

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2008

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. List four outcomes of the Berlin Conference of 1884–1885.

The Berlin Conference divided Africa into spheres of influence among European powers without consulting African leaders. This formalized European territorial claims and marked the start of direct colonial rule.

It established the principle of effective occupation, where a colonial power could only claim a territory if it demonstrated actual control over it through military presence or administration.

The conference guaranteed free navigation for all nations along important African rivers like the Congo and Niger, aiming to avoid conflicts over trade routes.

It agreed to abolish the slave trade in the territories controlled by European powers, though in practice, forced labor continued in different forms during colonial rule.

2. State four forms of forced labor used in colonial East Africa.

Porterage involved Africans being compelled to carry goods for colonial caravans and military expeditions, often over long distances with little or no pay.

Road and railway construction labor forced Africans to work on infrastructure projects that served colonial economic interests, usually under harsh conditions.

Plantation labor required Africans to work on settler farms growing cash crops such as coffee and sisal, often through coercion and unfair wages.

Tax labor forced Africans to work to earn money needed to pay colonial taxes like hut tax or poll tax, effectively binding them to colonial plantations and industries.

3. Mention four qualities of a good History scheme of work.

It must align with the national History syllabus and cover all topics intended for the term or year, ensuring comprehensive content delivery.

A good scheme should arrange topics logically, progressing from simple to complex concepts for effective learning.

It should indicate clear objectives for each topic, detailing what students are expected to achieve after each lesson.

The scheme must be flexible, allowing for adjustments due to unforeseen events like public holidays, school closures, or special programs.

4. Provide four importance of pre-colonial inter-community trade in Africa.

Trade allowed communities to acquire goods they did not produce locally, like salt, iron tools, and cloth, improving their material welfare.

It facilitated cultural exchanges as traders carried ideas, languages, customs, and religious beliefs like Islam across different regions.

The trade generated wealth for powerful leaders and kingdoms, enabling them to maintain armies and expand their territories.

It established diplomatic relations and alliances between different communities, promoting peace and cooperation in trade zones.

5. Identify four objectives of the African Union (AU).

To promote political, social, and economic integration among African countries, fostering unity and development.

To defend the sovereignty, independence, and territorial integrity of African states against external interference.

To accelerate economic growth and sustainable development by coordinating common policies on trade, industry, and infrastructure.

To advocate for peace, security, and stability through conflict resolution, military intervention in crises, and promoting good governance.

6. State four weaknesses of colonial health services in Africa.

Colonial health services prioritized the welfare of European settlers and soldiers, neglecting the needs of the African majority.

Health facilities were concentrated in urban centers and settler areas, leaving rural African communities with little or no access.

Medical services were inadequate and underfunded, often offering poor quality care to African patients.

Public health policies focused more on protecting colonial economies from epidemics than addressing African health issues.

7. Mention four duties of a History guest speaker in a school setting.

A guest speaker provides expert knowledge on specific historical topics, offering perspectives beyond classroom teaching.

They serve to motivate students by sharing real-life experiences or historical research that connects theory to practice.

Guest speakers can demonstrate the relevance of History in modern careers such as journalism, heritage management, or diplomacy.

They engage students in discussions, allowing learners to ask questions and clarify complex historical concepts.

8. List four sources of historical information other than oral traditions.

Written records, such as official colonial reports, letters, and books, provide documented evidence of past events.

Archaeological findings, including tools, pottery, and ruins, reveal information about ancient societies and their lifestyles.

Historical sites like battlefields, monuments, and ancient settlements offer material evidence of significant historical events.

Linguistic evidence, such as place names and loanwords, traces historical migrations, contacts, and cultural exchanges.

9. Identify four features of indirect rule in British colonies.

Colonial administrators ruled through existing African chiefs and traditional leaders rather than direct British officials.

Local customary laws and institutions were retained, though they were supervised and modified to suit colonial interests.

Indirect rule involved minimal European manpower, making it a cost-effective system of administration.

African leaders were responsible for collecting taxes, maintaining order, and mobilizing labor under colonial supervision.

10. Provide four ways through which colonial education promoted foreign domination.

It emphasized European history, culture, and values while neglecting African achievements and traditions.

Education systems trained Africans for subordinate roles such as clerks, interpreters, and low-level administrators.

Schools discouraged critical thinking and political awareness, preventing the growth of nationalist movements.

Colonial curricula instilled loyalty to colonial governments, teaching students to view European authority as legitimate and benevolent.

SECTION B (30 Marks)

Answer two questions from this section.

11. Imagine you're a History teacher asked to explain to your students why African resistances were mostly unsuccessful. Instead of listing causes, frame your explanation around six historical mistakes African leaders made that contributed to their defeats.

Many African leaders underestimated the military strength and organization of European colonial armies, leading them to engage in poorly planned battles with inferior weapons.

Some leaders fought isolated wars without forming alliances with neighboring societies, allowing colonialists to conquer communities one by one.

There was over-reliance on traditional warfare tactics like frontal attacks, which were ineffective against European firearms and modern military strategies.

Several leaders trusted colonial treaties and promises, only to be betrayed, delaying effective preparation for resistance.

A few African leaders prioritized internal rivalries and conflicts over uniting against a common external enemy, weakening their defensive position.

Some communities placed excessive trust in religious rituals or superstitions to defeat colonial forces, which failed to stop well-equipped European armies.

12. A new History syllabus for secondary schools is being drafted. Suggest six essential topics you would recommend be included, and explain how each would contribute to shaping responsible and patriotic Tanzanian citizens.

Pre-colonial African societies to promote pride in African achievements and self-reliance before foreign interference.

African resistance against colonialism to inspire bravery, unity, and commitment to defending national interests.

The role of women in African history to promote gender equality and recognize the contributions of women in shaping society.

The independence struggles in Tanzania and Africa to foster patriotism and appreciation for sacrifices made for freedom.

Post-independence challenges and achievements to inform students about national development priorities and ongoing responsibilities.

Environmental history to encourage responsible use of natural resources and preservation of national heritage.

13. Consider a scenario where African historians were never allowed to rewrite African history after independence. Analyse six long-term social and cultural consequences this would have created for the continent.

African societies would continue relying on distorted colonial narratives, promoting inferiority complexes and self-hate among citizens.

Traditional knowledge systems, cultural values, and indigenous heroes would be forgotten or misrepresented.

Generations of Africans would grow up disconnected from their authentic history, weakening national identity and pride.

Africans would lack examples of pre-colonial achievements and systems of governance, limiting their ability to develop African-based solutions.

The dominance of foreign ideologies would persist in education systems, undermining efforts to decolonize African minds.

Pan-African solidarity would weaken as young Africans remained unaware of their shared historical experiences and struggles.

SECTION C (30 Marks)

Answer two questions from this section.

14. In an educational workshop, a presenter claims that “field visits are more effective in teaching African History than classroom lectures.” Defend this claim by providing seven practical benefits of field visits.

They expose students to real historical evidence, making learning more tangible and memorable than verbal descriptions.

Field visits stimulate learners’ curiosity and engagement by offering direct interaction with historical sites and artifacts.

They help students relate historical content to their immediate environment and communities, reinforcing relevance.

Visits to sites like museums or battlefields offer opportunities for students to observe, ask questions, and conduct research.

Field trips encourage teamwork and collaboration as students work in groups to record, interpret, and present findings.

They accommodate various learning styles by combining visual, auditory, and practical experiences.

Field visits break classroom monotony, increasing learners' interest in History and reducing absenteeism.

15. A local NGO proposes to fund the preservation of historical sites in your region. As a community historian, outline six convincing arguments you would use to support this proposal.

Preserving historical sites safeguards valuable cultural heritage for future generations.

They serve as educational resources, providing firsthand learning opportunities for students and researchers.

Historical sites can attract tourism, generating income and employment for local communities.

They foster national pride by honoring heroes, events, and traditions that shaped the country's identity.

Preserved sites promote intergenerational knowledge transfer, keeping community history alive.

Conservation of historical sites encourages environmental protection and responsible land use around heritage areas.

16. Assess six factors that have hindered the effective implementation of African socialism in post-independence African states.

Overambitious development plans without adequate resources or infrastructure led to implementation failures.

Resistance from local elites and traditional leaders who feared losing land and privileges disrupted socialist projects.

Poor management and corruption in state-owned enterprises undermined productivity and efficiency.

External economic dependency on former colonial powers and global markets limited self-reliance.

Ethnic and regional divisions weakened national unity, which was essential for collective ownership and cooperation.

Opposition from capitalist countries and international financial institutions pressured African states to abandon socialist policies.