resources and land.
 - D maintain national sovereignty and integrity.
 - E correct international boundaries set by the colonial powers.
- (iv) The following statements explain about the coming of the Whites in South Africa.
- A The first Whites to settle at the Cape of South Africa came from Holland in 1652.
 - B The coming of Whites in South Africa should be seen in the light of the economic development in Europe in the 16th and 17th centuries.
 - C The period between the 16th and 17th centuries was marked by the rise of monopoly capitalism in Europe.
 - D In the 16th and 17th centuries trade within and outside Europe was crucial in the development of European economies.
 - E In this period the principal concern of the European nations was to accumulate wealth in the form of gold, silver and spices.
- (v) The Independence of Ghana strengthened African confidence.
- A Kwame Nkrumah played a leading role in the continent-wide struggle for independence
 - B In April 1958, Nkrumah called the first conference of Independent African States.
 - C In the first Conference of Independent African States the heads of state of independent Africa took a common stand against colonialism.
 - D South African regime under W.P. Botha walked out of the first Conference of Independent African States.
 - E The first Conference of Independent African States laid the foundation for the formation of the Organization of African Unity.

- (vi) Colonialism created the conditions of neo-colonialism.
- A Economically, the structures set emphasized on primary sector.
 - B The industrial sector was the smallest of all.
 - C Rich Africans were not accommodated.
 - D Revolutionary natinoalist leaders were eliminated.
 - E The African petty - bourgeoisie as a class was created to serve the big capitalists.
- (vii) The following statements explain about the slave owning societies in East Africa by 1850.
- A Usually slaves could not marry or acquire wealth.
 - B Slaves were people who had become attached to chiefs' courts.
 - C Slaves were men so controversial that their kinsmen disowned them.
 - D Slaves were prisoners of war.
 - E Example of societies which owned slaves where Kerewe and Sambiaa.
- (viii) The Berlin Conference was an imperialist conference which
- A legalised the partition of African countries among European imperialist powers.
 - B influenced penetration of European missionaries and explorers in the interior of Africa.
 - C resolved inter-imperialist conflicts over Africa.
 - D declared the Nile, Niger and Congo river basins as free zones.
 - E declared abolition of slave trade in the European territories.
- (ix) The Indirect rule system
- A was introduced and enforced by Lord Fredrick Lugard.
 - B made most of African chiefs main colonial administrative instruments.
 - C helped the colonial officials to collect taxes easily from the local people.
 - D was more effective in German colonies than in the French West African colonies.
 - E was introduced first in Northern Nigeria among the Islamic emirates.
- (x) The following are the main functions of the Moran in the Masai society.
- A Protect the whole society.
 - B Protect livestock against enemies and wild animals.
 - C Trade with neighbouring societies in order to accumulate more livestock.
 - D Raid neighbouring communities for the purpose of increasing the number of their herds.
 - E Travel far with the herds in search for water and pasture.

SECTION C (60 Marks)

Answer **three (3)** questions from this section.

5. Account for the rapid expansion of slave trade in East Africa during the 19th century.
6. What brought about the Chimurenga war in Southern Rhodesia in 1896 - 1897?
7. Show the role played by Islam in the formation and transformation of states in pre-colonial West Africa.

8. Describe briefly the common characteristics of settler and plantation agriculture in colonial Africa.
9. Why did the Portuguese colonies in Africa engage in armed struggle to liberate themselves?
10. Discuss the role played by the Organisation of Africa Unity (OAU) in the decolonisation of Africa.