

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

712

**HISTORY**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2007**

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**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.



## SECTION A (40 Marks)

Answer all questions from this section.

### 1. State four political results of long distance trade in East Africa.

Long distance trade led to the rise of powerful coastal city-states such as Kilwa and Mombasa that gained political control because they regulated and protected the trade routes, which increased their influence in the region.

The trade encouraged the development of centralized political systems because controlling and taxing trade required strong leadership and organized governance.

Political alliances formed between local rulers and foreign traders as rulers sought to strengthen their authority and secure trade benefits by cooperating with influential merchant groups.

Islam was introduced through trade, and this new religion influenced the political and legal systems along the coast by introducing Islamic governance principles and laws.

### 2. List four weaknesses of colonial agricultural policies in Africa.

Colonial policies emphasized cash crops for export instead of food crops, which caused food shortages and made local populations vulnerable to famine.

These policies disrupted traditional farming systems and land ownership, undermining farmers' established methods and social structures.

Forced labor and high taxes on African farmers lowered their motivation and reduced productivity, as many were compelled to work under unfair conditions.

There was minimal investment in improving agricultural infrastructure or technology, which limited the ability of local agriculture to develop sustainably.

### 3. Mention four factors which influenced African migration before the 19th century.

Environmental challenges like drought and soil exhaustion forced communities to move to areas with better farming conditions to sustain their livelihoods.

Wars and conflicts displaced people, compelling them to seek safer places away from violence.

Economic motives such as searching for fertile land and trade opportunities encouraged groups to migrate to more prosperous regions.

Population pressure and social factors, including the need for new settlements and escaping social tensions, also influenced migration decisions.

### 4. Identify four qualities of a competent History teacher.

A competent History teacher has in-depth knowledge of historical facts and contexts, enabling them to provide accurate and meaningful lessons.

They communicate clearly and engage students through interactive teaching, making history interesting and understandable.

Good organizational skills allow them to plan lessons that build logically and help students progress in their understanding.

They encourage critical thinking and respect different viewpoints, fostering a classroom environment where students can analyze and debate historical issues.

**5. List four reasons for the spread of Islam along the East African coast.**

Muslim traders introduced Islam through their extensive trade networks, bringing religious ideas to the coastal communities.

Islam offered a common religious and legal framework that helped unify diverse groups along the coast, facilitating cooperation and trade.

Intermarriages between Muslim traders and local people helped spread Islamic culture and beliefs within the population.

The construction of mosques and Islamic schools provided places for worship and education, encouraging conversion and the growth of Islamic communities.

**6. Provide four benefits of conducting summative evaluation in History teaching.**

Summative evaluation measures students' overall mastery of historical content, showing how well they have learned the material.

It provides feedback to teachers about the effectiveness of their teaching, highlighting which areas may need improvement.

It helps identify gaps in student learning so that future lessons can target these weaknesses.

Summative assessments motivate students to study regularly and consolidate their understanding in preparation for exams.

**7. State four limitations of using oral traditions as historical evidence.**

Oral traditions can change over time as stories are passed down, leading to inaccuracies from memory lapses or intentional changes.

They may be biased, reflecting the perspective of certain groups or individuals, which can distort the historical account.

Oral histories often mix factual events with myths or symbolic stories, making it difficult to separate truth from legend.

They lack precise dates or chronological order, which complicates the task of placing events accurately in time.

**8. Mention four roles of elders in preserving African history before colonialism.**

Elders acted as custodians of their communities' history, preserving cultural knowledge and traditions through oral transmission.

They told stories, proverbs, and genealogies that passed historical information from one generation to the next.

Elders played a role in settling disputes by applying historical precedents and customary laws to resolve conflicts.

They taught younger members of the community about their heritage, values, and social responsibilities to maintain cultural continuity.

**9. Provide four advantages of group discussion in a History lesson.**

Group discussions allow students to share different viewpoints, which deepens their understanding by exposing them to multiple perspectives.

They improve students' communication skills as they practice articulating and defending their ideas to others.

Discussions promote active participation, keeping students engaged and involved in the learning process.

They help clarify complex ideas because peers can explain concepts to each other in ways that may be easier to understand.

**10. List four importance of History to national development.**

History helps build national identity by connecting citizens to their shared cultural heritage and past struggles.

It provides lessons from previous successes and failures, guiding current leaders and policymakers in decisionmaking.

History promotes patriotism and unity by reminding people of common experiences and achievements.

It helps resolve conflicts by providing context to historical grievances, encouraging reconciliation and understanding.

**SECTION B (30 Marks)**

Answer two questions from this section.

**11. A group of History students debate whether colonial rule benefited African societies economically. If you were to oppose this view, explain six historical facts you would use to support your argument.**

Colonial powers mainly extracted raw materials and natural resources from Africa to benefit their own industries, with little reinvestment into African economies.

Traditional industries and crafts were often destroyed or marginalized by imported European manufactured goods, weakening local economies.

Infrastructure such as railways and ports was primarily built to facilitate resource extraction and export rather than to develop local economies or connect African regions.

Forced labor systems and heavy taxation on Africans reduced their income and economic autonomy, creating poverty and resentment.

Education and skill training were limited under colonial rule, restricting Africans' ability to participate fully in economic development.

The focus on cash crops for export disrupted food production, leading to food insecurity and making African economies vulnerable.

**12. You are tasked to guide a History student researching the effects of Neo-colonialism in contemporary Africa. Recommend six areas of investigation the student should focus on.**

The economic dependence of African countries on former colonial powers through trade imbalances and foreign debt.

Political interference by multinational corporations and foreign governments in African domestic affairs.

The role and influence of international financial institutions such as the IMF and World Bank in shaping African policies.

Cultural imperialism and its impact on African identities, traditions, and education systems.

Foreign control or exploitation of natural resources by multinational companies.

The presence and impact of foreign military bases and security agreements on African sovereignty.

**13. Suppose African nationalist movements had refused any negotiations with colonial governments. Examine six possible consequences this decision might have had on African decolonisation.**

Independence struggles would likely have been prolonged, leading to more violent conflicts and wars.

The human and economic costs of liberation would have increased significantly, affecting both Africans and colonizers.

International sympathy and support for African causes might have diminished if nationalist movements were seen as inflexible or uncompromising.

Colonial governments could have delayed granting independence, prolonging exploitation and oppression.

Internal divisions within nationalist movements might have deepened over strategies and leadership disputes.

The absence of negotiated transitions could have resulted in political instability and weak governance after independence.

**SECTION C (30 Marks)**

Answer two questions from this section.

**14. A History teacher plans to use discovery learning for the topic “Pre-colonial Economic Activities.” Identify seven steps the teacher should follow to implement this strategy effectively.**

The teacher should start by presenting an open-ended question or problem related to pre-colonial economic activities to spark curiosity.

Students should be encouraged to research and collect information from available resources such as texts, maps, or artifacts.

The teacher facilitates group discussions where students share their findings and ideas.

Students analyze the information to identify patterns, causes, and effects related to economic activities.

The teacher provides guidance and resources to help clarify concepts and support inquiry.

Students present their discoveries to the class through reports, presentations, or demonstrations.

Finally, the teacher summarizes the lesson by linking students' findings to key historical concepts and facts.

**15. During a seminar, a presenter argues that African nationalism was largely shaped by international events. Discuss six external events or factors that significantly influenced African nationalism.**

The American and French revolutions introduced ideas of liberty, equality, and self-governance that inspired African nationalists.

World War I exposed African soldiers to political ideas and the contradictions of fighting for freedom abroad while being oppressed at home.

The Russian Revolution inspired anti-colonial and socialist ideologies that influenced nationalist movements.

The creation of the United Nations emphasized the right to self-determination for colonized peoples.

Decolonization movements in Asia, especially India's independence, served as a model and motivation for African nationalists.

The Cold War rivalry led the US and USSR to support African nationalist movements as part of their global strategic competition.

**16. Assess six reasons why some African states have failed to maintain political stability despite gaining independence over five decades ago.**

Ethnic and tribal divisions have caused conflicts and weakened national unity in many African states.

Weak institutions and widespread corruption have undermined effective governance and rule of law.

Colonial borders grouped diverse and sometimes hostile groups into artificial states lacking cohesion.

Economic challenges, including poverty, unemployment, and inequality, have fueled social unrest.

External interference and support for rival factions have destabilized governments.

Poor resource management and unequal distribution of wealth have caused dissatisfaction and rebellion.