

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2019

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. Show how the development of capitalism in Europe led to the colonisation of Africa by giving out four points.

The development of capitalism in Europe created a high demand for raw materials to feed growing industries. European factories needed materials like cotton, rubber, copper, and palm oil, which were abundant in Africa.

European capitalism also required new markets to sell their finished products. The industrial countries had overproduced goods and sought colonies in Africa as ready markets for surplus manufactured items.

Another reason was the search for areas to invest surplus capital. European capitalists wanted profitable places to invest in mines, plantations, railways, and other projects, which Africa offered cheaply under colonial control.

Lastly, there was a demand for cheap labor. The industrial economy depended on a steady supply of low-cost labor, and colonizing Africa allowed Europeans to exploit African labor through forced work on plantations, mines, and infrastructure projects.

2. Differentiate between teaching activities and learning activities.

Teaching activities are actions planned and carried out by the teacher to guide and deliver knowledge to learners. They include explaining concepts, using teaching aids, asking questions, and organizing class activities.

Learning activities are tasks performed by students in response to teaching activities. These involve listening, answering questions, participating in discussions, doing group work, or completing exercises given by the teacher.

Teaching activities aim to facilitate learning by selecting appropriate methods, strategies, and resources, while learning activities aim to help students absorb, practice, and demonstrate understanding of the content taught.

In short, teaching activities originate from the teacher's planning and instruction, while learning activities are the learners' responses to those instructions.

3. Outline four benefits that Africans got from the introduction of progressive farmers programme in Tanganyika.

The programme increased agricultural production by introducing modern farming methods, improved seeds, and better tools to selected African farmers.

It led to the emergence of African capitalist farmers who owned large farms, hired laborers, and produced cash crops for both local and international markets.

The programme enabled African farmers to acquire capital through loans, subsidies, and proceeds from cash crop sales, improving their economic status.

Lastly, it transmitted knowledge and modern agricultural skills to Africans, reducing reliance on traditional farming methods and promoting commercial farming practices.

4. Provide reasons for a History teacher to analyse a syllabus before teaching by giving out four points.

Analysing the syllabus helps the teacher to plan lessons in line with the intended educational objectives, ensuring that learning outcomes are achieved effectively.

It guides the teacher in selecting appropriate teaching methods, strategies, and teaching aids suitable for each topic, making lessons engaging and meaningful.

The analysis helps the teacher to allocate time for each topic according to its weight and complexity, ensuring balanced and timely syllabus coverage.

Lastly, it enables the teacher to prepare relevant assessment tools that measure students' performance against the set objectives of the course.

5. Identify four features of Utopian Socialism.

Utopian Socialists did not believe in class struggle or violent political revolution as a way of changing society. They preferred peaceful, voluntary reforms.

They believed that all classes in society could voluntarily adopt cooperative and communal plans if they were properly presented and explained.

Their ideas were based on creating ideal communities where resources and wealth were shared equally, without the exploitation of one group by another.

Utopian Socialism relied on moral persuasion and the goodwill of the wealthy and powerful to initiate social reforms rather than depending on mass political movements.

6. Mention four conditions under which a History student can be given the notes to copy.

Notes can be given to students when the school lacks enough textbooks and reference materials for learners to study on their own.

When the available lesson time is too limited for students to read and make their own notes from different sources, the teacher may prepare notes for copying.

If the academic ability of the learners is too low to enable them to extract important points from books independently, the teacher provides notes to simplify learning.

When language barriers exist and students struggle to construct clear notes on their own, especially in a second language like English, teachers may prepare notes for them.

7. State four ways through which Tanzania can avoid economic dependence.

Tanzania can emphasize the development of the agricultural sector by modernizing farming methods and increasing the production of food and cash crops for local consumption and export.

The government can adopt a basic industries strategy by investing in industries that produce essential goods such as textiles, sugar, and cement, reducing import dependence.

Investing in science, technology, and technical education can help produce skilled workers capable of driving innovation and industrialization within the country.

Sustainable use of natural resources ensures that the country benefits fully from its minerals, forests, and wildlife by processing resources locally before export.

8. List down four merits of specific objectives in a History lesson plan.

Specific objectives guide the teacher to focus strictly on what should be achieved during the lesson, avoiding unnecessary content.

They help the teacher to select appropriate teaching and learning materials and activities that align with the intended outcomes.

Specific objectives enable the teacher to plan assessments and evaluation tools that directly measure what the students were expected to learn.

They help in managing lesson time effectively by specifying the exact scope and depth of content to be covered within the available period.

9. Provide four examples of political manifestations of Neo colonialism in Africa.

The occurrence of military coups in post-independence African states, often backed by foreign powers, is a manifestation of Neo colonialism.

The imposition of puppet leaders who serve the interests of former colonial powers while suppressing national interests is another example.

Frequent foreign interference in African elections, including funding opposition groups or influencing election outcomes, is a political sign of Neo colonialism.

The continued influence of former colonial powers in drafting or manipulating African national policies, especially foreign affairs and defense, reflects Neo colonialism.

10. Mention four qualities of a History guest speaker.

A good History guest speaker should possess enough knowledge and expertise about the topic they are invited to present on.

They should be fluent and conversant with the language of instruction to communicate clearly and effectively with students.

Confidence and a good command of public speaking are essential for a guest speaker to maintain students' attention and deliver their message convincingly.

The guest speaker should be tolerant and respectful of students' opinions and questions, creating a welcoming and interactive learning environment.

SECTION B (30 Marks)

Answer two questions from this section.

11. Analyse six effects of Mfecane in Southern Africa in the 19th century.

Mfecane led to the death of many people through warfare, famine, and disease as different communities fought and displaced each other across Southern Africa.

It caused massive displacement of populations. Many groups fled their homelands to escape conflict, leading to the migration and settlement of communities in new territories.

Mfecane contributed to the emergence of new centralised and powerful African states such as the Zulu, Ndebele, and Swazi kingdoms, which restructured political authority in the region.

It weakened African resistance to European colonisation. The divisions and reduced populations made it easier for European colonialists to dominate Southern Africa in the late 19th century.

New fighting techniques and military strategies were introduced. Shaka Zulu's military innovations, such as the short stabbing spear (iklwa) and cow-horn formation, changed African warfare.

Lastly, Mfecane disrupted traditional societies and economies, causing food shortages, collapse of trade networks, and loss of traditional leadership in many affected areas.

12. Examine six achievements of the Arusha Declaration in Tanzania.

The Arusha Declaration promoted the establishment of industries. Many factories producing textiles, cement, food products, and consumer goods were built, contributing to local industrialization.

It increased literacy rates and school enrolment by expanding education opportunities through the nationalisation of schools and introduction of universal primary education campaigns.

The declaration mobilised Tanzanian farmers to engage in communal farming and settle in Ujamaa villages, aiming to increase agricultural production and collective resource management.

It laid down the leadership code of conduct, which restricted public leaders from engaging in private business, reducing corruption and promoting public accountability.

The declaration implanted socialist ideologies among Tanzanians, fostering the values of equality, cooperation, and national unity while discouraging exploitation and individualism.

It nationalised banks, industries, and major commercial enterprises, allowing the government to control the economy and redirect resources towards national development priorities.

13. Explain six ways used by USSR to support decolonisation processes in Africa.

The USSR provided material support such as weapons, military uniforms, and financial aid to African liberation movements fighting colonial rule.

It offered moral and diplomatic support by advocating for African independence at the United Nations and other international forums, openly condemning colonialism.

The USSR hosted and trained African freedom fighters in military tactics, political ideology, and governance, strengthening liberation movements across Africa.

It imposed economic sanctions and supported international boycotts against minority regimes like apartheid South Africa and colonial governments.

The USSR helped establish educational scholarships for African students, offering them opportunities to study in Soviet universities and return home with skills for nation-building.

Lastly, it assisted in disseminating anti-colonial propaganda through radio broadcasts, publications, and cultural exchanges aimed at promoting African independence.

SECTION C (30 Marks)

Answer two questions from this section.

14. Explain six reasons which hinder a History teacher to use participatory techniques in teaching History lesson.

A large number of students in a small or overcrowded classroom makes it difficult to organise meaningful group discussions, debates, or role-plays.

Lack of adequate teaching and learning resources, such as reference books, maps, and audio-visual materials, limits the variety of participatory activities a teacher can conduct.

Very large content in the History syllabus and limited teaching time forces teachers to resort to lecture methods to cover material quickly instead of engaging students interactively.

Some teachers lack familiarity and skills in using participatory techniques, leading to fear of trying new teaching approaches and preferring traditional methods.

Students' lack of interest and motivation in History lessons discourages teachers from organising participatory activities that require active engagement.

Lastly, lack of professional motivation among teachers due to poor working conditions, delayed promotions, or low salaries reduces their enthusiasm to prepare interactive lessons.

15. Analyse seven steps to be followed when using jig saw strategy to teach the sub-topic “Problems Hindering Development in Africa after Independence.”

The teacher begins by dividing the topic into small, manageable sections based on the number of expert groups to be formed in the class.

Students are then arranged into ‘home groups’ and each member of the group is assigned a number or section of the topic to research and discuss.

All students with the same number or topic section form temporary ‘expert groups’ where they meet to discuss, share ideas, and master their assigned sections.

The teacher guides each expert group by providing resources, clarifying concepts, and ensuring that group members thoroughly understand their section.

After discussions, the experts return to their original ‘home groups’ and teach their section of the topic to the rest of the group members.

The chairperson of each home group leads a group discussion on all sections presented, with members clarifying and questioning each other's presentations.

The teacher summarises the entire lesson by highlighting key points from each section, correcting misconceptions, and concluding the topic effectively.

16. Show six reasons which necessitate a History teacher to conduct summative evaluation.

Summative evaluation provides data to determine whether the objectives of the teaching and learning process have been achieved before moving to new content.

It is used for certifying learners after the completion of a course, class level, or programme, determining who qualifies for advancement or graduation.

Summative evaluation motivates learners to study hard since it often determines final grades, awards, or progression to higher levels of education.

It provides a basis for selection and placement of students for employment, scholarships, or advanced education opportunities based on performance.

The evaluation helps identify learners' academic challenges and weaknesses, allowing for remedial interventions or support in subsequent sessions.

Lastly, it enables education stakeholders such as administrators, tutors, and policy makers to assess the effectiveness of teaching methods, curriculum content, and educational programmes.