

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2006

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 for the decline of the Trans-Saharan trade.

The emergence of European maritime trade routes around the Cape of Good Hope in the 15th century provided an alternative and faster way to access African goods and Asian markets, reducing the importance of the overland Trans-Saharan routes.

Political instability, including wars and conflicts in the Sahara and surrounding regions, made trade routes unsafe and discouraged merchants from undertaking the long and risky journey.

The depletion of key trade goods like gold in West African regions decreased the volume and value of goods being traded across the Sahara, leading to reduced trade activity.

Harsh environmental conditions and the spread of diseases such as malaria along the trade routes made travel dangerous and limited the number of traders willing to risk the journey.

2. Identify four problems faced by African traders in the 19th century.

African traders were burdened with heavy taxes and trade restrictions imposed by colonial administrations, which increased their operating costs and reduced profits.

They faced stiff competition from European traders who had better access to goods, capital, and markets, often pushing African traders out of profitable trade sectors.

Poor infrastructure, such as inadequate roads, railways, and port facilities, made it difficult to transport goods efficiently and increased the cost and time of trade.

Security threats, including banditry and tribal conflicts, made trading dangerous and sometimes led to loss of goods or life, discouraging many traders.

3. List four reasons why Europeans sought colonies in Africa.

Europeans wanted to acquire raw materials such as minerals, rubber, and timber to supply their rapidly growing industrial economies back home.

They sought new markets in African colonies to sell their manufactured goods, which helped sustain their industries and economies.

European nations competed to increase their political power and prestige by acquiring more territories, believing colonies enhanced their status as global powers.

Many Europeans felt a missionary duty to spread Christianity and European cultural values, seeing colonization as a way to “civilize” African societies.

4. Mention four challenges facing Tanzanian industries since independence.

Lack of modern technology and adequately trained skilled workers has hindered the ability of industries to improve productivity and quality.

Inadequate infrastructure, especially unreliable electricity supply and poor transport networks, increases production costs and reduces competitiveness.

The influx of cheap imported goods makes it difficult for local industries to compete, resulting in many industries struggling to survive.

Limited access to financial resources and investment restricts the expansion and modernization needed for industrial growth.

5. Provide four characteristics of communal societies in pre-colonial Africa.

Land and natural resources were owned collectively by the entire community rather than by individuals, ensuring shared access and use.

Decisions affecting the community were made communally, often through consensus in councils or by elders, emphasizing collective responsibility.

Social relations were built on strong bonds of kinship and mutual support, ensuring that members helped each other during times of need.

Economic activities were organized to serve the needs of the community as a whole rather than focusing on individual profit, promoting social equality.

6. State four ways the East African coastal city-states benefited from Indian Ocean trade.

City-states like Kilwa and Mombasa accumulated wealth by controlling and taxing the movement of goods such as gold, ivory, and spices.

The trade brought cultural exchange, making these cities centers for Islam, art, language, and learning, enriching their cultural life.

Urban growth was stimulated, with development of infrastructure including ports, markets, and public buildings to support the flourishing trade.

They accessed luxury goods such as porcelain, textiles, and metals, which improved the standard of living and social status of their inhabitants.

7. List four major causes of African resistances against colonialism.

Loss of ancestral land and disruption of traditional leadership structures provoked resentment and resistance among communities.

Forced labor policies and heavy taxation imposed by colonial governments caused economic hardship and anger.

Colonial interference in cultural and religious practices was seen as an attack on African identities, leading to opposition.

Political marginalization and denial of participation in governance led Africans to resist colonial domination.

8. Identify four effects of colonial taxation on African communities.

Colonial taxes forced Africans to participate in the cash economy, often requiring them to work in colonial enterprises to earn money for tax payments.

The financial burden of taxation led to widespread poverty, limiting the ability of families to meet basic needs like food and shelter.

Traditional authorities lost power as colonial officials took over tax collection and governance roles.

The imposition of taxes sparked social unrest and uprisings, as many communities resisted what they saw as unjust exploitation.

9. Provide four reasons for the development of strong states in pre-colonial Africa.

Control of strategic trade routes allowed some states to accumulate wealth and influence by taxing goods passing through their territories.

Strong military forces protected these states from external threats and enabled them to expand their territories.

Centralized leadership allowed for efficient administration, resource management, and law enforcement within these states.

Access to fertile land and natural resources supported agricultural surplus, which sustained populations and supported economic growth.

10. Mention four types of History assessment tools.

Written examinations and quizzes measure students' knowledge recall and understanding of historical facts and concepts.

Essays and research papers assess students' ability to analyze, interpret, and present historical arguments in a structured format.

Oral presentations and debates evaluate students' communication skills and ability to engage with historical topics critically.

Projects and assignments test practical research skills, creativity, and application of historical methods to explore specific topics.

SECTION B (30 Marks)

Answer two questions from this section.

11. Imagine you're reviewing a History textbook that neglects the role of women in African resistance. Suggest six historical examples or contributions of African women that should be included in the book.

Queen Nzinga of Angola led armed resistance against Portuguese colonial forces in the 17th century, using both military tactics and diplomacy to defend her people's sovereignty.

Yaa Asantewaa of the Ashanti Kingdom in present-day Ghana organized and led the Ashanti war of resistance against British colonial rule in 1900.

Funmilayo Ransome-Kuti was a Nigerian nationalist and activist who mobilized women against colonial taxation policies in the 1940s and fought for women's rights.

Mothers and women in Mau Mau uprising in Kenya played crucial roles by providing intelligence, food supplies, and moral support to fighters during the 1950s anti-colonial struggle.

The Aba Women's Riot of 1929 in Nigeria was led by women protesting colonial taxation and policies, demonstrating organized female resistance against colonial authorities.

Sarah Baartman, though not a direct resistor, symbolizes the exploitation and objectification African women endured under colonialism, which inspired later feminist and anti-colonial movements.

12. A research team proposes that teaching History should focus more on African leaders after independence than colonial history. Evaluate six potential benefits and limitations of this suggestion.

Focusing on post-independence leaders highlights African agency and achievements, inspiring students to appreciate their own history beyond colonial narratives.

It promotes understanding of contemporary political and social issues rooted in post-independence governance.

Students gain knowledge of national development efforts and challenges faced after independence.

However, neglecting colonial history risks losing context about the roots of many present-day issues, making it harder to fully understand current events.

Ignoring colonialism could lead to underestimating the impact of colonial policies on African societies and governance structures.

Students might lack awareness of the struggles and resistance that preceded independence, weakening appreciation for the sacrifices made.

13. In a history symposium, a guest speaker claims that African economies were deliberately underdeveloped during colonialism. Discuss six historical practices that support this argument.

Colonial powers focused on extracting raw materials for export rather than developing local industries or diversifying economies.

Infrastructure such as railways and ports was designed primarily to move resources to coastal ports, not to connect internal markets or encourage domestic trade.

Colonial authorities discouraged or outright banned African industrial ventures to prevent competition with European businesses.

Education systems were limited, producing few skilled Africans capable of running modern economies.

Land policies dispossessed Africans of fertile land, pushing them into subsistence farming and limiting commercial agriculture.

Colonial taxation and forced labor extracted wealth from African communities without reinvesting in local economic development.

SECTION C (30 Marks)

Answer two questions from this section.

14. **A History teacher decides to combine lecture and role-play methods when teaching about the Berlin Conference. Analyse seven reasons why this mixed-method approach would be more effective than using lecture alone.**

Role-play actively involves students, making the learning experience more engaging and memorable than passive listening.

It allows students to empathize with historical figures by acting out their perspectives, deepening understanding of motivations and conflicts.

The lecture provides structured, factual information that ensures students have a clear foundation of the event's background.

Combining methods caters to different learning styles, addressing both auditory learners (lecture) and kinesthetic learners (role-play).

Role-play encourages critical thinking as students negotiate, debate, and make decisions like the historical actors did.

The interaction during role-play builds communication and teamwork skills.

Using both methods prevents monotony and keeps students interested, improving knowledge retention.

15. **The Tanzanian government plans to develop tourism based on historical sites. As a History professional, outline six historical sites you would recommend and explain the significance of each.**

Olduvai Gorge is significant as the "Cradle of Mankind" where some of the earliest human fossils were discovered, offering insights into human evolution.

Bagamoyo Town was a key port in the 19th-century Indian Ocean trade and the starting point of many caravan routes; it reflects Tanzania's trade and missionary history.

Kilwa Kisiwani was a powerful Swahili city-state and important trading center with ruins that illustrate the rich history of coastal trade and Islamic culture.

The National Museum in Dar es Salaam preserves artifacts and documents Tanzania's colonial and post-colonial history, making it important for cultural education.

Ruins of Kondoa Rock Art Sites provide evidence of ancient human settlement and artistic expression, showing early cultural development.

Mafia Island was historically a center for early trade and coral stone architecture, representing coastal life and trade networks.

16. **Discuss six reasons why multiparty politics faced resistance in newly independent African states.**

Many ruling parties feared that multiparty systems would lead to ethnic divisions and threaten national unity.

Leaders preferred one-party systems to maintain control and avoid political competition.

Weak political institutions and limited democratic experience made managing multiparty politics challenging.

Some states lacked the infrastructure to support free and fair elections across diverse and often remote populations.

External influences sometimes supported authoritarian regimes to ensure political stability favorable to their interests.

Fear of instability and potential violence discouraged political leaders from encouraging multiparty democracy.