

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
FORM TWO SECONDARY EDUCATION EXAMINATIONS, 2006

0012

HISTORY

TIME: 2 ½ HOURS

INSTRUCTIONS

1. This paper consists of THREE sections: A, B and C.
2. Answer ALL questions in sections A and B and ONLY two in section C.
3. ALL writing must be in black or blue pen.
4. Cellphones are not allowed in the examination room.
5. Write your examination number on every page.
6. ALL answers must be written in this paper.

FOR EXAMINER'S USE ONLY		
QUESTION NUMBER	SCORE	INITIALS OF EXAMINER
1		
2		
3		
4		
5		
6		
7		
TOTAL		

This paper consists of 10 printed pages.

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. For each of the following items choose the best answer from the given alternatives and write its letter in the box provided.

- (i) History is the study of:
A. Past, present and future tenses
B. Past selected information
C. Ujamaa in traditional African societies
D. Man's activities against nature through various stages of development

☐
- (ii) In evolution of man, the use of tools and bi-pedalism were accompanied by the development of man's:
A. Agriculture
B. Brain
C. Limbs
D. Trade

☐
- (iii) Which of the following marked the end of Portuguese rule in East Africa?
A. The rise and fall of Coastal City States
B. The coming of Sultan Seyyid Said to Zanzibar
C. The fall of fort Jesus in Mombasa
D. The coming of Europeans to East Africa

☐
- (iv) One of the effects of early contacts between East Africans and outsiders was:-
A. Depopulation
B. Rise of Coastal City States
C. Unequal Exchange
D. Migration of people from Mozambique to Southern Tanzania

☐
- (v) An important feature in the East African coastal commercial life was the Indian Banyans who were:
A. Capitalists from France
B. Gold miners from France
C. Slave Caravans
D. Traders and money lenders

☐

- (vi) The NOK region in West Africa was famous in:
 A. Agriculture
 B. Pastoralism
 C. Salt making
 D. Iron smelting ☐
- (vii) The major cause of Ngoni migration from South Africa during the 19th century was:
 A. The death of Zwangendaba in 1845
 B. Population pressure leading to scarcity of resources such as fertile land and pasture
 C. Expansion of trade especially Trans-Saharan trade
 D. Failure of vassal states to pay tributes ☐
- (viii) The chronological order of events is usually shown by the following except:
 A. Time-chart
 B. Carbon 14
 C. Time line
 D. Family tree ☐
- (ix) The important effect of iron technology in Africa was:
 A. Expansion of heavy industries
 B. Increase of civil wars
 C. Increase of migration in Africa
 D. Increase of agriculture and population ☐
- (x) The process by which people act on nature while at the same time they enter into relationship with one another is called:
 A. Means of production
 B. Object of labour
 C. Productive forces
 D. Relations of production ☐

2. (a) Match the items in LIST B with those provided in LIST A by writing the correct letter below the corresponding question number in the box provided below:

	LIST A		LIST B
(i)	Industrial Revolution in Europe	A	Slave centres in the interior
(ii)	The porphyry of Eritrean sea	B	Commodities from Asia to East Africa
(iii)	Carbon 14	C	The revived East African Community
(iv)	Barter trade	D	Exchange of goods with goods
(v)	Masai, Karamajong and Nandi	E	Capitalism
(vi)	Makonde and Makua	F	A reason for the abolition of slave trade in East Africa
(vii)	Monsoon winds	G	Clan heritage based on mother
(viii)	Mwai Kibaki	H	Producers, skills, experience and level of science and technology in a society.
(ix)	Productive forces	I	Predominant pastoralist societies in East Africa
(x)	Sword, daggers and silk	J	Greek guide book to East Africa
		K	Culture of Nilotic group
		L	Carried ships from East Africa to Asia and back
		M	Scientific method of fixing dates of Historical findings beyond 5000 years.

Answers

LIST A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
LIST B										

- (b) The following sentences are mixed up. Arrange them in a chronological order from the first to the last by writing the Roman number of each statement in the box below.

- (i) They had land and serfs who paid them in kind or in money.
- (ii) During the 14th and 15th centuries, another important class of businessmen came about.
- (iii) The Atlantic slave trade was a trade which was conducted across the Atlantic Ocean.
- (iv) As a result there was a struggle between these businessmen and the feudal Lords.
- (v) Until then the feudal class was the only important class and had properties.
- (vi) In the 15th century, Portugal and Spain became leading European countries.
- (vii) During this time there were many merchants in Europe.
- (viii) This struggle was common in the Mediterranean Europe including Italy, Portugal, Spain and Holland.
- (ix) The development of the Atlantic slave trade was a result of some industrial development taking place in Europe in the 14th century.
- (x) It was from Africa to America and from there to Europe and back to Africa. That is why this trade was known as the triangular slave trade.

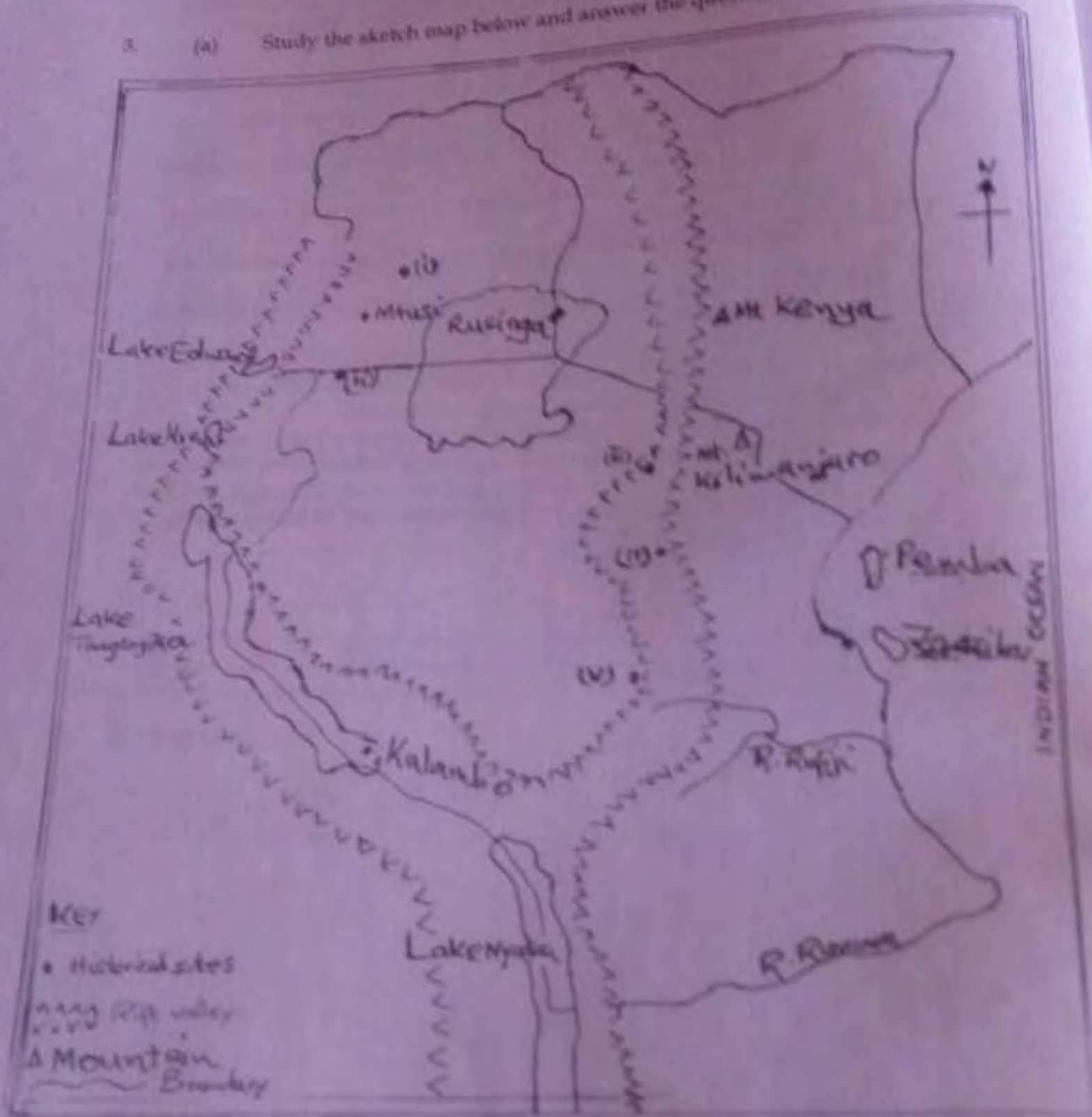
Answers

1	2	3	4	5	6	7	8	9	10

SECTION II (40 MARKS)

SECTION II (40 MARKS)

3. (a) Study the sketch map below and answer the questions that follow:



Let the children:

- (i)
(ii)
(iii)
(iv)
(v)

(d) The
in

- (A)
(B)
(C)
(D)
(E)

List the missing historical sites labelled (i) – (v) on the sketch map.

- (i)
- (ii)
- (iii)
- (iv)
- (v)

(b) The years and the important historical events that took place in Africa are shown in the table below. Write the letter of the year against the corresponding event.

	EVENT		YEAR
(i)	Nguni speaking people crossed river Zambezi.	A	1886
(ii)	The Union of Tanganyika and Zanzibar.	B	1498
(iii)	The Berlin Conference	C	1835
(iv)	Fort Jesus was closed	D	1964
(v)	Dr. Louis Leakey discovered the skull of a black man.	E	1884 – 1885
		F	1959
		G	1998
		H	1698

Answers

EVENT	(i)	(ii)	(iii)	(iv)	(v)
YEAR					

4. In the space provided write TRUE if the statement is correct and FALSE if the statement is not correct.

- (i) Rusinga island, Isimila and Nsongezi are historical sites found in Tanzania. _____
- (ii) Hunters and gatherers differed from crop cultivators because hunters and gatherers entirely depended on nature for their livelihood. _____
- (iii) The main function of Ntemi (Chief) was to settle land and social conflicts. _____
- (iv) The Boer-trek was caused by lack of rainfall. _____

Candidate's No.

- (vi) Explorers were sent by capitalists to assess the wealth of Africa.
- (vii) Tippu Tip was the most notorious and famous slave trade organizer in East and Central Africa.
- (viii) The Moroccan invasion led to the rise of Sudanic empires.
- (ix) The people called Bantu speak different related languages with moderate modification.
- (x) Kabi in 1848 was a home of freed slaves from America and the Caribbean.
- (xi) Salt making by trapping and evaporating sea water was much practised by most of the African societies in the interior.

SECTION C (30 MARKS)

Answer Two questions from this section

3. Differentiate the following historical terms:

(i) Slavery and feudalism

(ii) Old Stone Age and Iron Age

(iii) *Zinjanthropus* and *Homo Habilis*

8. Saiya is a student who is less interested in History. She claims that History is USELESS and that it is a DEAD SUBJECT. Explain how Saiya can be convinced to learn History by showing five major reasons for studying History by any society.

7. Write a short essay about the Ghana Empire using the following hints or guidelines:

- guidelines:
- Where and when was the Ghana Empire established?
 - Who was the founder of this empire?
 - What factors led to the expansion of the empire?
 - What factors led to the decline or fall of the empire?