

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

712

**HISTORY**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2012**

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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. Mention four reasons why African societies engaged in inter-regional trade before colonial rule.

African societies engaged in inter-regional trade to acquire goods unavailable in their own regions, such as salt, iron tools, beads, and cloth.

Trade helped societies accumulate wealth and increase social status, as successful traders gained influence and prestige in their communities.

It promoted political alliances and diplomatic relations between different ethnic groups and kingdoms through the exchange of gifts and goods.

Inter-regional trade enabled the spread of cultural practices, ideas, and religious beliefs like Islam across different parts of Africa.

2. Differentiate between colonial economy and traditional economy.

A colonial economy was externally controlled and based on the production of cash crops and minerals for export to benefit the colonial powers.

A traditional economy was locally controlled and based on subsistence farming, barter trade, pastoralism, hunting, and gathering to meet community needs.

Colonial economies relied on money-based transactions, while traditional economies used barter systems and social obligations for trade and distribution.

Colonial economies introduced foreign crops, industries, and taxation, while traditional economies maintained indigenous farming, crafts, and communal ownership.

3. List four characteristics of History as a subject.

History is based on facts, evidence, and logical interpretation of past human activities and events.

It studies cause-and-effect relationships, explaining how and why specific historical events happened and their consequences.

History is continuous, as it records and examines human experiences from the past to the present.

It relies on both primary and secondary sources of information, including oral traditions, documents, artifacts, and written records.

4. State four reasons for the failure of African resistances against colonialism.

African societies had inferior weapons such as spears and arrows compared to European firearms and cannons.

There was disunity among African communities due to ethnic, religious, and regional rivalries, which colonialists exploited.

Some African leaders collaborated with colonial powers, weakening the strength and coordination of resistances.

Colonialists used deceitful tactics like treaties, fake promises, and alliances to divide African resistances and secure control.

5. Identify four advantages of using historical sites as a source of historical information.

Historical sites provide tangible evidence of past human activities, enhancing learners' understanding of history.

They preserve cultural heritage by maintaining monuments, buildings, and artifacts that reflect a community's past.

Visiting historical sites promotes practical learning experiences, making history more vivid and memorable for students.

Historical sites offer opportunities for research and discovery, contributing to new historical knowledge and interpretations.

6. Mention four objectives of teaching African History in Tanzanian secondary schools.

To promote national unity and identity by teaching students about their common historical experiences and heritage.

To foster critical thinking and analytical skills by examining historical evidence and interpreting past events.

To correct colonial distortions by presenting African history from an African perspective.

To educate students about Africa's past struggles for independence, sovereignty, and socio-economic development.

7. State four roles played by colonial chiefs under British indirect rule.

Chiefs collected taxes from African communities on behalf of the colonial government.

They maintained law and order by settling disputes, enforcing colonial laws, and mobilizing labor for colonial projects.

Chiefs acted as intermediaries between colonial authorities and African communities, relaying orders and information.

They supported colonial military campaigns and suppressions of African resistances when instructed by colonial officials.

8. Provide four advantages of using demonstration method in teaching History.

Demonstration makes abstract historical concepts and processes clearer and easier to understand for learners.

It arouses students' interest and maintains attention by actively involving them in observing practical activities.

The method caters to visual and kinesthetic learners who grasp information better through observation and participation.

Demonstration saves time when teaching complex processes that are better shown than explained theoretically.

9. List four importance of using a History teacher's guide during lesson preparation.

It helps the teacher align lesson plans with syllabus requirements and national educational goals.

The guide provides suggested teaching methods, resources, and assessment techniques suitable for different topics.

It offers background information and explanations that assist teachers in clarifying difficult concepts for learners.

The teacher's guide ensures uniformity and consistency in History teaching across schools and regions.

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10. Mention four challenges faced by History students when conducting oral interviews.

Some respondents may give biased or exaggerated accounts, affecting the accuracy of historical information.

Old informants may forget important details or events due to age and memory loss.

Language barriers between interviewers and respondents can hinder effective communication and data collection.

Some community members may be unwilling to share sensitive or controversial historical information with students.

### **SECTION B (30 Marks)**

Answer two questions from this section.

11. Explain six reasons for the colonisation of Africa by European powers during the 19th century.

The Industrial Revolution in Europe increased the demand for raw materials such as cotton, rubber, and minerals, which were abundant in Africa.

European nations sought new markets in Africa to sell their surplus manufactured goods due to overproduction in Europe.

Colonisation provided investment opportunities for surplus European capital, as Africa offered cheap labor and untapped natural resources.

European countries wanted to secure strategic territories and trade routes, such as the Suez Canal, to safeguard their imperial interests.

Colonial expansion was driven by national prestige, with European powers competing to control more colonies as a sign of strength.

Missionaries and humanitarians supported colonisation under the pretext of spreading Christianity and Western civilization to 'civilize' African societies.

12. Discuss six achievements of the African Union (AU) in promoting peace and development.

The AU has played a role in mediating conflicts and facilitating peace negotiations in countries like Sudan, Somalia, and the Central African Republic.

It has promoted political integration through frameworks like the African Continental Free Trade Area (AfCFTA) to boost intra-African trade and economic growth.

The AU condemns unconstitutional changes of government and has suspended states where coups or illegal leadership takeovers occur.

It supports African unity and cooperation through regular summits, conferences, and policy coordination among member states.

The AU works in partnership with international organizations to provide humanitarian aid during crises like droughts, epidemics, and armed conflicts.

It has strengthened the protection of human rights in Africa through instruments like the African Charter on Human and Peoples' Rights.

13. Examine six ways through which African traditional societies preserved their history before colonialism.

Oral traditions, including folktales, songs, proverbs, and poetry, were used to pass down historical events and cultural values.

Historical information was preserved through rituals and ceremonies that commemorated important events and honored ancestors.

Elders served as custodians of historical knowledge, educating younger generations about their community's past.

Artifacts such as tools, pottery, and weapons were preserved as tangible evidence of past human activities.

Historical sites, including shrines, burial grounds, and monuments, were maintained as reminders of significant historical events.

Symbols like totems, clan emblems, and family heirlooms represented historical identity and preserved genealogical information.

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

Answer two questions from this section.

14. Analyse six disadvantages of using lecture method alone in teaching History.

It makes students passive recipients of information, limiting participation, engagement, and retention of content.

The method provides little room for assessing students' understanding during the lesson, as feedback is delayed until after teaching.

Lecture method discourages critical thinking and creativity since learners are not actively involved in questioning or analyzing ideas.

It does not cater to diverse learning styles, disadvantaging students who learn better through practical or participatory activities.

Over-reliance on lectures can make History appear dull and difficult, reducing student interest and motivation.

It limits the development of interpersonal skills such as teamwork, discussion, and presentation, which are essential in modern education.

15. Show seven steps to follow when preparing History lesson objectives.

Consult the syllabus to identify the general objectives and specific competencies related to the topic.

Determine the main ideas and content to be taught in the lesson.

Decide on what learners should be able to know, understand, or do by the end of the lesson.

Use clear and measurable action verbs such as explain, list, describe, or analyze when stating objectives.

Ensure the objectives are achievable within the lesson duration and with available resources.

Align the objectives with the learners' age, ability, and previous knowledge for relevance and accessibility.

Prioritize key concepts and skills that will contribute to broader educational goals and students' academic growth.

#### 16. Discuss six qualities of a good History syllabus.

A good History syllabus should be comprehensive, covering a wide range of historical themes, periods, and geographical areas.

It must be logically sequenced, arranging topics in a way that facilitates progressive learning from simple to complex concepts.

The syllabus should clearly state general and specific objectives, guiding teachers and learners on expected outcomes.

It needs to recommend varied teaching methods and assessment techniques appropriate for different topics and student abilities.

A good syllabus should be relevant to the learners' social, political, and economic environment, connecting historical knowledge to daily life.

It must be flexible, allowing adjustments to accommodate current events, regional histories, and teacher innovations without deviating from national goals.