

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2016

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.



SECTION A (40 Marks)

Answer all questions from this section.

1. Show four reasons why African societies were able to resist early European penetration before the 19th century.

African societies were able to resist early European penetration because of strong, well-organized armies that defended their territories and maintained local security against foreign invaders.

Geographical barriers such as dense forests, deserts, and dangerous coastlines made it difficult for Europeans to navigate and penetrate deep into African interiors.

African societies had little economic attraction to Europeans in the early period since Africa's valuable resources like minerals, ivory, and cash crops had not yet been fully exploited or discovered.

Frequent internal conflicts and suspicion among African societies made it difficult for Europeans to find local allies or establish reliable partnerships that could ease their entry.

2. Differentiate between primary sources and secondary sources of historical information.

Primary sources are original, firsthand accounts or evidence created during the period being studied, such as oral traditions, diaries, artifacts, official documents, and eyewitness reports.

Secondary sources are interpretations, analyses, or explanations of historical events produced after the period under study by people who did not witness the events, such as textbooks, journals, articles, and documentaries.

While primary sources offer direct evidence and raw data, secondary sources provide contextual understanding, commentary, and scholarly perspectives on historical occurrences.

Primary sources present unfiltered historical data, whereas secondary sources interpret and evaluate those facts, often combining multiple primary sources for a broader narrative.

3. List four benefits of conducting continuous assessment in teaching History.

Continuous assessment enables the teacher to monitor students' academic progress regularly, identifying learning difficulties early for timely intervention.

It motivates students to stay consistently active in their studies, knowing that their performance is measured throughout the course rather than relying solely on final exams.

Continuous assessment helps the teacher evaluate the effectiveness of teaching methods and make adjustments where necessary to improve learning outcomes.

It provides reliable data for grading and record-keeping by accumulating students' marks from various tasks such as assignments, tests, and classroom participation.

4. Identify four objectives of the Berlin Conference of 1884–1885.

The Berlin Conference aimed to prevent conflicts among European powers by establishing agreed-upon rules for the partition and colonization of Africa.

It sought to regulate European trade activities in Africa, ensuring free navigation along major rivers such as the Congo and Niger.

The conference aimed to define colonial boundaries and spheres of influence to avoid overlapping claims among European countries.

It established conditions for effective occupation, where colonial powers were required to demonstrate actual control over African territories they claimed.

5. State four roles played by African women in the nationalist struggles.

African women participated directly in protests, demonstrations, and strikes against colonial authorities, often risking imprisonment and violence.

They served as political mobilizers, encouraging communities to support nationalist movements and resist colonial policies.

Women acted as messengers and informants, delivering information and coordinating secret activities between nationalist leaders and supporters.

They provided financial and material support, including food, shelter, and funds, to sustain freedom fighters and their families during liberation struggles.

6. Provide four advantages of using participatory teaching techniques in History lessons.

Participatory techniques promote active student involvement, which increases concentration, interest, and understanding of historical concepts.

They encourage critical thinking and problem-solving skills by involving learners in discussions, debates, and decision-making.

These methods enhance retention of information because students remember content better when they are actively engaged in learning.

Participatory techniques promote teamwork and cooperation among students, improving their communication and social interaction skills.

7. Mention four features of socialist economic policies adopted by newly independent African states.

Socialist economic policies promoted collective ownership of major means of production such as industries, land, and banks to reduce wealth inequalities.

The government became the primary controller and planner of the national economy, deciding on priorities and resource allocation.

Socialist policies emphasized the provision of basic social services such as free education, healthcare, and housing to improve citizens' welfare.

The policies discouraged foreign ownership of key economic sectors, instead promoting local enterprises and nationalized industries.

8. Give four examples of major cash crops introduced by colonialists in East Africa.

Colonialists introduced coffee as a major cash crop in East African countries such as Kenya and Tanzania for export to European markets.

Cotton was another cash crop, grown extensively in areas like Uganda and western Tanzania for use in European textile industries.

Sisal was cultivated in Tanganyika (Tanzania) as a profitable export crop used in producing ropes and mats for European consumption.

Cloves were grown in Zanzibar and Pemba under colonial rule as a valuable spice exported to European and Asian markets.

9. State four reasons why a History teacher needs to prepare a lesson plan before teaching.

A lesson plan provides a clear roadmap for the teacher, outlining what content to cover and the sequence to follow during the lesson.

It helps the teacher select appropriate teaching and learning materials and methods that suit the topic and learners' ability.

Lesson planning ensures effective time management, allocating suitable periods for introduction, main teaching activities, and conclusion.

It enables the teacher to set specific objectives and prepare relevant assessment tools to evaluate whether the lesson's goals are achieved.

10. List four qualities of a good History textbook.

A good History textbook should be factually accurate and up-to-date, reflecting the latest research findings and correct historical information.

It must be well-organized, logically arranging topics and sub-topics in a sequence that enhances learners' understanding.

The textbook should be engaging and reader-friendly, using clear language, illustrations, maps, and photographs to aid comprehension.

It should be relevant to the curriculum, covering all required topics and objectives as outlined in the national syllabus.

SECTION B (30 Marks)

Answer two questions from this section.

11. Explain six economic activities practiced by African societies during the pre-colonial period.

Agriculture was the primary economic activity, where African societies grew crops such as millet, sorghum, bananas, yams, and maize for food and trade.

Pastoralism was widely practiced, especially in areas like the Maasai and Fulani societies, where communities kept cattle, goats, and sheep for milk, meat, hides, and social prestige.

Hunting and gathering were important in forested and sparsely populated areas, where communities relied on wild animals and plants for food and medicine.

Fishing was a key livelihood for societies near water bodies like Lake Victoria, Lake Tanganyika, and the Indian Ocean coast, providing food and trade items.

Mining activities involved the extraction of minerals such as iron, gold, salt, and copper, which were used for tools, ornaments, currency, and trade with neighboring communities.

Craftsmanship was a valued economic pursuit where skilled artisans produced goods such as pottery, iron tools, leather items, and woven baskets for domestic use and trade.

12. Discuss six ways used by European colonialists to establish colonial economies in East Africa.

Colonialists introduced cash crop plantations for crops like coffee, sisal, and cotton, forcing Africans to abandon subsistence farming and grow cash crops for export.

They imposed taxes such as hut tax and poll tax to compel Africans to work on plantations, settler farms, and colonial projects to earn money for tax payment.

The colonial governments constructed infrastructure like railways and roads to facilitate transportation of raw materials from production areas to ports for export.

They introduced money-based economies, replacing barter systems with currency to integrate African economies into the global capitalist system.

Colonialists encouraged settler economies by allocating fertile land to European settlers, forcing African farmers into reserves and poor-quality lands.

They established marketing boards to control the buying and pricing of African cash crops, ensuring profits benefitted the colonial administration and foreign companies.

13. Analyse six achievements of multiparty democracy in Tanzania since its reintroduction in 1992.

Multiparty democracy has increased citizens' political rights and freedoms, including the right to form political parties, vote, and contest for leadership positions.

It has encouraged political competition, making the ruling party and government more accountable to the people through regular elections.

The system has enhanced political awareness among Tanzanians, as political debates and campaigns educate citizens about their rights and national issues.

Multiparty politics has promoted peaceful change of leadership through elections rather than through coups or revolutions.

It has provided a platform for opposition parties to express alternative views and challenge government policies, contributing to improved governance.

Multiparty democracy has allowed for legal and constitutional reforms aimed at strengthening democratic institutions and protecting citizens' rights.

SECTION C (30 Marks)

Answer two questions from this section.

14. Examine six steps followed by a History teacher when using question and answer method in a lesson.

The teacher begins by preparing relevant, clear, and well-sequenced questions in advance to match the lesson objectives and topic.

At the start of the lesson, the teacher introduces the topic and informs learners about the purpose and importance of the question and answer session.

The teacher asks simple, direct questions first to capture students' attention and gradually increases complexity to encourage critical thinking.

Students are given adequate time to think before responding to ensure meaningful participation and avoid rushing their answers.

The teacher listens attentively to students' responses, providing encouragement, correcting misconceptions, and clarifying unclear points.

At the end, the teacher summarises key points raised during the session and links the discussion to the lesson's main objectives.

15. Analyse seven reasons why African resistances against colonial rule failed.

Most African societies had inferior military technology, using spears, arrows, and shields against European firearms and cannons.

There was a lack of unity and coordination among African societies, with some communities collaborating with colonialists or remaining neutral.

Colonialists exploited African religious, ethnic, and regional divisions to weaken resistance movements and isolate rebellious groups.

Africans were inexperienced in modern warfare strategies such as guerrilla tactics and sieges, limiting their effectiveness in battle.

Some African leaders underestimated the power and determination of colonial forces, leading to poor planning and overconfidence.

Colonialists used deceit and diplomacy to divide and weaken African resistances through treaties, false promises, and alliances.

Frequent betrayals by African collaborators, informers, and rival chiefs undermined resistances by leaking information to colonial authorities.

16. Show six challenges faced by History teachers when using field trips as a teaching technique.

Organizing field trips involves high financial costs for transportation, entry fees, and meals, which many schools and students cannot afford.

Field trips require extensive planning and coordination, including permission from authorities and ensuring student safety, which can be time-consuming.

Unfavorable weather conditions or emergencies can disrupt or cancel planned trips, affecting lesson schedules and learning outcomes.

Some historical sites are located far from schools, making them inaccessible or impractical for short trips due to distance and transport limitations.

There is a risk of indiscipline or accidents during trips as students are exposed to unfamiliar environments, requiring close supervision.

Field trips may encounter unreliable or unprepared resource persons at the site, limiting the quality of information and learning experience.