

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

012

HISTORY
(For Private Candidates Only)

Time: 3 Hours

Monday, 24th November 2014 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. Cellular phones are **not** allowed in the examination room.
4. All drawings should be in pencil.
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 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.
 - (ii) Which among the following agricultural societies practised age set organization?
 - A Masai and Kikuyu.
 - B Kikuyu and Nyakyusa.
 - C Nyamwezi and Masai.
 - D Masai and Gala.
 - E Gala 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 centres such as Timbuktu and Gao
 - C the rise of Trans-Atlantic Slave Trade
 - D establishment of colonialism in Africa
 - E introduction of legitimate trade.
 - (iv) Which among the following was the impact of the Portuguese rule in Africa?
 - A The rise of the coastal city states such as Kilwa.
 - B Increase of friendship 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 plantation in Zanzibar.
 - (v) Colonial education had a positive results 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.
 - (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 revamp African destructed economy
 - D unify people of Africa and America
 - E reinforce “open door” policy in Africa.

- (vii) The Portuguese were reluctant to surrender their colonies in Africa because
- A the colonies were Portugal provinces
 - B they depended the colonies for their economic survival
 - C they had established good relationship with the natives
 - D Vasco Da Gama had signed treaties with African chiefs
 - E they feared to be considered militarily weak.
- (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.
- (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 adapt capitalist ideology
 - E confiscate the Tanzanian Zambia Railway (TAZARA).
- (x) Which of the following council was formed to supervise the administration of mandated territories?
- A Economic and Social
 - B Administrative
 - C Security
 - D Secretariat
 - E Trusteeship.

2. Match the stems 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	List B
(i) Comprised the British, France and Russia.	A Chewa
(ii) A chartered company headed by Carl Peters.	B UMCA
(iii) The ceremony which marked the passing in of the new leadership and the passing out of the old leadership.	C Mfecane
(iv) Confined slave trade within East Africa.	D Triple Alliance
(v) Caused displacement of people in Southern Africa.	E Communalism
(vi) the traditional legislature.	F IBEACO
(vii) A commission which recommended the establishment of a department of education in the colonies.	G Unyago
(viii) The most prominent independent church in Uganda.	H Katikiro
(ix) A non-exploitative mode of production in which evolution of a society started.	I Hamerton treaty
(x) The pre-colonial professional traders in Angola.	J UPE
	K Triple Entente
	L Jihads
	M GEACO
	N Lukiko
	O Moresby treaty
	P Ubusoka
	Q Phelps Stokes
	R Abamalaki
	S Imbangala
	T Primates

SECTION B (20 Marks)

Answer **all** questions in this section.

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 centre in Western Tanganyika during pre-colonial Long Distance Trade.
- (b) Outline five reasons which pressed the colonialists to prefer peasant cash crops production in the country you have located in (a)(iii) above.
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 specialised for walking and standing.
 - (iii) Man came into existence together with other animals more than thirty millions 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.
- (b) Identify the **incorrect** historical statement in the following items and write its letter beside the item number in your answer booklet.
- (i) A Salt - making was one of the earliest specialization activity in pre-colonial period.
 - B In the East African coast, the Mang'anja obtained salt from a variety of reeds growing in marshy areas.
 - C Some society mined salt from a salt bearing rocks.
 - D The areas around Lake Bangweulu and along river Luapula in Central Africa involved in salt mining.
 - E Salt could also be obtained by evaporating underground water containing salt.

- (ii) A European sailors came to Africa after the discovery of the Mariners' compass during the 15th century.
- B The Portuguese sailors made several expeditions in Africa which were sponsored by Prince Henry.
- C Trading contacts between East Africa and Asia were disturbed by the Portuguese invasion in the East African coast was agriculture.
- D After the Second World War some changes were made in the structure of colonial industries.
- E Import substitution industries intended to meet the consumption needed for the colonial ruling class, settlers and the emerging African petty bourgeoisie.
- (iii) A The industrial sector was given a lesser emphasis during colonial economy.
- B Processing industries were established in Africa so as to facilitate the import of raw materials by reducing the bulkiness.
- C Spinning mills and cotton ginneries were set up in the colonies.
- D After the Second World War some changes were made in the structure of colonial industries.
- E Import substitution industries intended to meet the consumption needed for the colonial ruling class, settlers and the emerging African petty bourgeoisie.
- (iv) A One of the major Post-colonial concerns was to overcome the problems of monocultural production and lack of industries.
- B In some counties, industrial sector was controlled by the state in an attempt to monitor the repatriation of profits by foreign firms after independence.
- C Agricultural sector received great attention as it formed the backbone of the economy of the newly independent states.
- D In an attempt to revive her economy, Ghana diversified its trade patterns by establishing more trade links with the capitalist block after independence.
- E Some post-colonial nations changed their school curricula and expanded primary school enrolment.
- (v) A As the nineteenth century progressed a number of capitalists financed expeditions to Africa to study the areas suitable for future investments.
- B Most of the explorers were interested in waterways and fertile areas.
- C Johan Krapf was sent by German capitalists to explore the Pangani valley and the fertile slopes of the Kilimanjaro in 1846.
- D David Livingstone was sent by the Loyal Geographical Society and the German government to Central and East Africa.
- E By 187s, much of Africa's interior was known to European's capitalist interests through the services of explorers and the missionaries.

SECTION C (60 Marks)

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

5. Examine six obstacles which encountered the British in the process of abolishing Slave Trade in East Africa.
6. Evaluate the outcomes of the 1905 - 1907 resistance against the German colonialists in Tanganyika by giving six points.
7. Analyse six similarities between the French and British colonial administrative systems.
8. Elaborate six effects of colonial economy which were revealed in Africa at independence.
9. Analyse six reasons accounting for the outbreak of the 1950s guerrilla war (Mau Mau) in Kenya.
10. With vivid examples, examine six consequences of the political instability in Africa.