

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

712

**HISTORY**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2015**

---

**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.

maktaba.tetea.org



## **SECTION A (40 Marks)**

Answer all questions from this section.

### **1. State four objectives of colonial taxation in Africa.**

Colonial taxation was introduced to force Africans into wage labor so they could earn money to pay taxes, ensuring a constant labor supply for settler farms and colonial projects.

It aimed to generate revenue for the colonial administration to fund its activities such as infrastructure development, salaries, and maintaining law and order.

Taxation was used to create economic dependency on colonial currency and destroy the traditional barter economy by introducing money-based transactions.

It served as a tool of political control and subjugation, as refusal or failure to pay taxes could result in punishments, arrests, or confiscation of property.

### **2. Differentiate between formative evaluation and summative evaluation.**

Formative evaluation is conducted during the learning process to monitor students' understanding and guide instructional improvements. It includes quizzes, class exercises, and assignments.

Summative evaluation is done at the end of an instructional period, such as at the end of a term or course, to assess overall learning outcomes. It includes final exams and standardized tests.

Formative evaluation helps identify learners' strengths and weaknesses in real-time, while summative evaluation judges students' mastery of content after instruction is complete.

Formative assessment is often informal and used for feedback, whereas summative assessment is formal and used for grading and certification.

### **3. List four roles of History in promoting national unity.**

History fosters a shared sense of identity by teaching students about their country's past struggles, achievements, and heroes who fought for unity and independence.

It promotes tolerance and respect for diverse cultures and ethnic groups by highlighting the contributions of different communities to national development.

History helps reduce tribalism and regionalism by emphasizing national achievements and challenges that transcend ethnic boundaries.

It educates citizens about the importance of cooperation and patriotism, encouraging them to work together toward common national goals.

### **4. Mention four characteristics of feudal social formations in pre-colonial Africa.**

Land was owned by a ruling class (chiefs, kings, or landlords), while the majority of the population worked the land in return for protection or tribute.

There was a clear social hierarchy, with rulers and nobles at the top, followed by warriors, artisans, and peasants at the bottom.

Exploitation existed in the form of forced labor, tributes, or military service provided by peasants to the ruling class.

Political power was centralized in the hands of the feudal lords who controlled both land and military force to maintain dominance.

**5. Identify four challenges faced by History teachers in the preparation of teaching and learning aids.**

Limited access to resources like maps, charts, and historical images makes it difficult to prepare effective visual aids.

Lack of funds and school support to purchase or print teaching materials discourages teachers from developing creative aids.

Inadequate training on how to design and use teaching aids reduces teacher confidence and innovation in creating learning resources.

Time constraints due to heavy workloads and large teaching schedules prevent teachers from preparing aids for every lesson.

**6. State four effects of the establishment of colonial plantations in East Africa.**

Colonial plantations led to the displacement of African communities as fertile land was taken over by European settlers.

Africans were subjected to forced labor and harsh working conditions on plantations, often under exploitative systems like the kipande system.

Plantation agriculture shifted the focus from food production to cash crops, causing food insecurity and famine in some areas.

It contributed to the development of transport infrastructure such as railways and roads to serve the plantations and export routes.

**7. Outline four reasons why African traditional education was important to pre-colonial societies.**

It prepared individuals for adult roles by teaching practical skills like farming, hunting, blacksmithing, and social responsibilities.

Traditional education preserved cultural values, norms, and customs by passing them from one generation to the next.

It promoted moral development and discipline through teachings on respect, honesty, and obedience to elders and community rules.

Education was adapted to the local environment and addressed community needs, ensuring relevance and sustainability.

**8. Provide four functions of History log books in schools.**

They serve as a record of lesson coverage, helping teachers track topics taught and those remaining.

Log books help in accountability and supervision by allowing heads of department or school administrators to review teaching progress.

They provide evidence of work done, which is useful during evaluations, inspections, or when a new teacher takes over a class.

They help identify gaps or inconsistencies in lesson delivery, enabling better planning and continuity in teaching.

**9. Mention four merits of using group discussion technique in teaching History.**

Group discussions promote peer learning as students share ideas, clarify doubts, and learn from one another.

They encourage active participation and engagement, making learning more student-centered and interactive.

Group work enhances communication and teamwork skills, which are valuable for learners' personal and social development.

Discussions develop critical thinking and argumentation skills as students evaluate different viewpoints and build logical conclusions.

**10. State four contributions of African independent churches in the nationalist struggle.**

Independent churches challenged colonial religious institutions and promoted African leadership in spiritual matters, fostering confidence and self-determination.

They provided platforms for African leaders to mobilize people against colonial injustices under the protection of religion.

The churches encouraged education and literacy among Africans, equipping them with skills to participate in political and social movements.

They opposed oppressive colonial policies such as forced labor and racial segregation, aligning themselves with the goals of nationalist movements.

**SECTION B (30 Marks)**

Answer two questions from this section.

**11. Explain six reasons for the scramble and partition of Africa by European powers.**

The Industrial Revolution created a high demand for raw materials such as cotton, rubber, and minerals to feed European factories, making African resources highly desirable.

European powers sought new markets in Africa for their surplus manufactured goods due to overproduction and limited markets in Europe.

The need for areas to invest surplus capital encouraged European countries to colonize Africa, where labor was cheap and investment opportunities in plantations and mining were abundant.

European powers wanted to control strategic territories such as Egypt and the Suez Canal to safeguard their trade routes to Asia and other colonies.

Competition for national prestige among European nations made colonies symbols of power, with each country striving to expand its empire and influence in Africa.

Religious and humanitarian motives were used to justify colonization, with missionaries and colonial officials claiming to bring Christianity, Western education, and civilization to African societies.

**12. Discuss six achievements of the United Nations Organization (UNO) in supporting African decolonisation.**

The UNO provided a platform where African nationalists and leaders could voice their demands for independence and expose colonial injustices to the international community.

It passed resolutions condemning colonialism and advocating for the right of all people to self-determination, which pressured colonial powers to grant independence.

The UNO established the Trusteeship Council to monitor and support the progress of dependent territories toward self-government and independence.

It organized fact-finding missions to investigate colonial conditions and report on human rights violations, strengthening calls for decolonisation.

The UNO mobilized international sanctions and diplomatic pressure against stubborn colonial regimes, particularly in areas like South Africa and Namibia.

It offered humanitarian support to refugees and victims of colonial conflicts, ensuring their welfare and safety during the decolonisation process.

### **13. Examine six effects of colonial economy on African societies.**

The colonial economy disrupted African traditional economies by replacing subsistence farming and barter trade with cash crop production and money-based systems.

Colonial economies introduced taxation systems like hut tax and poll tax, forcing Africans into wage labor to earn money for tax payment.

Land alienation displaced African communities as fertile lands were reserved for European settlers and plantations, leading to overcrowding and poor living conditions in African reserves.

Colonial economies encouraged labor migration, where young African men left their homes to work in distant plantations, mines, and towns, breaking up family structures.

The introduction of cash crops led to food shortages as more land and labor were devoted to export crops rather than food production for local consumption.

African economies became dependent on a few export commodities and foreign markets, making them vulnerable to global price fluctuations and exploitation.

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

Answer two questions from this section.

### **14. Examine six limitations of using lecture method in History teaching.**

Lecture method promotes passive learning as students merely listen without active participation, reducing engagement and interest in the lesson.

It does not effectively develop learners' critical thinking and problem-solving skills because it discourages questioning and debate.

Lectures provide little opportunity for teachers to assess students' understanding during the lesson, as feedback is often delayed until the end.

It ignores individual differences in learning styles, disadvantaging students who prefer practical, visual, or participatory learning approaches.

Over-reliance on lectures may make History appear boring and difficult, especially when covering complex or unfamiliar content without visual aids.

Lecturing discourages creativity and initiative among learners, as it limits opportunities for exploration, discovery, and interaction.

### **15. Discuss seven qualities of a good History teacher.**

A good History teacher must have a thorough understanding of historical content and teaching methods to deliver lessons effectively.

They should possess good communication skills to explain ideas clearly, answer questions, and manage classroom discussions.

Patience and tolerance are essential, allowing the teacher to handle diverse student abilities, attitudes, and classroom challenges calmly.

Creativity is important for designing engaging lessons, selecting appropriate teaching aids, and using varied teaching techniques.

A good teacher should be well-organized, with careful lesson preparation, timely feedback, and effective time management.

They must be fair and impartial, treating all students equally regardless of background, ability, or opinions.

A positive attitude and enthusiasm for the subject are crucial for inspiring students, making History interesting and relevant to their lives.

### **16. Explain six importance of teaching African history in secondary schools.**

Teaching African history helps preserve African cultural heritage by informing students about their ancestors' achievements, customs, and values.

It promotes national identity and unity by highlighting the shared experiences and struggles of African people against colonialism and oppression.

The subject corrects colonial biases and Eurocentric narratives by providing an African perspective on historical events.

It encourages patriotism and civic responsibility by teaching students about heroes and the sacrifices made for their freedom and development.

African history develops critical thinking by enabling students to analyze historical evidence, question sources, and evaluate different interpretations.

It equips learners with knowledge of past mistakes and successes, guiding leaders and citizens to make informed decisions for the continent's future.