

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2013

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 ways through which European colonialists acquired land in East Africa.

Colonialists signed treaties with African chiefs, often through deception or coercion, to gain legal control over land.

They used military conquest and forced evictions to seize fertile lands from African communities.

Some colonial governments declared African lands as crown land or government property, displacing local populations.

Colonialists also acquired land through collaboration with loyal African leaders, who were rewarded with land allocations in return for supporting colonial rule.

2. Differentiate between a History lesson plan and a lesson note.

A History lesson plan is a detailed, structured document prepared in advance by the teacher, outlining lesson objectives, content, methods, resources, and assessment strategies.

A lesson note is a brief, personal record or outline prepared by the teacher for reference during a lesson, highlighting key points, activities, and important details.

While a lesson plan serves as a formal instructional guide, a lesson note acts as a quick personal reminder for the teacher.

A lesson plan follows a standardized format for professional record keeping, while a lesson note is informal and flexible.

3. State four positive effects of Neo-colonialism in African countries.

Neo-colonial relationships have provided African countries with access to foreign technology, skills, and modern infrastructure.

They have enabled African states to benefit from foreign investments in sectors such as mining, agriculture, and manufacturing.

Neo-colonialism has facilitated international trade partnerships, allowing African products to access global markets.

It has supported the growth of higher education through scholarships and cultural exchange programs with former colonial powers.

4. Mention four effects of the decline of long distance trade in East Africa.

The decline led to the disappearance of caravan routes and the reduction of trading centers such as Tabora and Ujiji.

African societies lost a significant source of income, as traders and porters were no longer employed in large trade caravans.

It reduced the demand for slaves, contributing to the gradual abolition of the internal slave trade.

New economic activities such as colonial cash crop farming and wage labor in towns replaced long distance trade.

5. Identify four characteristics of colonial administrative systems in Africa.

Colonial administration was hierarchical, with the governor at the top, followed by district officers, chiefs, and headmen.

European settlers and colonial officials held the highest political and economic power, while Africans occupied subordinate positions.

The administration relied heavily on African chiefs and traditional leaders to implement colonial policies under indirect rule.

Colonial governments used coercive laws, taxation, and forced labor to control African populations and maintain order.

6. Provide four advantages of using field visits in teaching History.

Field visits provide learners with firsthand experience of historical sites, enhancing their understanding and interest in the subject.

They help students visualize historical events and objects, making abstract topics more concrete and memorable.

Field trips encourage inquiry and discovery learning as students observe, ask questions, and gather information from authentic sources.

They promote teamwork and social interaction among students, improving communication and cooperation skills.

7. List four importance of studying History to Tanzanian students.

History fosters national identity and unity by teaching students about their country's past struggles, achievements, and leaders.

It develops critical thinking and problem-solving skills through the analysis of historical evidence and interpretation of past events.

The subject prepares students for responsible citizenship by promoting values such as patriotism, tolerance, and civic engagement.

History helps preserve Tanzania's cultural heritage by passing down traditions, customs, and historical knowledge to future generations.

8. State four problems encountered by African farmers under colonial rule.

African farmers were displaced from fertile land, which was taken over by European settlers and plantations.

They faced heavy taxation and were forced to grow cash crops for export rather than food crops for local consumption.

Farmers were subjected to forced labor and unfair pricing policies, where colonial authorities controlled market prices for African produce.

The introduction of monoculture cash crop farming led to soil exhaustion and food shortages in African communities.

9. Mention four factors to consider when selecting teaching and learning aids in History.

The aids should be relevant to the lesson objectives and help illustrate the topic being taught.

They must be appropriate for the learners' age, ability, and educational level to ensure effectiveness.

The materials should be accurate, up-to-date, and factually correct to avoid misleading students.

Teaching aids need to be accessible, affordable, and easy to use within the classroom environment.

10. Give four methods used by colonialists to suppress African resistances.

Colonialists used superior military force, including firearms and cannons, to crush armed resistances.

They employed divide-and-rule tactics by exploiting ethnic, religious, and regional differences among African societies.

Colonial authorities arrested, exiled, or executed African leaders who organized resistance movements.

They imposed heavy fines, confiscated property, and destroyed villages as punishment for rebellious communities.

SECTION B (30 Marks)

Answer two questions from this section.

11. Discuss six economic effects of colonialism on African societies.

Colonialism introduced cash crop economies, forcing African farmers to grow export crops like coffee, cotton, and sisal at the expense of food production.

It led to land alienation, where fertile African lands were seized for settler plantations, leaving Africans to farm in overcrowded, less productive areas.

Colonial taxation systems compelled Africans to seek wage labor in plantations, mines, and towns to earn money for tax payments, disrupting traditional livelihoods.

Infrastructure such as railways and roads were developed primarily to serve colonial economic interests, connecting mines and plantations to ports for export.

Colonial economies created dependency on a few export commodities and foreign markets, making African economies vulnerable to global market changes.

African industries and local crafts were discouraged to prevent competition with European manufactured goods, stunting indigenous industrial development.

12. Explain six reasons for the establishment of European settler economies in East Africa.

Settler economies provided a reliable source of raw materials like coffee, tea, and sisal for European industries.

European settlers wanted fertile land and a favorable climate for commercial farming, especially in areas like the Kenya Highlands.

Settler agriculture created employment opportunities for Africans, ensuring a labor supply for plantations and estates.

Settler economies increased colonial revenue through taxes, land sales, and export duties on plantation products.

They aimed to create white-dominated societies modeled after European lifestyles, with African labor supporting settler wealth and privileges.

Settler economies were meant to strengthen colonial political control by ensuring European economic dominance and reducing African resistance.

13. Examine six achievements of the Non-Aligned Movement (NAM) in supporting African decolonisation.

NAM advocated for the independence of African colonies at international forums, putting diplomatic pressure on colonial powers.

It promoted solidarity among newly independent African states, enabling them to support one another's liberation struggles.

NAM condemned apartheid and racial discrimination in Southern Africa, providing moral and material support to liberation movements.

It lobbied at the United Nations for sanctions against oppressive colonial regimes, contributing to political isolation of settler governments.

NAM encouraged economic cooperation among African countries, reducing dependency on former colonial powers.

The movement provided a platform for African leaders to discuss decolonisation strategies without interference from Cold War superpowers.

SECTION C (30 Marks)

Answer two questions from this section.

14. Analyse six benefits of using project work in the teaching and learning of History.

Project work encourages active participation and hands-on learning, making students responsible for investigating historical issues.

It develops research and inquiry skills as learners collect, organize, and analyze historical data from different sources.

Projects promote teamwork and cooperation when students work in groups, improving communication and social interaction.

They allow learners to apply classroom knowledge to real-life situations, deepening their understanding of historical events.

Project work nurtures creativity and critical thinking as students design solutions, presentations, and reports based on their findings.

It accommodates different learning styles, giving students the freedom to explore topics through interviews, site visits, or document analysis.

15. Discuss seven techniques a History teacher can use to motivate students during lessons.

The teacher can use varied teaching methods such as storytelling, debates, group discussions, and role-plays to maintain interest.

Using teaching aids like maps, photographs, and audio-visual materials makes lessons lively and appealing to students.

Relating historical content to students' daily lives and current events makes learning meaningful and relevant.

Giving students leadership roles in group activities builds confidence and promotes active participation.

Organizing competitions, quizzes, or History clubs creates enthusiasm and healthy academic rivalry among learners.

Providing regular feedback, praise, and recognition encourages students to put more effort into their studies.

Planning educational trips to historical sites allows learners to experience history firsthand, increasing curiosity and motivation.

16. Show six functions of continuous assessment in improving teaching and learning History.

Continuous assessment helps monitor students' progress and identify learning difficulties early, enabling timely intervention.

It provides feedback to students on their performance, guiding them to improve and focus on weak areas.

The assessment informs the teacher about the effectiveness of teaching methods, prompting adjustments where necessary.

It contributes to the final grading and evaluation of students' performance through accumulated marks.

Continuous assessment encourages regular study habits and active participation, as students are constantly evaluated.

It guides curriculum planning by revealing topics where learners consistently perform poorly, signaling the need for content review or teaching strategy changes.