

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

712

HISTORY

Time: 3 Hour.

ANSWERS

Year: 2020

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. Outline the differences between French assimilation policy and British indirect rule as used in administering their colonies in Africa.

French assimilation policy aimed to turn African colonies into extensions of France by imposing French culture, language, and laws. Africans were expected to abandon their traditions and adopt French ways entirely. In this system, a few Africans could gain French citizenship if they conformed fully to French cultural standards.

On the other hand, British indirect rule preserved African traditional systems of governance. The British governed through existing local leaders, chiefs, and traditional institutions. African leaders acted as intermediaries, implementing British policies while maintaining some aspects of indigenous customs.

Another difference is in the administrative structure. Under assimilation, the French replaced local governance with a centralized French administration, directly controlling colonies. In contrast, British indirect rule maintained decentralized administration through local native authorities under British supervision.

Finally, assimilation attempted to create a homogenous French empire with little regard for African identity. Indirect rule, however, allowed African societies to retain their cultural identity, as long as it did not conflict with British colonial interests.

2. Mention four colonies in Africa where settler agriculture was dominant during the colonial period.

Kenya was a significant settler colony where white settlers engaged in large-scale farming of cash crops such as coffee and tea, using African labor.

Zimbabwe, formerly Southern Rhodesia, had a strong settler agricultural economy. European settlers controlled fertile lands and produced crops like maize and tobacco for export.

South Africa is another example. Settler farmers, known as Boers or Afrikaners, practiced large-scale agriculture, focusing on products like grapes, citrus, and maize, exploiting African labor.

Lastly, Algeria under French rule had a dominant settler agricultural economy. European settlers farmed olives, grapes, and wheat using local labor and controlled vast tracts of fertile land.

3. Enumerate four reasons which made Portuguese rule not to last long in East Africa.

The Portuguese faced strong and persistent resistance from local African coastal city-states and inland communities. The constant wars and rebellions made it difficult for them to sustain their control.

The Portuguese had poor relations with the locals, especially because of their oppressive policies, heavy taxation, and forced labor, which led to hostility and unrest.

Their empire was overstretched, with limited manpower and resources to manage distant colonies like East Africa effectively while also defending their interests in India and Brazil.

Additionally, the coming of stronger foreign rivals such as the Omani Arabs challenged Portuguese dominance. The Omani managed to expel the Portuguese from major towns like Mombasa and Zanzibar by the end of the 17th century.

4. Give the reasons why the period after the Second World War is considered being the turning point in the struggle for independence in Africa.

African soldiers who participated in the Second World War returned home with new political awareness. They had experienced the contradictions of fighting for freedom abroad while being oppressed in their own countries.

The economic difficulties faced by colonial powers after the war weakened their ability to maintain colonies. Countries like Britain and France were financially strained and could not sustain expensive colonial administrations.

The rise of international organizations such as the United Nations, which promoted the principle of self-determination and condemned colonialism, gave Africans a platform and moral support for their independence movements.

Formation of African nationalist movements and political parties like the Tanganyika African National Union (TANU) in Tanganyika and the Convention People's Party (CPP) in Ghana accelerated demands for independence.

5. Outline five Tanzanian constitutional changes since independence.

The 1961 Independence Constitution marked the end of colonial rule and introduced a parliamentary system headed by a Governor-General representing the Queen of England.

In 1962, the Republican Constitution replaced the monarchy with an executive presidency headed by Julius Nyerere, centralizing more power.

The 1964 Union Constitution was established after Tanganyika and Zanzibar merged to form the United Republic of Tanzania, outlining the structure of the union government.

The 1977 Constitution introduced a one-party system officially under the ruling party Chama Cha Mapinduzi (CCM), following the merger of TANU and ASP from Zanzibar.

Later, in 1992, Tanzania adopted a multi-party democracy amendment, allowing the formation of opposition political parties, reintroducing political pluralism after decades of one-party rule.

6. Identify African countries crafted and given the socialist idea of (a) Common Man's Charter, (b) Humanism and (c) African socialism.

The Common Man's Charter was a socialist blueprint introduced in **Uganda** under President Milton Obote in 1969. It emphasized nationalization of key industries, reducing income inequalities, and empowering the ordinary Ugandan citizen economically and politically.

Humanism was a socialist philosophy developed in **Zambia** by President Kenneth Kaunda. It promoted values of equality, community welfare, self-reliance, and collective ownership of resources, while recognizing the importance of African traditional values and Christian principles.

African Socialism was popularized in **Tanzania** by Julius Nyerere under the policy of Ujamaa (meaning "familyhood"). It advocated for communal ownership of resources, equal distribution of wealth, self-reliance, and national unity while rejecting capitalist exploitation.

7. Analyse four main aims of Neo-colonialism in Africa.

One aim of Neo-colonialism was to retain economic control over African countries even after granting them political independence. Former colonial powers continued to dominate African economies through control of key sectors like mining, banking, and agriculture.

Another aim was to secure access to raw materials and cheap labor for industries in developed countries. By influencing African trade policies and production systems, Neo-colonialists ensured a steady supply of resources like oil, copper, and cotton.

It also aimed to maintain political influence by supporting compliant African leaders who protected foreign interests. Neo-colonial powers often manipulated elections or backed coups to install friendly regimes.

Lastly, Neo-colonialism worked to safeguard foreign markets for manufactured goods. African countries were encouraged to import goods from former colonial powers, creating economic dependence and limiting local industrial growth.

8. Differentiate with examples the terms participatory techniques and less participatory techniques.

Participatory techniques are teaching methods where learners actively engage in the learning process. Students contribute ideas, discuss, solve problems, or perform tasks. Examples include group discussions, debates, role-playing, and simulations.

Less participatory techniques involve minimal student involvement, where the teacher dominates the learning process. Learners are passive recipients of information. Examples include lectures, dictation, and demonstration without learner participation.

While participatory techniques enhance critical thinking and student engagement, less participatory methods focus more on content delivery, suitable for covering factual information within limited time.

9. Provide the meaning of the following terms: (a) History syllabus (b) History textbook (c) History teacher's guide (d) History log book.

A History syllabus is an official document outlining topics, objectives, and assessment methods for History teaching at a specific education level within a given period.

A History textbook is an instructional book containing information, facts, and exercises on various History topics, used by both teachers and students for teaching and learning.

A History teacher's guide is a resource prepared to assist teachers in planning and conducting History lessons. It includes suggested teaching methods, activities, assessments, and supplementary notes.

A History log book is a record maintained by teachers to document daily classroom activities, lesson delivery, students' attendance, and key remarks on teaching and learning progress.

10. Explain four uses of a History scheme of work.

A scheme of work serves as a guide for the teacher on what to teach within a given academic period. It breaks down the syllabus into manageable topics and specifies the time for each topic.

It helps in lesson preparation by showing what resources and teaching aids are needed for each topic, making lesson delivery more organized and effective.

It aids in monitoring and evaluation by providing a record for supervisors and the teacher to track teaching progress against planned schedules.

Finally, it facilitates effective time management, ensuring that all syllabus topics are covered within the allocated school term or year.

SECTION B (30 Marks)

Answer two questions from this section.

11. Identify two dominant modes of production which developed in pre-colonial Africa and explain three features of each mode.

The first dominant mode of production in pre-colonial Africa was **primitive communalism**. This was the earliest social and economic system where people collectively owned means of production such as land, forests, and water sources. No individual claimed private ownership.

A key feature of primitive communalism was communal ownership of property. Land and resources were shared by all members of the community for collective benefit.

Another feature was equal distribution of products. Whatever was produced from hunting, gathering, or small-scale farming was shared equally among the community, preventing hunger and poverty.

Lastly, there was absence of exploitation. Since everyone contributed according to ability and received according to need, no one lived by exploiting the labor of others.

The second dominant mode was **feudalism**, which emerged as societies grew larger and complex. In this system, land was owned by a ruling class (chiefs, kings) while peasants worked on it.

A major feature of feudalism was land ownership by a few. Chiefs, elders, or kings controlled land and resources, while common people accessed land through allegiance or service.

Another feature was exploitation through tribute and labor. Peasants were required to provide part of their produce, labor, or military service to the ruling class.

Lastly, feudal societies were often organized in social classes. The ruling elite enjoyed privileges while commoners faced heavy obligations and little access to decision-making.

12. Examine six factors for state formation in pre-colonial Africa.

One factor was the **development of agriculture**. As people learned to cultivate crops and rear animals, food surpluses supported larger, settled communities which eventually organized into states.

The **growth of trade** was another factor. Long-distance trade, such as the Trans-Saharan and Indian Ocean trade routes, brought wealth and foreign influence, allowing some societies to centralize power and expand.

Military strength and warfare played a role. Powerful leaders who could organize armies often conquered weaker neighbors, expanding their territories and forming centralized states.

Religion and spiritual beliefs unified people under common customs and leadership. Religious leaders sometimes became political rulers, consolidating power.

Migration and population pressure forced groups to settle new areas, and in doing so, new states formed for protection and resource control.

Lastly, **geographical factors** such as fertile land, water sources, and trade route access encouraged settlement in specific areas, promoting state formation.

13. Analyse six effects of long distance trade in East Africa.

Long distance trade led to the **growth of towns and urban centers** such as Kilwa, Mombasa, and Zanzibar, which became important commercial hubs.

It encouraged the **spread of Islam**, as Muslim traders introduced the religion to East Africa, influencing local customs, dress, and governance.

The trade facilitated **cultural exchange**. African societies adopted new goods, technologies, and foreign practices while also influencing foreign traders.

It resulted in the **rise of wealthy and powerful ruling classes**. Leaders who controlled trade routes or ports accumulated wealth and military strength.

Slave trade increased as slaves became a major trade commodity, leading to human suffering, depopulation in some areas, and disrupted social structures.

Finally, long distance trade promoted **inter-regional relations**, fostering political alliances and cooperation between different East African societies and foreign merchants.

SECTION C (30 Marks)

Answer two questions from this section.

14. Examine six features of a good history syllabus.

A good History syllabus must be **comprehensive and balanced**, covering essential historical events, themes, and skills relevant to the learners' level and context.

It should be **well-sequenced and logical**, arranging topics chronologically or thematically to facilitate understanding and progression from simple to complex ideas.

A good syllabus includes **clearly stated objectives**, outlining what learners should know and be able to do after each topic.

It should provide for **integration of teaching and learning methods**, suggesting appropriate participatory techniques to actively engage students.

A good syllabus ensures **flexibility**, allowing adjustments to suit regional histories, emergencies, or institutional preferences without compromising core content.

Lastly, it should include **assessment guidelines**, indicating how students' knowledge and skills will be evaluated through tests, assignments, and projects.

15. (a) Construct three specific objectives on “Techniques used to establish colonial economy in East Africa”.

(b) Suggest two teaching-learning aids for teaching “Techniques used to establish colonial economy in East Africa”.

(c) Develop and tabulate three teaching and learning activities for teaching “Techniques used to establish colonial economy in East Africa” as they could appear in the new knowledge part of the lesson development.

(a) Specific objectives:

- By the end of the lesson, students should be able to **define the meaning of colonial economy** in East Africa.
- Students should be able to **identify at least three techniques used to establish the colonial economy in East Africa**.
- Students should be able to **explain the effects of these techniques on African societies**.

(b) Teaching-learning aids:

- A **map of colonial East Africa** showing trade routes, plantations, and mining areas.
- **Pictures or charts** illustrating activities like forced labor, taxation, and cash crop farming.

(c) Teaching and learning activities:

Teaching Activities	Learning Activities
The teacher explains the meaning of colonial economy.	Students listen and take notes.
The teacher displays a map and pictures of colonial economic activities.	Students observe, ask questions, and discuss.
The teacher asks students to list techniques and effects of colonial economy.	Students brainstorm in groups and present their findings.

16. Describe any six tasks which a History teacher has to perform before starting actual classroom teaching.

The teacher must **prepare a scheme of work** outlining topics, objectives, methods, and timing for the academic term.

They must **develop a lesson plan** detailing the specific activities, teaching aids, and evaluation strategies for each lesson.

The teacher should **prepare teaching and learning aids** like maps, charts, or video clips to enhance lesson delivery.

Another task is **consulting the syllabus and textbooks** to ensure content aligns with educational objectives and approved materials.

The teacher should **organize the classroom environment**, arranging seating and resources for optimal learning interaction.

Lastly, the teacher must **evaluate previous lessons and students’ performance** to identify learning gaps and adjust future teaching strategies accordingly.

