

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2009

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. Mention four responsibilities of traditional African leaders before colonial rule.
 - They maintained law and order by settling disputes and enforcing community norms.
 - Leaders organized communal activities such as farming, defense, and hunting expeditions.
 - They acted as custodians of land and natural resources, allocating them fairly to community members.
 - Traditional leaders performed religious and cultural duties, leading rituals and safeguarding ancestral traditions.
2. List four objectives of teaching African history in secondary schools.
 - To promote national unity and identity by teaching students about their shared heritage and past struggles.
 - To correct colonial distortions and misrepresentations of African history.
 - To develop critical thinking and inquiry skills by analyzing historical events and sources.
 - To preserve African cultural values, customs, and historical knowledge for future generations.
3. Identify four problems of relying solely on written sources in historical research.
 - Written records may be biased, reflecting the views of colonial administrators or missionaries.
 - They often exclude African perspectives and oral traditions, offering incomplete narratives.
 - Limited availability of written sources for certain regions or pre-colonial periods restricts comprehensive research.
 - Some records have been lost, destroyed, or altered, compromising their authenticity and reliability.
4. Provide four characteristics of capitalist colonial economies in East Africa.
 - Production focused on cash crops and minerals for export to European industries.
 - Private ownership of land, plantations, and businesses by settlers and colonial companies.
 - Use of wage labor, with Africans working on plantations, mines, and public works to earn money.
 - Integration into global capitalist markets, making African economies dependent on foreign trade.
5. State four reasons for the abolition of slave trade in the 19th century.
 - Humanitarian campaigns by religious groups like the Quakers highlighted the inhumanity of the trade.
 - Economic changes in Europe reduced the profitability of slave trade in favor of legitimate commerce.
 - Slave revolts in colonies like Haiti threatened European interests and security.
 - Industrialization increased demand for raw materials, making slave-based economies less useful.
6. List four principles of effective evaluation in the teaching of History.

- It should be valid, measuring the intended knowledge, skills, or attitudes.
- Evaluation must be reliable, producing consistent results when repeated under similar conditions.
- It should be fair and unbiased, giving all learners equal opportunity to demonstrate their abilities.
- Evaluation should be comprehensive, covering multiple aspects of historical knowledge and skills.

7. State four weaknesses of relying exclusively on textbook-based teaching in History.

- It limits students' exposure to diverse perspectives and real-world historical evidence.
- Textbooks can become outdated, failing to reflect recent historical findings or interpretations.
- They encourage passive learning, reducing opportunities for active inquiry and debate.
- Exclusive use of textbooks ignores other valuable resources like oral traditions and historical sites.

8. Identify four reasons why African traditional education was more practical than theoretical.

- It focused on teaching survival skills such as farming, hunting, and craft-making.
- Education was integrated into daily life, ensuring learners practiced what they learned.
- Moral and social values were taught through real-life examples, not abstract lessons.
- It prepared individuals for specific roles within their communities through hands-on training.

9. Mention four factors that promoted state formation in pre-colonial Africa.

- Access to fertile land and water sources supported population growth and centralized leadership.
- Trade wealth enabled communities to build armies and expand territories.
- Strong, charismatic leaders united people and established effective governance systems.
- External threats encouraged smaller communities to unite for defense and political organization.

10. Provide four advantages of field trips as a History teaching technique.

They offer firsthand experience of historical sites and objects, making learning more meaningful.

Field visits promote student engagement and motivation through practical exploration.

They enhance understanding of abstract concepts by linking them to real-life examples.

Field trips encourage teamwork and collaboration among students during group activities.

SECTION B (30 Marks)

Answer two questions from this section.

11. A historian is investigating the collapse of the Oyo Empire in West Africa and concludes that internal factors were more damaging than external threats. Justify this conclusion with six clear historical explanations.

Power struggles and succession disputes among royal family members weakened the central authority and governance structure.

Corruption and oppression by local chiefs and officials led to public dissatisfaction and rebellion against the central government.

Excessive taxation and forced labor policies placed heavy burdens on the population, reducing loyalty to the empire.

The decline of long-distance trade routes, which had sustained Oyo's economy, reduced state revenue and destabilized the economy.

The empire's military strength declined due to internal divisions and poor leadership, making it vulnerable to both internal and external attacks.

Oyo's overexpansion created difficulties in managing distant territories, leading to loss of control and fragmentation of the empire.

12. Suppose you were a History teacher during the early years of Ujamaa policy implementation. Discuss six ways you would use History teaching to promote socialist values among your students.

I would highlight examples of communal ownership and collective labor in pre-colonial African societies to demonstrate indigenous socialism.

Use stories of African resistance leaders who fought for equality and shared prosperity as role models for national unity.

Encourage classroom discussions on the negative impacts of colonial exploitation and how socialist policies aimed to address them.

Organize debates on the importance of working for the common good over personal gain, reinforcing Ujamaa principles.

Introduce case studies of successful collective farming and village settlement projects during the early Ujamaa period.

Emphasize the importance of patriotism and loyalty to national interests over ethnic or regional divisions through historical narratives.

13. Tanzania's decision to adopt a multiparty system in 1992 was influenced by several historical, political, and economic factors. As a History student, analyse six factors that made this shift inevitable.

Economic hardships in the 1980s due to debt, structural adjustment programs, and declining living standards increased public demand for change.

The collapse of one-party regimes in Eastern Europe and other African countries pressured Tanzania to reconsider its political system.

Increased political awareness and education among Tanzanians made citizens demand more freedom and participation in governance.

The failure of Ujamaa policies to deliver expected economic and social outcomes weakened confidence in single-party rule.

Donor countries and international financial institutions conditioned aid on political reforms, including the adoption of multiparty democracy.

Internal dissent within CCM and calls from opposition figures like the late Abdulrahman Babu highlighted the need for a pluralistic system.

SECTION C (30 Marks)

Answer two questions from this section.

14. A teacher is preparing a lesson plan on African nationalism for a Form Three class. Explain seven factors the teacher must consider when choosing participatory methods for this particular topic.

The availability of teaching aids such as maps, photographs, or nationalist speeches to support participatory activities.

The students' prior knowledge about nationalism to ensure methods match their level of understanding.

Time available for the lesson, as participatory methods like debates or role plays require adequate preparation and execution time.

Class size, since larger groups may require adjustments in method or formation of manageable discussion teams.

The nature and sensitivity of topics, avoiding methods that might provoke ethnic, regional, or political bias.

Students' communication skills and confidence levels, ensuring all learners can engage meaningfully in participatory tasks.

The need for clear lesson objectives that participatory methods can effectively achieve, such as critical analysis of nationalist struggles.

15. During a debate in your college, one side claims that colonial infrastructure projects benefited African societies. Present six well-argued points to counter this claim using historical facts.

Colonial infrastructure was built primarily to extract resources and facilitate export of cash crops and minerals to Europe.

Roads, railways, and ports served settler farms and colonial industries, with minimal benefit to African communities.

Infrastructure projects displaced African populations from fertile lands, worsening poverty and food insecurity.

Labor for construction was often forced, involving harsh conditions and high African casualties.

Colonial authorities neglected rural areas and built infrastructure selectively, favoring settler zones and administrative centers.

The infrastructure was designed to strengthen colonial control, making it easier to suppress resistances and mobilize labor.

16. Critically assess six obstacles that African nationalists faced when mobilising rural communities against colonial rule.

Many rural Africans were illiterate, limiting their access to political information and nationalist messages.

Geographical barriers and poor transport systems hindered nationalist leaders from reaching remote villages.

Colonial chiefs and loyalists discouraged rural mobilization, fearing loss of privileges and punishment from authorities.

Some rural communities prioritized immediate survival needs over political struggles they viewed as distant or irrelevant.

Colonial propaganda portrayed nationalists as troublemakers, making villagers wary of joining their movements.

Internal divisions based on ethnicity, region, or clan rivalries hampered the formation of united rural resistance networks.