

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATION COUNCIL
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2001

Instructions

1. This paper has Section A, B and C with a total of Sixteen (16) questions.
2. Answer all questions from Section A and two (2) questions from Section B and C each.
3. Section A carries forty (40) marks and Section B and C carries thirty (30) marks each.
4. Mobile phones are not allowed inside the examination room.
5. Write your Examination Number on every page of your answer booklet.

maktaba.tetea.org



SECTION A (40 Marks)

Answer all questions from this section.

1. State four factors that led to the rise of the Zulu Kingdom in the 19th century.

The emergence of strong leadership under Shaka Zulu, who reorganized the military and introduced new tactics like the short stabbing spear and close combat formations, strengthened the kingdom.

Continuous warfare and conflicts among Nguni-speaking communities led to the consolidation of smaller chiefdoms under Zulu authority for survival and defense.

The development of a centralized administrative system enabled the Zulu Kingdom to maintain order, control resources, and mobilize military forces efficiently.

Control over fertile land and cattle resources increased the Zulu Kingdom's economic base, allowing it to support a large standing army and sustain its population.

2. Mention four benefits of using debates as a teaching strategy in History lessons.

Debates encourage critical thinking as students must research, analyze, and defend different viewpoints on historical issues.

They improve students' public speaking and communication skills, boosting their confidence in presenting arguments clearly and persuasively.

Debates promote teamwork and cooperation as students work in groups to prepare their positions and anticipate opposing views.

The strategy fosters active learning and engagement, as students participate in constructing historical knowledge rather than passively receiving information.

3. Identify four reasons why some African societies adopted Christianity during the colonial period.

Some African societies converted to Christianity to access missionary-provided services such as schools and hospitals, which improved education and healthcare.

Conversion was sometimes a strategic decision to gain protection and favor from colonial administrators and missionaries.

The spread of Christianity offered an alternative to oppressive traditional beliefs and practices, including ritual killings and slavery.

The influence of Christian teachings on peace, equality, and moral conduct attracted individuals who sought social change and personal transformation.

4. List four factors a History teacher should consider when setting classroom rules.

The rules should be clear, specific, and easily understood by all students to avoid confusion and ensure consistent behavior expectations.

Classroom rules must be fair and reasonable, respecting students' rights while promoting discipline and a productive learning environment.

Involving students in the process of setting rules encourages ownership and commitment to following them.

The rules should be enforceable and aligned with the school's general regulations and code of conduct.

5. Give four reasons why the East African Community was re-established in 1999.

The partner states aimed to strengthen economic integration through a common market, customs union, and infrastructure development.

There was a shared interest in promoting regional peace, security, and political stability to support development.

Re-establishing the EAC was intended to improve cross-border trade and investment opportunities for member states.

The revival sought to enhance regional cooperation in social services such as education, health, and environmental management.

6. Outline four ways a History teacher can promote teamwork among students.

The teacher can organize group assignments and projects where students collaborate to research and present historical topics.

Encouraging group discussions and debates allows students to share ideas, listen to others, and build consensus.

Assigning rotating leadership roles within groups helps develop students' leadership and cooperative skills.

Recognizing and rewarding effective teamwork fosters a positive attitude towards group work and collective responsibility.

7. Identify four political challenges faced by post-colonial African governments.

The persistence of ethnic and regional conflicts undermined national unity and political stability in many African states.

Military coups and political instability disrupted governance and development efforts in several post-independence nations.

Corruption and poor leadership weakened state institutions, leading to inefficiency, nepotism, and loss of public trust.

Many governments struggled with the legacy of colonial borders, which ignored ethnic and cultural boundaries, causing internal tensions.

8. Enumerate four reasons why a History teacher should use formative assessment.

Formative assessment provides continuous feedback on students' understanding, allowing the teacher to adjust teaching strategies accordingly.

It helps identify students' strengths and weaknesses early, enabling timely intervention and support where needed.

Formative assessment encourages active participation, as students are frequently involved in tasks that check their progress.

It builds students' confidence by offering opportunities to practice and improve before summative assessments.

9. Mention four roles of NECTA in managing national examinations in Tanzania.

NECTA is responsible for preparing, coordinating, and administering national examinations at primary, secondary, and tertiary levels.

It ensures the security, fairness, and standardization of examinations to maintain credibility and reliability.

NECTA processes and releases examination results, providing feedback to students, schools, and government authorities.

The council advises the government on matters related to assessment policies, curriculum evaluation, and educational quality improvement.

10. Outline four qualities of a good History evaluation tool.

It should be valid, meaning it accurately measures the knowledge, skills, and abilities it is intended to assess.

The tool must be reliable, consistently producing stable and dependable results under similar conditions.

A good evaluation tool should be fair, providing equal opportunities for all students regardless of background or ability.

It should be clear and unambiguous, using straightforward language and instructions to prevent misunderstanding.

SECTION B (30 Marks)

Answer two questions from this section.

11. Discuss six effects of the Mau Mau Rebellion on Kenya's path to independence.

The rebellion exposed the deep-rooted grievances of African communities against colonial rule, forcing the British government to review its policies in Kenya.

It accelerated political reforms as the colonial government gradually lifted restrictions on African political organizations and allowed greater African participation in governance.

The brutality used to suppress the rebellion drew international criticism, putting pressure on Britain to reconsider its colonial administration in Kenya.

The rebellion strengthened African nationalism by uniting different ethnic groups in the struggle for independence, laying a foundation for future political movements.

It led to the arrest and detention of key nationalist leaders, but their sacrifices inspired younger activists and kept the independence agenda alive.

The economic disruption caused by the rebellion, including damaged farms and disrupted trade, weakened the colonial economy and made continued colonial control costly and unsustainable.

12. Explain six ways in which foreign aid has influenced African economies since independence.

Foreign aid has supported infrastructure development by funding the construction of roads, schools, hospitals, and water projects in many African countries.

It has contributed to humanitarian assistance during emergencies like droughts, floods, and disease outbreaks, saving lives and supporting vulnerable populations.

Some foreign aid programs have promoted education and healthcare by financing scholarships, building facilities, and providing essential medical services.

Aid has sometimes increased economic dependency, as many African economies rely heavily on foreign assistance for budget support and project funding.

Certain aid packages have come with political and economic conditions that limit African governments' policy-making freedom and sovereignty.

Poorly managed or misused aid has contributed to corruption and inefficiency in some African countries, diverting resources away from intended development goals.

13. Analyze six factors that contributed to the decline of the Trans-Saharan Trade.

The rise of European maritime trade routes along the West African coast offered faster, safer, and more profitable alternatives to the long, risky desert routes.

The abolition of the slave trade in the 19th century eliminated one of the trade's most profitable commodities, reducing economic incentives.

Increased political instability in West and North African regions disrupted caravan routes and made trade dangerous and unpredictable.

The decline of powerful empires like Mali and Songhai, which had protected trade routes, reduced security and weakened organized trade systems.

European colonization in both West Africa and North Africa shifted economic control and priorities towards colonial interests, sidelining traditional trade networks.

The introduction of railways and modern transportation systems under colonial rule diverted trade flows from the desert routes to coastal ports and cities.

SECTION C (30 Marks)

Answer two questions from this section.

14. Describe six ways a History teacher can use local resources to enhance History lessons.

The teacher can organize visits to nearby historical sites such as old settlements, forts, or monuments to give students firsthand learning experiences.

Inviting local elders or knowledgeable community members to share oral histories and personal accounts of past events makes lessons more relatable.

Using artifacts and cultural objects like traditional tools, clothing, and weapons in class helps illustrate historical practices and lifestyles.

The teacher can incorporate local proverbs, songs, and stories related to historical events to enrich classroom discussions and link history to culture.

Students can be assigned projects to research local historical events, leaders, or customs, encouraging them to value and document their heritage.

Using local newspapers, archives, or museums provides students with access to historical records and evidence within their communities.

15. Analyze five benefits of using a History teacher's guide in lesson preparation.

The guide provides structured lesson plans, helping the teacher organize content, activities, and assessments systematically.

It offers suggested teaching methods and strategies suitable for different topics, saving time and improving lesson effectiveness.

The guide aligns with the official syllabus, ensuring that teachers cover required content and meet curriculum objectives.

It includes sample evaluation tools like quizzes, essay questions, and marking schemes that assist in assessing students accurately.

The teacher's guide suggests relevant teaching aids and resources, enhancing lesson delivery and making abstract concepts easier to understand.

16. Explain in six points how the simulation strategy can be used to teach the sub-topic "The Partition of Africa."

The teacher can assign students roles representing European powers, African leaders, and other stakeholders involved in the Berlin Conference.

A classroom space can be arranged to resemble a conference setting where students present their demands, claims, and interests in Africa.

Students engage in negotiations, making alliances, and discussing territorial boundaries, imitating how European nations divided African territories.

During the simulation, the teacher intervenes to explain historical facts and clarify misunderstandings as students act out events.

After the role-play, students reflect on the experience, discussing the consequences of the partition and its effects on African societies.

The teacher concludes with a summary of the actual historical outcomes and compares them with the students' simulated decisions to reinforce learning.