

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

712

**HISTORY**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2014**

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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. Give four reasons why African traders participated in long distance trade.

African traders engaged in long distance trade to acquire goods not available in their local areas, such as salt, beads, textiles, and firearms, through exchange with other regions.

The trade provided an opportunity to accumulate wealth, prestige, and social status, as successful traders gained influence in their communities.

Some traders sought to establish political alliances with powerful chiefs and rulers by bringing valuable goods and creating strong economic ties.

The need to meet the growing demand for commodities like ivory, slaves, and gold from coastal and foreign traders encouraged Africans to expand trade routes.

2. Differentiate between History syllabus and scheme of work.

A History syllabus is an official curriculum document outlining the topics, objectives, content, and assessment methods to be covered within a specific education level.

A scheme of work is a teacher's detailed plan that breaks down the syllabus into weekly or termly teaching units, indicating when and how each topic will be taught.

While the syllabus is prepared by educational authorities, a scheme of work is prepared by the teacher based on the syllabus requirements and school calendar.

The syllabus provides a broad framework for teaching History, while the scheme of work provides a practical, organized plan for implementing the syllabus in the classroom.

3. List four limitations of oral traditions as a source of historical information.

Oral traditions can be distorted over time as stories are passed from one generation to another, leading to exaggeration or omission of facts.

The information is often biased, reflecting the interests, beliefs, or political views of the narrators rather than objective accounts.

They lack precise dates and chronology, making it difficult to establish exact timelines for historical events.

Oral traditions can be incomplete as some important details may be forgotten, ignored, or deliberately withheld by storytellers.

4. Identify four effects of the introduction of cash economy in colonial East Africa.

The introduction of a cash economy forced Africans to work on colonial plantations, mines, and infrastructure projects to earn money for taxes and basic needs.

It led to the decline of barter trade and traditional economic systems as currency replaced goods exchange as the main medium of transaction.

The cash economy promoted labor migration as young men left their villages to work in towns and farms, weakening family and social structures.

It increased economic dependency on colonial economies as Africans produced cash crops and raw materials for export while importing manufactured goods.

5. Mention four reasons for the rise of strong states in pre-colonial Africa.

The development of iron technology enabled societies to produce better farming tools and weapons, which supported expansion and military dominance.

Long distance trade provided wealth, foreign goods, and strategic alliances, allowing rulers to consolidate power and build strong states.

Favorable geographical features such as fertile soils, reliable water sources, and defensive terrain encouraged population settlement and state formation.

Strong leadership by charismatic and militarily skilled rulers helped unite people, establish centralized administration, and maintain order.

6. State four principles of good assessment and evaluation in History teaching.

Assessment should be valid, measuring what it is intended to measure in relation to the lesson objectives and syllabus content.

It must be reliable, producing consistent and accurate results when repeated under similar conditions.

Assessment should be fair, giving all students equal opportunity regardless of their background, abilities, or gender.

It must be comprehensive, covering a wide range of skills, knowledge, and attitudes as specified in the learning objectives.

7. Provide four ways through which missionaries supported colonialism in Africa.

Missionaries introduced Western education that promoted loyalty to colonial governments and prepared Africans for subordinate roles in administration.

They preached doctrines that encouraged obedience to colonial authorities and discouraged resistance and rebellion against foreign rule.

Missionaries acquired land and resources, often acting as agents for colonial governments and settlers seeking to establish plantations and missions.

They served as informers, reporting African political and social activities to colonial authorities and helping suppress opposition.

8. Mention four advantages of cooperative learning in History classes.

It encourages teamwork and collaboration among students, improving interpersonal and communication skills.

Cooperative learning enhances critical thinking and problem-solving abilities through peer discussions and group analysis of historical issues.

It increases student motivation and engagement as learners actively participate in group activities and share responsibilities.

The technique accommodates diverse learning abilities by allowing students to support and learn from one another in mixed-ability groups.

9. List four responsibilities of a History subject panel in a secondary school.

The panel organizes regular meetings to discuss teaching strategies, challenges, and improvements for effective History instruction.

It prepares, reviews, and updates teaching schemes, lesson plans, and assessment tools for use in the school.

The panel identifies and recommends appropriate History textbooks, teaching aids, and reference materials for classroom use.

It coordinates academic competitions, field trips, and History-related extracurricular activities to enhance student learning.

10. State four qualities of effective History lesson objectives.

Objectives must be specific, clearly stating what learners should be able to do by the end of the lesson.

They should be measurable, enabling the teacher to assess whether the intended outcomes have been achieved.

Objectives need to be achievable, considering the learners' level, available resources, and lesson duration.

They must be relevant, directly linked to the syllabus content, students' needs, and national educational goals.

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

Answer two questions from this section.

11. Explain six major causes of African resistance against colonial rule.

African societies resisted colonial rule to defend their sovereignty, land, and political independence against foreign domination and exploitation.

Colonial imposition of oppressive policies such as forced labor, taxation, and land alienation provoked African communities to rebel.

Cultural and religious interference by colonialists, including banning traditional practices and imposing foreign religions, angered Africans and fueled resistance.

The exploitation of African resources, both human and material, without fair compensation or benefits, led to widespread discontent.

Harsh treatment by colonial administrators, soldiers, and settlers, including violence, humiliation, and racial discrimination, intensified resentment.

Some African leaders resisted to protect their authority, status, and wealth, which were threatened by colonial systems of indirect or direct rule.

12. Discuss six achievements of the policy of Ujamaa in Tanzania.

Ujamaa promoted national unity by discouraging tribalism and regionalism, encouraging Tanzanians to live together in communal villages.

It improved access to social services such as healthcare, education, and clean water in rural areas through collective settlement schemes.

The policy encouraged self-reliance by mobilizing communities to work together in agricultural production and local development projects.

It laid a foundation for a socialist economy by nationalizing major industries, banks, and plantations to reduce foreign control.

Ujamaa enhanced political stability by fostering a sense of shared responsibility and collective ownership of national resources.

The policy reduced income inequality, especially in rural areas, by emphasizing equal distribution of land and resources.

13. Examine six ways in which education systems were used as a tool of colonial control in Africa.

Colonial education promoted European values, languages, and culture while undermining African traditions and belief systems.

It trained Africans for subordinate roles such as clerks, interpreters, and low-level administrators to serve colonial interests.

Curricula emphasized loyalty to colonial authorities and discouraged critical thinking, political activism, and resistance.

Colonial schools excluded most Africans, favoring children from loyalist families or specific ethnic groups, fostering division and inequality.

Education was used to spread Christianity, weakening African traditional religions and consolidating missionary and colonial influence.

Colonial governments controlled school content and teacher appointments to ensure that education reinforced colonial ideologies.

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

Answer two questions from this section.

14. Analyse six disadvantages of using storytelling as a History teaching technique.

Storytelling can be time-consuming, limiting the amount of content covered within the lesson's allocated time.

It may lack accuracy or objectivity, especially when based on oral traditions that have been exaggerated or altered over generations.

Some learners may find it difficult to separate fact from fiction, especially if the story includes myths or superstitions.

The method relies heavily on the teacher's storytelling skills, and poor delivery can reduce its effectiveness.

It provides limited opportunities for active student participation, especially if the session is one-way without discussion or questioning.

Storytelling may not suit abstract or complex historical topics that require detailed explanation, dates, and factual analysis.

15. Explain seven steps a History teacher should follow when preparing a teaching and learning scheme of work.

The teacher should consult the official History syllabus to identify the topics, objectives, and assessment guidelines for the course.

List all the topics and subtopics to be covered during the term or academic year in logical sequence.

Allocate appropriate time for each topic based on its content weight and complexity, considering the total available teaching periods.

Identify the specific objectives for each lesson to guide teaching and learning activities.

Select suitable teaching methods, techniques, and learning resources appropriate for each topic.

Plan for relevant assessment activities such as quizzes, assignments, and tests to evaluate students' progress.

Ensure the scheme is flexible to accommodate adjustments due to school events, public holidays, or unforeseen interruptions.

16. Discuss six challenges facing African states in maintaining political stability after independence.

Ethnic conflicts and tribalism have fueled political instability in many African countries, often leading to violence and civil wars.

Economic underdevelopment and poverty have contributed to public dissatisfaction, protests, and unrest against ruling governments.

The legacy of artificial colonial boundaries has created border disputes and internal divisions in several African states.

Corruption and mismanagement of public resources have eroded public trust in government institutions and leaders.

Military coups and unconstitutional changes of government have disrupted democratic processes and national stability.

Foreign interference in African politics through economic pressure, military interventions, and support for unpopular regimes has undermined sovereignty