

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2005

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 reasons why the Berlin Conference of 1884–1885 was convened to partition Africa.

- Regulate European competition - The Berlin Conference was convened to manage the intense competition among European powers, such as Britain, France, and Germany, to avoid conflicts over African territories.
- Establish trade rules - It aimed to ensure free trade and navigation along major African rivers, like the Congo and Niger, for all European nations.
- Control the slave trade - The conference sought to suppress the slave trade by promoting “legitimate” commerce and European influence in Africa.
- Formalize colonization - It provided a framework for European powers to claim African territories by requiring effective occupation and notification of claims.

2. Mention four characteristics of a good History lesson plan.

- Clear objectives - A good History lesson plan includes specific, measurable learning objectives that outline what students should achieve by the end of the lesson.
- Structured activities - It contains well-organized teaching and learning activities, sequenced to build understanding progressively.
- Relevant resources - The plan identifies appropriate teaching aids, such as maps or primary sources, to support lesson delivery.
- Assessment methods - It incorporates strategies to evaluate students’ understanding, such as quizzes or discussions, to measure learning outcomes.

3. Identify four factors that led to the rise of nationalism in Africa after 1945.

- Impact of World War II - African soldiers’ participation in the war exposed them to ideas of freedom and self-determination, inspiring nationalist movements.
- Education and elites - Increased access to education created an African elite who advocated for independence and challenged colonial rule.
- Pan-Africanism - The growth of Pan-Africanist ideas, especially after the 1945 Manchester Conference, galvanized demands for self-rule.
- Weakened colonial powers - European powers, weakened economically and politically after the war, faced difficulties maintaining control over colonies.

4. List four challenges faced by African societies during the transition to colonial rule.

- Loss of sovereignty - African societies lost political independence as colonial powers imposed foreign governance structures.
- Land alienation - Colonial authorities seized land for settler agriculture and infrastructure, displacing local communities.
- Cultural disruption - Traditional practices and beliefs were undermined by missionary activities and colonial policies.
- Economic exploitation - African societies were subjected to heavy taxation and forced labor to support colonial economies.

5. Give four reasons why the Maji Maji Rebellion (1905–1907) failed in Tanganyika.

- Lack of unity - The rebellion involved diverse ethnic groups with no centralized leadership, leading to poor coordination.
- Superior German weaponry - The Germans used advanced firearms and machine guns, overpowering the rebels' traditional weapons.
- Brutal suppression - The German scorched-earth policy, including burning villages and crops, weakened the rebels' resources.
- Failure of Maji medicine - The belief in the protective power of "Maji" water failed to shield rebels from bullets, demoralizing fighters.

6. Outline four roles of a History teacher in fostering critical thinking among students.

- Asking probing questions - The teacher poses open-ended questions to encourage students to analyze historical events and draw conclusions.
- Encouraging debates - Organizing debates on historical topics helps students evaluate different perspectives and develop reasoning skills.
- Using primary sources - The teacher provides documents or artifacts for students to interpret, promoting analytical thinking.
- Facilitating discussions - Guiding group discussions on complex historical issues helps students question assumptions and think critically.

7. Identify four economic policies introduced by the colonial government in Tanganyika to exploit resources.

- Forced cash crop production - Africans were compelled to grow crops like cotton and coffee to meet colonial export demands.
- Taxation - Hut and poll taxes were imposed to force Africans into wage labor or cash crop farming to pay taxes.

- Land alienation - Large tracts of fertile land were allocated to European settlers for plantations, displacing local farmers.
- Forced labor - Africans were coerced into working on colonial projects, such as railway construction, with little or no pay.

8. Enumerate four benefits of using group discussions as a teaching strategy in History lessons.

- Promotes active participation - Group discussions encourage all students to contribute ideas, enhancing engagement with historical topics.
- Enhances critical thinking - Students analyze and debate historical events, developing deeper understanding and reasoning skills.
- Fosters collaboration - Working in groups builds teamwork and communication skills among students.
- Encourages diverse perspectives - Discussions allow students to share varied viewpoints, enriching their understanding of historical issues.

****9. Mention four objectives of the Tanzanian Development Vision 2025.****

1. Achieve high-quality livelihood - The vision aims to improve living standards through access to education, health, and economic opportunities.
2. Promote good governance - It seeks to establish transparent, accountable, and participatory governance systems.
3. Develop a competitive economy - The vision focuses on building a diversified and resilient economy to reduce poverty.
4. Ensure sustainable development - It emphasizes environmental conservation and sustainable resource use for future generations.

10. Outline four factors to consider when selecting teaching aids for a History lesson.

- Relevance to content - Teaching aids, like maps or documents, should directly support the lesson's objectives and topic.
- Student level - Aids should match the students' age, comprehension level, and prior knowledge for effective learning.
- Availability and accessibility - The teacher should choose aids that are readily available and affordable within the school's resources.
- Engagement potential - Select aids that are visually appealing or interactive to capture students' interest and enhance understanding

SECTION B (30 Marks)

Page 4 of 7

Find this and other free resources at: <https://maktaba.tetea.org>

Prepared by Maria Marco for TETEA

Answer two questions from this section.

11. Explain six impacts of the Trans-Saharan Trade on West African societies.

Economic growth - The trade in gold, salt, and slaves enriched West African states like Mali and Songhai, boosting their economies.

Urbanization - Trading centers like Timbuktu and Gao developed into major cities, fostering commerce and cultural exchange.

Spread of Islam - Arab traders introduced Islam, which became a dominant religion and influenced governance and education.

Cultural exchange - The trade facilitated the exchange of ideas, technology, and goods between West Africa and North Africa.

Social stratification - Wealth from trade created a class of rich merchants and rulers, widening social inequalities.

Political centralization - The wealth and power from trade enabled states like Mali to develop strong centralized governments.

12. Analyze six challenges faced by Tanzania in implementing the Arusha Declaration's socialist policies.

Lack of skilled manpower - Tanzania lacked trained professionals to manage and implement socialist programs effectively.

Economic dependency - Reliance on foreign aid and markets contradicted the goal of self-reliance, hindering policy success.

Resistance to Ujamaa villages - Many rural communities resisted forced resettlement into Ujamaa villages, disrupting agricultural productivity.

Insufficient infrastructure - Poor roads and communication systems made it difficult to coordinate socialist programs nationwide.

Bureaucratic inefficiencies - Corruption and mismanagement in state institutions undermined the implementation of socialist policies.

Limited industrial base - Tanzania's underdeveloped industrial sector could not support the ambitious goals of economic self-sufficiency.

13. Discuss six ways in which colonial education systems affected African societies.

Limited access - Education was restricted to a small elite, leaving most Africans without access to formal schooling.

Cultural alienation - Mission schools emphasized European values, eroding traditional African cultures and languages.

Economic exploitation - Education trained Africans for low-level jobs, such as clerks, to serve colonial administration rather than leadership roles.

Social stratification - Educated Africans formed a new elite class, creating divisions within communities based on access to education.

Political awareness - Exposure to Western ideas inspired some educated Africans to challenge colonial rule and demand independence.

Gender disparities - Education was primarily offered to males, marginalizing women and reinforcing gender inequalities.

SECTION C (30 Marks)

Answer two questions from this section.

14. Describe six strategies a History teacher can use to make lessons more engaging for students.

Use of storytelling - Presenting historical events as narratives captures students' interest and makes lessons memorable.

Incorporate visual aids - Maps, timelines, and images help students visualize historical events and enhance understanding.

Organize debates - Debates on historical issues encourage critical thinking and active participation among students.

Use role-playing - Assigning students roles as historical figures makes lessons interactive and relatable.

Conduct field trips - Visits to museums or historical sites provide hands-on experiences that bring history to life.

Relate to current events - Connecting historical topics to modern issues helps students see their relevance and stay engaged.

15. Analyze five reasons why a History teacher should use a variety of assessment methods.

Page 6 of 7

Find this and other free resources at: <https://maktaba.tetea.org>

Prepared by Maria Marco for TETEA

Cater to diverse learners - Different methods, like essays, quizzes, or projects, accommodate varied learning styles and abilities.

Measure different skills - Varied assessments evaluate knowledge, critical thinking, and practical skills, providing a holistic view of student progress.

Enhance engagement - Diverse methods, such as group presentations, keep students motivated and interested in assessments.

Provide accurate feedback - Multiple methods offer a comprehensive understanding of students' strengths and areas for improvement.

Ensure fairness - Using various assessments reduces bias and errors of error and ensures equitable evaluation of students.

16. Explain in six points how role-playing can be used to teach the sub-topic “The Scramble for Africa.”

Assign roles - Assign students roles as European powers, African leaders, or colonial officials to represent different perspectives in the Scramble for Africa.

Set the context - Provide a brief overview of the Scramble for Africa, explaining the motives and events leading to colonization.

Create scenarios - Develop scenarios, such as negotiations at the Berlin Conference or African resistance, for students to act out.

Encourage research - Have students research their roles to ensure accurate portrayal of historical figures or groups.

Facilitate the role-play - Guide students through the activity, ensuring they stay focused on historical accuracy and key issues.

Debrief and reflect - After the role-play, discuss the outcomes, lessons learned, and how they relate to the historical context of the Scramble.