

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2004

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 factors that facilitated the establishment of German colonial rule in Tanganyika.

The superior military technology of the Germans, including modern firearms and artillery, gave them a significant advantage over African societies armed with traditional weapons.

Disunity and rivalries among local African societies made it easier for the Germans to conquer them individually rather than facing a united front.

Some African chiefs collaborated with the Germans, either for personal gain or in hopes of protecting their communities, which weakened resistance.

The support of the German government and financial backing from European investors enabled the colonial administration to establish effective control over Tanganyika.

2. Mention four principles of the Ujamaa policy in Tanzania.

Collective ownership of the means of production, especially land and major industries, was a central principle, aiming to reduce economic inequality.

The policy emphasized self-reliance, encouraging Tanzanians to develop their own resources and avoid dependence on foreign aid.

Equal distribution of resources and services was promoted to ensure social justice and reduce class divisions.

Ujamaa villages were established to bring people together in planned communities where they could share resources and work cooperatively.

3. Identify four reasons why some African societies resisted colonial rule.

Africans resisted the loss of their land, which was often confiscated by colonial authorities for settler use or commercial agriculture.

The imposition of taxes and forced labor created economic hardship and resentment, motivating many communities to resist.

Colonial rule undermined traditional political and religious leadership, prompting opposition from leaders and their followers.

Cultural and religious interference by colonial powers threatened African identity and belief systems, fueling resistance movements.

4. List four advantages of using primary sources in teaching History.

Primary sources provide firsthand evidence of past events, making historical study more authentic and meaningful for students.

They help students develop critical thinking skills by analyzing and interpreting original documents, artifacts, or eyewitness accounts.

Using primary sources makes History lessons more engaging by exposing learners to actual materials from the past.

They encourage students to question different perspectives and consider the reliability and bias of historical evidence.

5. Give four reasons why the East African Community collapsed in 1977.

Political differences and ideological conflicts among member states, especially between Tanzania, Kenya, and Uganda, created tensions.

Unequal distribution of benefits from the community's institutions and projects caused dissatisfaction, particularly in Tanzania and Uganda.

Personal rivalries and mistrust between national leaders such as Julius Nyerere, Jomo Kenyatta, and Idi Amin undermined cooperation.

Economic competition and protectionist policies among member states hindered the smooth operation of the common market.

6. Outline four ways a History teacher can encourage student participation in lessons.

The teacher can use open-ended questions that invite students to share their opinions and ideas during class discussions.

Incorporating group activities such as debates, role-plays, or presentations allows students to actively contribute to the learning process.

The teacher should create a supportive environment where students feel free to express their views without fear of criticism.

Using engaging teaching aids such as maps, pictures, and documentaries captures students' attention and prompts participation.

7. Identify four social impacts of the slave trade in East Africa.

The trade caused massive population loss as many people were captured and sold into slavery, weakening communities.

Family structures and social relations were disrupted, with families separated and communities destabilized.

The trade encouraged violence and insecurity, as raids and wars were conducted to capture slaves.

Cultural practices and traditions were affected, with some communities abandoning customs or relocating to escape slave traders.

8. Enumerate four qualities of a good History textbook for secondary school students.

It should be accurate, providing correct facts and balanced interpretations of historical events.

The textbook must be relevant to the national curriculum and address the learning objectives outlined in the syllabus.

It should be well-organized, with clear headings, summaries, and illustrations to aid understanding.

The language used must be simple, clear, and appropriate for the reading level of secondary school students.

9. Mention four challenges faced by pre-colonial African states in maintaining their sovereignty.

Internal conflicts and succession disputes weakened political stability and made states vulnerable to external threats.

Invasions and attacks by neighboring communities or external groups threatened territorial control.

Economic challenges such as drought, famine, or trade disruptions undermined state resources and power.

Lack of modern military technology limited their ability to defend themselves against better-armed invaders.

10. Outline four steps a History teacher should follow when preparing a lesson evaluation.

The teacher should first identify the specific objectives of the lesson to determine what knowledge and skills need to be assessed.

They need to design appropriate assessment tools such as quizzes, oral questions, or observation checklists based on the lesson content.

The teacher should administer the evaluation fairly, ensuring that all students have an equal chance to demonstrate what they've learned.

Finally, the teacher should analyze the evaluation results to identify strengths and weaknesses in student understanding and adjust future lessons accordingly.

SECTION B (30 Marks)

Answer two questions from this section.

11. Discuss six factors that contributed to the decline of the Omani rule in East Africa.

The rise of European colonial powers such as Britain and Germany challenged Omani influence and eventually led to their occupation of East African territories.

Internal conflicts within the Omani ruling family weakened their ability to govern and defend their territories effectively.

The abolition of the slave trade by European powers cut off a major source of wealth for the Omani rulers, diminishing their economic strength.

Local resistance from African communities opposed to foreign domination made it difficult for the Omanis to maintain control over distant coastal settlements.

Economic decline due to reduced trade activities in key commodities like ivory and cloves weakened the financial foundation of Omani rule.

The relocation of the Omani capital from Muscat to Zanzibar split attention and resources between Arabia and East Africa, leading to administrative inefficiencies.

12. Explain six effects of colonial taxation systems on African communities.

Colonial taxes forced Africans into wage labor, compelling them to work on European plantations, mines, and railways to earn money for tax payments.

The financial burden of taxation reduced household incomes, leading to poverty and limiting the ability of families to meet their basic needs.

Taxes undermined traditional African leadership structures as colonial authorities often appointed new chiefs responsible for tax collection.

The imposition of taxes caused widespread dissatisfaction and sparked revolts and resistance in many African communities.

Taxation disrupted traditional economies by forcing communities to prioritize cash crop farming over subsistence agriculture to meet tax demands.

The need for cash to pay taxes led to increased migration of African men to urban centers, destabilizing rural family and community life.

13. Analyze six contributions of Pan-Africanism to the decolonization of Africa.

Pan-Africanism fostered unity among Africans by promoting the idea of shared identity and collective struggle against colonial oppression.

It provided a platform for African leaders to meet, exchange ideas, and coordinate strategies for achieving independence.

Pan-African congresses and conferences raised international awareness about colonial injustices, putting pressure on colonial powers to reform.

The movement inspired nationalist leaders like Kwame Nkrumah and Julius Nyerere, who played crucial roles in their countries' independence struggles.

Pan-African publications, speeches, and campaigns encouraged mass mobilization within African societies against colonial rule.

It laid the foundation for post-independence regional organizations like the Organization of African Unity (OAU) that supported the remaining liberation movements.

SECTION C (30 Marks)

Answer two questions from this section.

14. Describe six ways a History teacher can integrate local history into the curriculum to enhance learning.

The teacher can organize visits to local historical sites such as monuments, battlefields, or ancient settlements to provide students with firsthand historical experiences.

Inviting local elders or community historians to share oral traditions and stories helps preserve indigenous knowledge and engage students.

Including case studies of significant local events, leaders, or movements within national history topics makes lessons relatable to students' environments.

Assigning students to research family or community histories encourages them to connect personal narratives with broader historical themes.

Using local artifacts, pictures, and documents as teaching aids makes history tangible and fosters deeper interest.

Organizing drama or role-play activities based on local historical events encourages active participation and cultural pride.

15. Analyze five benefits of maintaining an up-to-date History log book.

A History log book provides a clear record of topics covered, making it easier for teachers to track lesson progress and ensure syllabus coverage.

It helps teachers reflect on the effectiveness of each lesson, identifying areas that need improvement or follow-up.

The log book serves as an accountability tool, showing school administrators and inspectors the teaching schedule and progress.

It assists in lesson planning by providing a reference for future classes on which methods and activities worked well.

An up-to-date log book helps maintain continuity in cases where a substitute teacher needs to take over a class.

16. Explain in six points how the brainstorming strategy can be used to teach the sub-topic “The Great Depression and its Impact on Africa.”

The teacher can begin the lesson by asking students what they already know about the Great Depression, encouraging them to share ideas freely.

Students should be prompted to suggest possible causes of the Great Depression based on prior knowledge or assumptions.

The teacher then guides the students to brainstorm how an economic crisis in Europe and America could affect African colonies.

Students can list possible impacts such as reduced export prices, unemployment, and social unrest, fostering critical thinking.

The teacher organizes students' ideas on the board into categories like economic, social, and political effects, promoting structured learning.

Finally, the teacher summarizes the discussion, linking students' contributions to historical facts, and clarifies misconceptions while expanding on accurate points.