

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

712

**HISTORY**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2018**

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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. State four motives which forced Portuguese to develop interests with East African Coast during the 15th century.

- Economic interests - The Portuguese aimed to control the profitable Indian Ocean trade, particularly in gold, ivory, and spices, which were abundant along the East African Coast.
- Strategic control - They sought to establish naval bases in coastal towns like Kilwa and Mombasa to secure trade routes to India and Asia.
- Spread of Christianity - The Portuguese were driven by a mission to spread Christianity and counter the influence of Islam in the region.
- Competition with rivals - They wanted to outmaneuver Arab traders and other European powers to dominate East African trade networks.

2. Mention four rules of cooperative learning.

- Positive interdependence - Group members must work together to achieve a common goal, ensuring everyone contributes to the task.
- Individual accountability - Each student is responsible for their own learning and contribution to the group's success.
- Equal participation - All members are encouraged to actively participate to prevent domination by a few students.
- Social skills development - Students learn to communicate, resolve conflicts, and collaborate effectively within the group.

3. Identify four reasons which made some African societies to collaborate with colonialists.

- Economic benefits - Some African societies collaborated to access trade opportunities, goods, and wealth offered by colonialists.
- Protection against enemies - Collaboration provided military support or protection against rival African groups or external threats.
- Political power - Certain leaders cooperated to maintain or gain political authority, often as appointed chiefs under colonial rule.
- Fear of repercussions - Some societies collaborated to avoid violence, punishment, or loss of land from colonial powers.

4. List down four important things to be considered by a teacher before preparing a History lesson plan.

- Learning objectives - The teacher should set clear and specific objectives to guide what students will learn during the lesson.

- Students' prior knowledge - Assess the students' existing understanding of the topic to tailor the lesson appropriately.
- Teaching resources - Identify available resources, such as textbooks, maps, or visual aids, to enhance lesson delivery.
- Time allocation - Plan the duration of each activity to ensure the lesson fits within the allocated class time.

5. Give four reasons that made the United States of America to advocate for the decolonization of African countries soon after the Second World War.

- Anti-colonial ideology - The U.S. promoted self-determination, aligning with its historical opposition to European colonialism.
- Economic interests - Decolonization opened African markets for American trade and investment, free from European control.
- Cold War strategy - The U.S. supported decolonization to gain influence over new African nations and counter Soviet expansion.
- Moral pressure - Post-WWII, the U.S. faced pressure to support global freedom and human rights, advocating for African independence.

6. Outline four ways which can be applied by a History teacher to help his/her students prepare their own lesson notes.

- Guided note-taking - Provide an outline or key points during the lesson to help students structure their notes effectively.
- Use of visual aids - Incorporate diagrams, timelines, or maps to encourage students to summarize information visually in their notes.
- Group discussions - Assign group tasks where students discuss and write key points collaboratively, reinforcing note-taking skills.
- Summarization exercises - Ask students to summarize key lesson points in their own words at the end of the class to consolidate their notes.

7. Identify four economic problems which faced post-colonial government of Tanganyika soon after independence.

- Limited infrastructure - Tanganyika lacked adequate roads, railways, and industries, hindering economic development.
- Dependence on agriculture - The economy relied heavily on subsistence agriculture, with little diversification into other sectors.
- Shortage of skilled manpower - There was a lack of trained professionals to drive economic growth and manage institutions.

- Low revenue - The government struggled with limited tax revenue and foreign aid, making it difficult to fund development projects.

8. Enumerate four factors which should be considered by a History teacher when applying question and answers strategy in teaching.

- Clarity of questions - Questions should be clear, concise, and aligned with the lesson objectives to avoid confusion.
- Variety in question types - Use a mix of factual, analytical, and open-ended questions to engage different levels of thinking.
- Student participation - Ensure all students have opportunities to respond, preventing domination by a few.
- Feedback provision - Provide immediate and constructive feedback to students' answers to enhance learning and correct misconceptions.

9. Mention four leadership codes of conduct as outlined in the Arusha Declaration of 1967.

- Avoidance of personal wealth accumulation - Leaders were prohibited from engaging in private businesses or accumulating wealth for personal gain.
- Prohibition of multiple incomes - Leaders could not hold multiple salaried positions or directorships in private companies.
- Commitment to socialism - Leaders were required to uphold and promote the principles of socialism and self-reliance.
- Transparency and accountability - Leaders were expected to act in the public's interest and avoid corruption or favoritism.

10. Outline four things which can be considered when preparing a History marking scheme.

- Alignment with objectives - The marking scheme should reflect the lesson's specific learning objectives and outcomes.
- Clarity of criteria - Define clear criteria for awarding marks, such as accuracy, relevance, and depth of answers.
- Weighting of marks - Assign appropriate marks to different sections based on their importance or complexity.
- Provision for varied responses - Account for different ways students may answer, ensuring fairness in marking.

## SECTION B (30 Marks)

Answer two questions from this section.

11. Explain by giving six points how change in colonial agriculture affected the colonies after 1945.

- Shift to cash crops - Colonial governments prioritized cash crops like coffee and cotton, reducing food crop production and causing food shortages.
- Land alienation - Large-scale agricultural projects displaced local communities, increasing landlessness and poverty.
- Introduction of new technology - Mechanization and fertilizers improved yields but primarily benefited colonial settlers over local farmers.
- Economic dependency - Colonies became reliant on exporting raw agricultural products, with little industrial development.
- Environmental degradation - Intensive farming led to soil erosion and deforestation, harming long-term agricultural sustainability.
- Social unrest - Unequal access to agricultural resources fueled resentment and contributed to anti-colonial movements.

12. Propose six measures which should be taken to eradicate poverty in Tanzania.

- Improve education access - Expand access to quality education to equip citizens with skills for better employment opportunities.
- Promote agriculture modernization - Provide farmers with modern tools, seeds, and training to increase productivity and income.
- Enhance infrastructure - Develop roads, electricity, and water systems to support economic activities and attract investment.
- Support small businesses - Offer low-interest loans and training to entrepreneurs to stimulate job creation and economic growth.
- Strengthen healthcare - Improve access to affordable healthcare to reduce medical expenses and enhance workforce productivity.
- Promote equitable resource distribution - Implement policies to reduce income inequality and ensure fair access to land and resources.

13. Examine six ways through which economic neo-colonialism operates in Africa.

- Foreign aid dependency - African countries rely on loans and aid from Western nations, often with conditions that favor donor interests.
- Control of natural resources - Multinational corporations dominate the extraction of minerals and oil, repatriating profits abroad.
- Unfair trade practices - African countries export raw materials at low prices while importing expensive finished goods.
- Debt burden - High-interest loans from global institutions like the IMF trap African nations in cycles of debt repayment.

- Influence through investments - Foreign investments in key sectors like agriculture and mining prioritize foreign profits over local development.
- Brain drain - Skilled professionals are lured to work in developed countries, depriving Africa of human capital needed for growth.

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

Answer two questions from this section.

14. Elaborate six important things which can be used by a History teacher to make the students understand the lesson effectively.

- Use of visual aids - Incorporate maps, timelines, and images to make historical events more relatable and easier to understand.
- Storytelling approach - Present historical events as narratives to capture students' interest and make lessons memorable.
- Interactive discussions - Encourage students to ask questions and share opinions to deepen their understanding of historical concepts.
- Field trips - Organize visits to historical sites or museums to provide hands-on learning experiences.
- Group activities - Assign group projects, such as role-playing historical events, to promote collaborative learning.
- Relating to current events - Connect historical topics to modern issues to help students see their relevance and context.

15. Analyse five uses of a History Log book.

- Tracking lesson progress - The log book records topics covered, helping teachers monitor syllabus completion and plan future lessons.
- Record of student performance - It documents students' attendance, participation, and assessment results for evaluation purposes.
- Planning tool - Teachers use the log book to outline lesson objectives, activities, and resources for organized teaching.
- Evidence for accountability - It serves as a record for school administrators to verify that lessons are being conducted as planned.
- Reflection and improvement - Teachers can review the log book to assess teaching methods and make improvements for future lessons.

16. Explain in six points how participatory debate strategy can be used to teach the sub-topic "Ngoni Migration".

- Introduce the topic - Provide a brief overview of the Ngoni Migration, including causes, events, and impacts, to set the context for the debate.
- Divide students into groups - Assign students to groups representing different perspectives, such as Ngoni warriors or affected local communities.
- Assign debate roles - Give each group specific arguments to defend, such as the reasons for migration or its effects on host societies.
- Provide research time - Allow students to research their positions using textbooks or guided questions to build strong arguments.
- Conduct the debate - Facilitate a structured debate where groups present their arguments and respond to counterarguments, encouraging critical thinking.
- Summarize and reflect - Conclude by summarizing key points raised and discussing how the debate deepened understanding of the Ngoni Migration.