

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

712

**HISTORY**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2011**

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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.

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## SECTION A (40 Marks)

Answer all questions from this section.

1. List four causes of the Mfecane wars in Southern Africa during the early 19th century.

Population pressure in Southern Africa led to competition for land and water, causing conflicts between communities.

The ambition of leaders like Shaka Zulu to expand their territories and control resources prompted wars of conquest.

Introduction of new military tactics and weapons, such as Shaka's short stabbing spear and disciplined regiments, encouraged aggressive warfare.

Droughts and famine intensified resource competition, forcing communities to raid and displace each other.

2. Differentiate between assimilation and association as applied by the French in their colonies.

Assimilation aimed to turn Africans into French citizens by replacing African customs with French laws, language, and culture.

Association allowed Africans to retain their traditions and local rulers while remaining politically and economically subordinate to France.

Assimilation promoted uniformity under French civilization, while association emphasized indirect control through African institutions.

In assimilation, subjects could attain French citizenship by meeting strict cultural and educational criteria; association rarely offered such rights.

3. Mention four challenges faced by African farmers during the colonial period.

- They lost fertile lands to European settlers and plantations, forcing them into overcrowded reserves.
- Colonial taxation forced Africans to sell crops cheaply or work on settler farms to earn tax money.
- They faced price controls and marketing boards that bought African produce at low prices while favoring European farmers.
- Monoculture of cash crops like cotton and coffee depleted soil fertility and increased vulnerability to market fluctuations.

4. State four advantages of using question and answer method in History teaching.

- It encourages active participation and keeps learners attentive throughout the lesson.
- The method helps teachers quickly assess students' understanding and clarify misconceptions.
- It stimulates critical thinking by prompting learners to analyze and reflect on historical events.
- It allows instant feedback, enabling students to learn from immediate corrections and explanations.

5. List four objectives of long distance trade in East Africa.

- To acquire goods unavailable locally, such as salt, beads, cloth, and firearms.

- To establish political alliances and diplomatic relations between different communities.
- To accumulate wealth and social prestige for successful traders and their leaders.
- To meet the demand from coastal and foreign merchants for ivory, slaves, and other valuable goods.

6. Identify four factors that contributed to the rise of Buganda kingdom.

- Fertile soils and favorable climate supported food security and population growth.
- Strong centralized leadership under able kings (Kabakas) united and expanded the kingdom.
- Strategic location along Lake Victoria promoted trade and easy access to external markets.
- A well-organized army ensured internal stability and successful conquest of neighboring territories.

7. Mention four weaknesses of colonial education systems in Africa.

- It aimed at producing clerks and subordinates, limiting Africans to low-level jobs.
- Curricula ignored African history, culture, and values, promoting Eurocentric knowledge.
- Educational opportunities were restricted, especially for Africans in rural areas.
- It discouraged critical thinking and political awareness to suppress nationalist sentiments.

8. List four responsibilities of a History teacher before entering a classroom for a lesson.

- Prepare a detailed lesson plan with clear objectives, content, and assessment methods.
- Select and organize teaching aids such as maps, charts, or historical images.
- Review the relevant syllabus content to ensure accuracy and alignment with national guidelines.
- Arrange the classroom seating and environment to facilitate effective participation and discussion.

9. Identify four importance of conducting continuous assessment in History teaching.

- It helps monitor students' academic progress and understanding throughout the term.
- Enables early identification of students' learning difficulties for timely intervention.
- Provides feedback to both teachers and students, guiding teaching and study strategies.
- Contributes to final grading by accumulating scores from various tests and assignments.

10. Mention four types of oral traditions used as sources of historical information.

Folktales that explain the origins and customs of communities.

Songs that commemorate historical events, leaders, and struggles.

Proverbs that reflect the wisdom, values, and social norms of past societies.

Legends that describe heroic deeds, migrations, and founding ancestors.

## SECTION B (30 Marks)

Answer two questions from this section.

### 11. Explain six objectives of the Arusha Declaration of 1967.

The declaration aimed to build a self-reliant economy by reducing dependency on foreign aid, loans, and imported goods.

It sought to promote equality by discouraging the concentration of wealth and resources in the hands of a few individuals or foreign investors.

The declaration advocated for nationalisation of major means of production such as banks, plantations, and industries to place them under government ownership.

It aimed to strengthen socialism by encouraging collective farming, communal living, and equal access to social services.

The policy intended to foster national unity by reducing tribalism, regionalism, and class divisions through a shared national vision.

It emphasized the moral and ethical responsibility of leaders by introducing a leadership code prohibiting government officials from engaging in private business.

### 12. Discuss six methods used by colonialists to establish control over African societies.

Colonialists signed treaties with African chiefs, often under duress or deception, to gain legal control over territories.

They used military conquest to defeat and subdue resistant communities through superior firearms and organized armies.

Colonial taxation policies forced Africans to work in colonial economies to pay taxes, undermining traditional economies.

They used indirect rule by appointing loyal African chiefs to administer local areas on behalf of colonial authorities.

Colonialists controlled education systems to limit African political awareness and promote obedience to colonial rule.

Forced labor policies compelled Africans to work on plantations, roads, and railways, further weakening traditional social systems.

### 13. Explain six positive contributions of missionaries to African societies during the colonial period.

Missionaries introduced formal education by establishing schools that taught reading, writing, and arithmetic.

They introduced Western medical services, building dispensaries and hospitals to improve healthcare.

Missionaries preserved African languages by writing them down and using them in religious instruction and translations.

They provided refuge for freed slaves and victims of tribal conflicts in mission settlements.

Missionaries promoted agricultural skills by introducing new farming techniques and crops.

They advocated against slave trade and some forms of colonial abuses, contributing to reforms in certain areas.

### **SECTION C (30 Marks)**

Answer two questions from this section.

14. Analyse seven considerations you should make when selecting teaching methods and resources for a lesson on African resistance against colonial rule.

Consider the students' level of understanding and age to choose suitable, comprehensible teaching techniques.

Identify lesson objectives and select methods that help achieve them effectively within the given time.

Consider the availability and accessibility of teaching aids like maps, pictures, and audio-visual resources.

The historical complexity of the topic should guide the selection of methods, with abstract topics requiring more visual or participatory techniques.

Class size must be considered, as large classes may limit the use of group discussions or role-plays.

Teaching time available will influence whether time-consuming techniques like debates or projects are appropriate.

Ensure cultural sensitivity by selecting resources and examples that respect students' diverse backgrounds and values.

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

Some societies collaborated to protect their people from destruction by militarily superior colonial forces.

Collaboration offered opportunities for material benefits such as guns, cloth, and trade monopolies from colonial authorities.

Certain African leaders hoped to retain some local authority and privileges by cooperating with colonial administrators.

Divisions and rivalries between African communities made it easier for some groups to ally with Europeans against traditional enemies.

Fear of losing political power and land motivated some leaders to seek protection through alliances with colonial powers.

Exposure to missionary education and Western ideologies influenced some Africans to believe that cooperation would modernize their societies.

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

Political instability, including coups and civil wars, undermined national unity and disrupted governance in several African states.

Economic dependency on former colonial powers persisted due to continued export of raw materials and import of manufactured goods.

High levels of poverty and unemployment strained social services and fueled public dissatisfaction.

Corruption and mismanagement of public resources diverted funds meant for development and reduced public trust.

Poor infrastructure inherited from colonial regimes limited industrial growth and regional integration.

Ethnic and regional rivalries continued to fuel conflict and hinder efforts at national cohesion and development.