

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

712

**HISTORY**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2017**

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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. Explain four ways in which the abolition of slave trade affected African societies in the 19th century.**

The abolition of slave trade led to the decline of powerful African kingdoms and societies that had grown wealthy from the slave trade business. Societies such as the Oyo Empire, Dahomey, and the Nyamwezi lost their economic base and political influence.

It resulted in the depopulation of many regions. Although slave trade had already caused population loss, its sudden end left some areas with an imbalance of social structure as people had migrated or been displaced by the wars associated with slave raiding.

The abolition encouraged the development of legitimate trade, where Africans started trading in products such as ivory, gum, cotton, cloves, and rubber. This marked the beginning of formal trade relations between Africa and Europe based on goods rather than humans.

It led to the introduction of new economic systems like cash crop farming, as former slave traders and owners turned to agriculture, using free African labor to produce crops for export to European markets.

### **2. Differentiate between the concepts of nationalism and patriotism.**

Nationalism is a political and social ideology where people who share common identity, history, culture, language, and sometimes religion seek to establish or maintain their own independent nation or state. It often involves a struggle against foreign domination or oppressive rule.

Patriotism, on the other hand, is a feeling of deep love, loyalty, and devotion to one's country. It focuses on supporting the nation's values, protecting its interests, and working for its development without necessarily seeking independence or self-rule.

While nationalism is usually politically driven and associated with movements for independence or self-determination, patriotism is emotional and can exist in both independent and colonised societies.

Also, nationalism can sometimes result in armed struggles, political campaigns, and anti-foreign movements, while patriotism manifests in peaceful activities like community service, voting, and promoting national unity.

### **3. Mention four importance of using teaching and learning aids in History lessons.**

Teaching and learning aids make abstract historical concepts clearer and easier for students to understand by providing visual or practical references to historical events, objects, or places.

They capture and maintain students' attention throughout the lesson, helping to prevent boredom and increase engagement, especially in topics that involve dates, events, and personalities.

Learning aids simplify the teaching process by reducing the time needed for lengthy explanations, allowing the teacher to communicate ideas more efficiently.

They cater for different learning styles by providing opportunities for visual, auditory, and kinesthetic learners to grasp concepts in ways that suit them best.

#### **4. List four characteristics of capitalist mode of production.**

Capitalism involves private ownership of means of production such as land, factories, and capital, where individuals or companies control resources for personal profit.

It is characterised by wage labor, where workers sell their labor to employers in exchange for wages and do not own what they produce.

The system operates on the motive of profit maximisation, where production is aimed at generating surplus value or profit for the owners of production.

There is competition among producers and businesses, which drives innovation, efficiency, and market expansion in the capitalist economy.

#### **5. Identify four objectives of indirect rule as implemented by the British in Africa.**

One objective was to reduce the cost of administration by ruling through existing African leaders who were paid less than British officials and already understood local customs and laws.

It aimed to ensure quick and efficient control of large territories with minimal British manpower, relying on local chiefs and traditional structures.

Indirect rule intended to avoid direct confrontation and resistance from African societies by preserving certain traditional institutions while controlling them from above.

The system was designed to facilitate smooth collection of taxes, maintenance of law and order, and mobilization of labor for colonial projects without constant military intervention.

#### **6. State four qualities of a good History scheme of work.**

A good scheme of work should be comprehensive, covering all topics specified in the History syllabus within the allocated term or academic year.

It must be logically sequenced, arranging topics and sub-topics in an order that facilitates easier understanding and progression for learners.

The scheme should include clear, measurable objectives for each lesson, indicating what students should achieve after each topic.

It must be flexible, allowing for adjustments in case of unforeseen circumstances like public holidays, school closures, or changes in teaching pace.

#### **7. Outline four negative effects of Neo-colonialism in Africa.**

Neo-colonialism perpetuates economic dependency, where African countries rely on former colonial powers for loans, technology, manufactured goods, and markets for their raw materials.

It leads to political manipulation, where powerful countries interfere in African politics by supporting leaders or regimes that protect their interests at the expense of the people.

The system fosters exploitation of natural resources, with foreign companies controlling mines, oil fields, and plantations, leaving African economies vulnerable to external control.

Neo-colonialism also suppresses local industries through unfair trade agreements, ensuring African countries remain producers of raw materials rather than processed goods.

**8. Provide four examples of African countries which practiced one-party system after independence.**

Tanzania adopted a one-party system under the Tanganyika African National Union (TANU) and later Chama Cha Mapinduzi (CCM) after the Zanzibar Revolution.

Kenya established a one-party state under the Kenya African National Union (KANU) from the mid-1960s until the early 1990s.

Ghana operated a one-party state under the Convention People's Party (CPP) led by Kwame Nkrumah before the 1966 coup.

Zambia adopted a one-party system under the United National Independence Party (UNIP) led by Kenneth Kaunda from 1972 until the early 1990s.

**9. Mention four conditions which may necessitate a History teacher to use a guest speaker during lesson delivery.**

When the teacher lacks in-depth knowledge or experience about a particular topic, a guest speaker can provide expert insights to enrich the lesson.

If the topic involves sensitive or controversial issues, a qualified guest can offer balanced, authoritative explanations and personal experiences.

In situations where students need exposure to real-life examples, such as veterans or participants in historical events, guest speakers add authenticity.

When the teacher wishes to motivate students by bringing in a respected figure to share experiences or advice related to historical careers or national heritage.

**10. State four principles of effective classroom management in History teaching.**

A History teacher should establish clear, fair, and consistent rules at the beginning of the course to create an orderly learning environment.

They should encourage active participation by involving students in discussions, questions, and group activities to maintain engagement and discipline.

The teacher must be punctual, prepared, and organized to command respect and model good behavior for students.

Lastly, it's important to maintain fairness and avoid favoritism by treating all students equally and addressing indiscipline consistently.

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

Answer two questions from this section.

### **11. Analyse six effects of long distance trade on East African societies before colonial rule.**

Long distance trade led to the growth of urban centers such as Kilwa, Mombasa, Bagamoyo, and Tabora, which became important commercial hubs for traders and resting points for caravans.

It contributed to the spread of Islam along the East African coast and interior, as Muslim traders introduced their religion, culture, and architecture to African societies.

The trade stimulated the rise of powerful African states and communities like the Nyamwezi, Yao, and Buganda, who controlled trade routes and gained wealth from taxing caravans.

It encouraged intermarriage between local African populations and foreign traders, especially Arabs, which created communities like the Swahili people with blended African and Arab cultures.

Long distance trade introduced new foreign goods such as cloth, beads, firearms, and spices, which influenced local consumption patterns and social status among African societies.

The trade intensified internal slave trade as slaves were in high demand for export to the Middle East and for labor in clove plantations in Zanzibar and Pemba, increasing human suffering and displacement.

### **12. Explain six achievements of Julius Nyerere's leadership in post-independence Tanzania.**

Julius Nyerere promoted national unity by discouraging tribalism, regionalism, and ethnic divisions through policies such as the use of Kiswahili as a national language.

He spearheaded the Arusha Declaration in 1967, which laid the foundation for socialist policies like nationalisation of banks, industries, and major commercial enterprises.

Under his leadership, Tanzania provided moral and material support to African liberation movements in countries such as Mozambique, South Africa, and Zimbabwe.

Nyerere expanded access to education by introducing universal primary education campaigns and constructing schools throughout the country.

His government improved healthcare services by building hospitals, dispensaries, and health centers, especially in rural areas.

He advocated for rural development through the Ujamaa village policy, which aimed at improving agricultural productivity and communal living, although with mixed results.

### **13. Describe six challenges encountered by African nationalists during the struggle for independence.**

African nationalists faced severe colonial repression, including arrests, torture, exile, and bans on political parties, which restricted their activities and freedom of expression.

There was widespread lack of unity among African communities due to ethnic, religious, and regional divisions, which colonialists exploited to weaken resistance movements.

Many nationalist movements suffered from limited financial and material resources, making it difficult to fund campaigns, protests, and political mobilization.

Colonial governments controlled the media and censored nationalist messages, denying leaders the chance to spread their ideas widely and organize effectively.

Some African societies feared reprisals or preferred cooperation with colonial authorities, making it difficult for nationalists to gain mass support.

External influences from settler communities and imperial powers often led to military interventions, economic sanctions, or diplomatic pressure against African nationalist movements.

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

Answer two questions from this section.

#### **14. Discuss six factors to consider when preparing a History lesson plan.**

The teacher should carefully consider the topic and its content to ensure that the lesson aligns with the syllabus and overall course objectives.

The specific objectives of the lesson must be clearly stated to guide what learners should be able to achieve by the end of the lesson.

The teacher must identify appropriate teaching and learning materials such as maps, charts, textbooks, and audio-visual aids relevant to the topic.

An effective History lesson plan should include appropriate teaching methods and techniques suited to the nature of the topic and the ability level of students.

Time allocation for each part of the lesson should be balanced, ensuring that the introduction, new knowledge, and conclusion sections are properly managed.

The teacher should plan for methods of assessment and evaluation to determine whether lesson objectives have been achieved and to identify areas needing reinforcement.

#### **15. Analyse seven advantages of using discovery method in the teaching and learning of History.**

Discovery method encourages active learning by allowing students to explore, investigate, and find out historical facts on their own, making learning more memorable.

It promotes critical thinking and problem-solving skills as learners analyse historical evidence, identify patterns, and draw conclusions.

The method increases students' interest and motivation in learning History because they participate actively and engage directly with historical information.

Discovery learning enhances retention of historical knowledge as students remember information better when they discover it themselves rather than being told.

It helps learners develop research skills by collecting data, interviewing resource persons, or visiting historical sites to gather first-hand information.

The approach accommodates different learning styles as students can use oral, written, visual, and practical methods during the discovery process.

It fosters teamwork and collaboration when learners work in groups to investigate historical topics, improving social and communication skills.

#### **16. Show six functions of History teaching in promoting national development.**

History teaching helps to preserve and promote national culture and identity by educating students about their nation's past heroes, struggles, and achievements.

It fosters national unity and patriotism by teaching the importance of collective action, cooperation, and loyalty to the nation.

The subject develops critical thinking and analytical skills among learners, which are essential for decision-making and problem-solving in national affairs.

History provides knowledge about past mistakes and successes, helping leaders and citizens make informed choices for the nation's future development.

It encourages political awareness and active citizenship by teaching about democratic processes, governance systems, and struggles for human rights.

Lastly, History promotes economic awareness by teaching about past economic systems, trade relations, and resource management, which guides present and future economic planning.