

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2003

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.

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SECTION A (40 Marks)

Answer all questions from this section.

1. State four reasons why the British used indirect rule in their African colonies.

Indirect rule was cost-effective for the British because it reduced administrative expenses by using existing African chiefs and local leaders to govern on their behalf.

The British lacked sufficient manpower to administer large colonial territories directly, so indirect rule allowed them to control vast areas with minimal personnel.

It helped reduce resistance from African communities since local leaders remained in authority, which gave the impression of preserving traditional systems.

Indirect rule made it easier to collect taxes, maintain law and order, and mobilize labor through familiar local structures.

2. Mention four characteristics of feudalism in pre-colonial African societies.

Land ownership was controlled by kings, chiefs, or landlords, who distributed it to their followers in exchange for labor or military service.

Peasants or common people were expected to provide tribute, labor, or military support to their rulers in return for protection and the right to use land.

The social structure was hierarchical, with clear divisions between ruling elites, warriors, and commoners.

Political power was centralized in the hands of a few landowners or leaders who exercised authority over both land and people.

3. Identify four factors that led to the growth of coastal city-states in East Africa by the 15th century.

The strategic position along the Indian Ocean trade routes allowed city-states to thrive through trade with Arabs, Persians, Indians, and later Europeans.

Availability of valuable trade goods such as gold, ivory, and slaves attracted merchants and boosted economic activity.

The spread of Islam fostered cultural and commercial ties with other Muslim regions, enhancing trade and diplomacy.

The presence of good natural harbors and navigable waters made it easy for merchant ships to dock, increasing trade opportunities.

4. List four reasons why a History teacher should use participatory teaching methods.

Participatory methods actively engage students in the learning process, improving concentration and understanding.

They encourage critical thinking and problem-solving as students are prompted to discuss and analyze historical issues.

These methods foster communication and collaboration skills through group discussions, debates, and presentations.

They help students retain information better because learners are involved in discovering and applying historical knowledge themselves.

5. Give four reasons why African countries adopted multi-party systems after the 1990s.

The end of the Cold War reduced international support for authoritarian regimes, pressuring African governments to adopt democratic reforms.

Internal demands from civil society groups, opposition parties, and youth movements called for greater political freedom and participation.

Economic crises and poor governance in one-party states led to public discontent and demands for accountability.

Donor countries and international financial institutions made aid conditional on political liberalization and the introduction of multi-party democracy.

6. Outline four ways a History teacher can assess students' understanding during a lesson.

The teacher can ask oral questions related to the lesson content to gauge students' recall and comprehension.

Brief written exercises or quizzes during the lesson can test students' grasp of key facts and concepts.

Group discussions and presentations give insight into how well students can explain and apply historical knowledge.

Observation of students' participation and responses during activities provides immediate feedback on their understanding.

7. Identify four economic impacts of the First World War on African colonies.

The war disrupted trade routes and reduced demand for African export products, causing economic hardship.

Colonial governments increased taxes and forced labor to finance war expenses, burdening African communities.

Many African men were conscripted or recruited into military service, reducing the labor force for local agricultural and economic activities.

The war stimulated cash crop production in some areas to meet wartime demands, altering traditional economies.

8. Enumerate four challenges faced by a History teacher when using question-and-answer techniques.

Some students may be shy or reluctant to participate, limiting the effectiveness of classroom interaction.

Time constraints can prevent the teacher from asking enough questions to fully assess the whole class's understanding.

Poorly framed or ambiguous questions might confuse students instead of clarifying concepts.

Dominance by a few outspoken students can discourage quieter learners from contributing.

9. Mention four goals of the Non-Aligned Movement in the context of African countries.

To maintain independence by avoiding alignment with either the Western capitalist bloc or the Eastern communist bloc during the Cold War.

To promote economic cooperation and development among member states without interference from major powers.

To support anti-colonial struggles and the liberation of territories still under colonial rule.

To advocate for international peace, security, and the peaceful resolution of conflicts.

10. Outline four factors to consider when designing a History summative assessment.

The assessment should align with the specific learning objectives and syllabus requirements for the topic covered.

Questions should be varied in format, including short answers, essays, and source-based questions, to test different skills.

The language used must be clear, age-appropriate, and free from ambiguity to avoid misunderstanding.

The assessment should be fair and balanced, covering a range of content areas and levels of difficulty to suit all learners.

SECTION B (30 Marks)

Answer two questions from this section.

11. Explain six effects of the Ngoni Migration on East African societies in the 19th century.

The Ngoni introduced new military tactics, especially the use of short stabbing spears and organized regiments, which changed warfare patterns among East African communities.

Their migration caused widespread displacement as many communities fled to avoid Ngoni attacks, leading to depopulation in some areas.

The Ngoni raids destroyed property, crops, and settlements, disrupting agricultural production and causing famine in affected regions.

They absorbed and assimilated weaker communities into their ranks, which resulted in the spread of Ngoni customs, language, and military practices.

Their presence led to the collapse of some local kingdoms and political systems, as traditional rulers were overthrown or forced to flee.

The migration intensified regional conflicts as other groups organized alliances or improved their defenses to resist Ngoni invasions.

12. Discuss six ways in which colonial infrastructure development impacted African economies.

The construction of railways and roads facilitated the extraction and export of raw materials from African colonies to European markets.

Infrastructure projects opened up previously inaccessible areas, promoting the growth of cash crop plantations and mining industries.

Colonial infrastructure was often designed to serve the interests of settlers and colonial companies rather than African communities.

The development of ports and harbors improved overseas trade but prioritized export-import business over local industries.

Infrastructure projects like railways and bridges created employment opportunities, though often under exploitative and harsh conditions.

Roads and railways disrupted traditional trade routes, undermining indigenous trade systems and shifting economic power to colonial centers.

13. Analyze six factors that delayed industrialization in post-colonial African states.

Many African countries inherited weak, undiversified economies focused on raw material exports, offering little foundation for industrialization.

Limited access to capital and investment restricted the establishment and expansion of modern industries.

Lack of skilled labor due to colonial neglect of technical education left African states dependent on foreign expertise.

Poor infrastructure, including unreliable power supply, inadequate roads, and ports, increased the cost of production and reduced competitiveness.

Political instability and frequent conflicts in several countries discouraged both local and foreign investors.

Heavy reliance on imported manufactured goods undermined efforts to build domestic industries and limited the development of local manufacturing.

SECTION C (30 Marks)

Answer two questions from this section.

14. Describe six techniques a History teacher can use to cater to diverse learners in the classroom.

Using varied teaching methods such as lectures, group discussions, role-plays, and storytelling addresses different learning preferences.

Providing learning materials in multiple formats including visual aids, maps, and audio recordings supports students with different abilities.

Encouraging peer tutoring allows stronger students to assist others, promoting collaborative learning and inclusivity.

Designing flexible assignments with different difficulty levels ensures all students are challenged according to their abilities.

Offering extra support or remedial sessions for students who need additional help reinforces understanding for slow learners.

Using continuous assessment through quizzes, oral questions, and short tasks helps monitor progress and adjust teaching accordingly.

15. Analyze five ways a History scheme of work supports effective teaching.

A scheme of work ensures systematic coverage of the syllabus by outlining the sequence and duration of topics to be taught.

It guides the teacher in setting clear, achievable lesson objectives that align with curriculum requirements.

The scheme of work assists in resource planning by indicating which teaching materials, references, and teaching aids are needed for each lesson.

It provides a framework for time management, ensuring balanced distribution of teaching time across the term or year.

The scheme serves as a reference for school administrators and inspectors to monitor lesson progress and curriculum implementation.

16. Explain in six points how the project-based learning strategy can be used to teach the sub-topic “The Impact of Colonial Rule in Tanzania.”

The teacher can assign students to research specific aspects of colonial rule, such as land alienation, forced labor, or taxation, using available resources.

Students can conduct interviews with elders or review local archives and oral histories to gather firsthand accounts of colonial experiences.

Learners could present their findings through posters, reports, or classroom exhibitions, encouraging creativity and collaboration.

Organizing group projects enables students to focus on different themes like education, health, or resistance movements, promoting comprehensive coverage.

The teacher can guide students to compare the impacts of colonial rule in different regions of Tanzania, developing critical thinking.

At the end of the project, students reflect on their findings and discuss how the colonial experience has influenced modern Tanzania, linking past to present.