

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2010

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 characteristics of communalism as practiced in pre-colonial African societies.

Land and major means of production were communally owned, with resources shared among members of the community.

Production was based on meeting the needs of the community rather than personal profit.

Decisions on resource use and leadership were made collectively by elders and councils.

Social services such as security, care for the sick, and food provision were communal responsibilities.

2. List four reasons why early contacts between Europeans and East Africans were limited to coastal areas.

Limited knowledge of the interior geography made navigation and travel inland difficult for Europeans.

Fear of hostile African communities and resistance discouraged European penetration beyond coastal settlements.

Poor transport and communication infrastructure made it difficult to venture far from the coast.

Diseases like malaria and sleeping sickness posed a major threat to Europeans unfamiliar with the interior environment.

3. Identify four weaknesses of using storytelling as a teaching technique in History.

It may contain exaggerations or inaccuracies, reducing the reliability of historical information.

Students become passive listeners if not actively engaged in asking questions or contributing ideas.

Storytelling can be time-consuming, limiting the number of facts covered in a single lesson.

It relies heavily on the storyteller's memory and skills, which may affect consistency and factual accuracy.

4. Provide four importance of African traditional education systems before colonial rule.

It transmitted cultural values, customs, and traditions from one generation to another.

Traditional education equipped learners with practical skills like farming, hunting, and craft-making for survival.

It instilled moral values such as respect, honesty, and obedience to elders.

The system prepared individuals for specific social roles, ensuring the community's continuity and stability.

5. State four objectives of indirect rule as introduced by the British in Africa.

To reduce the cost of administration by using existing local leaders instead of British officials.

To ensure effective control of large territories with minimal European manpower.

To preserve African customs and institutions while maintaining colonial dominance.

To facilitate easy collection of taxes, mobilization of labor, and maintenance of law and order.

6. Mention four historical contributions of the Indian Ocean trade to East African coastal societies.

It introduced Islam, which spread widely along the East African coast.

The trade led to the growth of coastal city-states like Kilwa, Mombasa, and Zanzibar.

It stimulated the development of Swahili culture, blending African, Arab, and Persian influences.

New foreign goods such as beads, cloth, firearms, and spices became part of local trade and culture.

7. List four duties of a History subject panel in a secondary school.

Preparing and updating History teaching schemes and lesson plans.

Discussing and resolving teaching challenges among subject teachers.

Organizing History-related academic activities such as debates and field trips.

Selecting appropriate textbooks, teaching aids, and reference materials for classroom use.

8. Identify four factors that led to the development of cash crop economies in colonial East Africa.

Availability of fertile soils and favorable climate for plantation agriculture.

European demand for raw materials like coffee, cotton, and sisal for industries.

Construction of railways and roads to facilitate transportation of produce to ports.

Forced labor and taxation policies that pushed Africans into cash crop farming for income.

9. State four disadvantages of Neo-colonialism in Africa.

It perpetuates economic dependency on foreign countries and multinational corporations.

Political interference by former colonial powers undermines African sovereignty.

It discourages local industrial development by promoting the export of raw materials and import of finished goods.

Foreign debt burdens economies, diverting funds from essential public services and infrastructure.

10. Mention four qualities of a good classroom discussion in History teaching.

Encourages equal participation from all students, regardless of ability or background.

Focuses on achieving the lesson's objectives through guided and purposeful discussion.

Allows students to express their opinions respectfully and consider alternative viewpoints.

Ensures the teacher summarizes key points and clarifies misconceptions after the discussion.

SECTION B (30 Marks)

Answer two questions from this section.

11. Imagine you are a colonial administrator in Tanganyika in the 1940s. The colonial government instructs you to enforce taxation and labor recruitment among African communities who are resisting. Examine six problems you are likely to face while carrying out these orders.

Widespread resistance and hostility from African communities would make tax collection and labor recruitment dangerous and difficult.

Some communities might flee to remote areas or across borders to avoid paying taxes and forced labor, complicating administrative control.

Collaboration from local chiefs could be unreliable, as some might sympathize with their people and secretly sabotage colonial orders.

Armed conflicts and violent confrontations might erupt as communities defend their rights and land against colonial impositions.

Communication challenges due to language barriers and limited infrastructure would hinder efficient implementation of government directives.

Health risks like tropical diseases and difficult terrain would endanger colonial administrators and their forces while attempting to enforce unpopular policies.

12. A government education officer visits your school and finds that History teachers rely heavily on lecture methods. As the subject panel chairperson, explain six negative academic consequences this practice might cause among students.

Students would become passive learners, merely receiving information without engaging in critical thinking or problem-solving.

Over-reliance on lectures reduces student interest and motivation, making History appear dull and difficult.

It limits the development of important skills such as discussion, inquiry, and teamwork which are essential for active citizenship.

Students would struggle to relate historical content to real-life situations, weakening the subject's relevance to national development.

The lack of participatory techniques would prevent teachers from identifying students' misunderstandings early, leading to poor performance.

It undermines learners' confidence in expressing opinions and ideas, discouraging independent thought and debate.

13. A Tanzanian History student is asked to write a paper on "The significance of the abolition of the East African slave trade to African societies." Discuss six major social, political, and economic impacts the student should include.

The abolition led to the decline of powerful African kingdoms like Yao and Nyamwezi, whose economies depended on slave trading.

It encouraged the growth of legitimate trade in goods such as ivory, rubber, and cloves, creating new economic opportunities.

Freed slaves settled in coastal towns and mission villages, contributing to urbanization and cultural exchanges.

The end of slave trade reduced inter-community raids and warfare, promoting relative peace and security in some regions.

A new labor system emerged, with former slave traders engaging in wage labor and cash crop farming for colonial markets.

Missionary activity expanded, as missionaries established schools and churches to convert freed slaves and promote Christianity.

SECTION C (30 Marks)

Answer two questions from this section.

14. You are asked to prepare a History lesson on African resistance against colonial rule for a Form Two class. Analyse seven considerations you should make when selecting teaching methods and resources for this lesson.

Select methods appropriate for students' age and intellectual level, ensuring content is engaging but not too complex.

Consider available teaching time to choose techniques that effectively cover objectives without exceeding the allocated period.

Assess class size, avoiding time-consuming techniques like debates in large classes and opting for structured group discussions.

Ensure teaching aids like maps, charts, and images of resistance leaders are available and relevant to the topic.

Incorporate participatory techniques like role-play or storytelling to make abstract concepts memorable and meaningful.

Factor in learners' cultural backgrounds to avoid using materials or examples that may offend or exclude certain groups.

Choose methods that allow opportunities for evaluation, enabling the teacher to assess understanding during and after the lesson.

15. Critically examine six reasons why some African societies collaborated with colonialists while others chose violent resistance.

Some societies feared destruction by colonial armies armed with superior weapons and chose collaboration for survival.

Rivalries and conflicts between neighboring African communities made some groups ally with colonialists to defeat traditional enemies.

Leaders who sought to retain power and privileges under colonial administration collaborated to secure their positions.

Exposure to missionary education led some Africans to believe cooperation would bring modernization and new opportunities.

Certain societies lacked military strength or resources to resist, making peaceful collaboration their only option.

Colonialists offered material rewards like firearms, clothes, and trade advantages, enticing some leaders into alliances.

16. Assess six major challenges facing African countries after achieving independence.

Political instability through coups, assassinations, and civil wars has undermined unity and democratic governance.

Economic dependency on former colonial powers and foreign aid has persisted, limiting true economic sovereignty.

High poverty levels, unemployment, and inequality continue to strain governments and widen social divides.

Corruption and poor leadership have diverted national resources and hindered effective service delivery.

Border conflicts inherited from arbitrary colonial boundaries have caused tension and occasional warfare.

Weak infrastructure in transport, healthcare, and education has slowed industrial growth and regional integration.