

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

711

HISTORY

Time: 3 Hours

ANSWERS

Year: 2021

Instructions.

1. This paper consists of sections A and B with a total of **Fourteen (14)** questions.
2. Answer **all** questions from section A and **four (4)** questions from section B.
3. Section A carries **forty (40)** marks and section B Carries **sixty (60)** marks.
4. Cellular phones are **not** allowed in the examination room.
5. Write your **examination Number** on every page of your answer booklet(s).

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SECTION A (40 Marks)

Answer all questions from this section. Each question carries 4 marks.

1. Outline important things that a history teacher should prepare and collect prior to actual classroom teaching.

A history teacher should prepare a well-organized lesson plan containing clear objectives, relevant content, teaching methods, and evaluation techniques to guide the lesson effectively.

The teacher should collect appropriate teaching and learning materials such as charts, maps, historical photographs, textbooks, and reference materials to support the lesson content.

Preparation of suitable questions and activities is necessary to encourage learner participation and check understanding during and after the lesson.

The teacher should arrange the classroom environment to suit the planned teaching methods, ensuring availability of space for discussions, group work, or role plays when required.

2. Differentiate inquisitive mind with critical thinking.

An inquisitive mind refers to a natural curiosity and desire to know, ask questions, and seek explanations about unfamiliar things, encouraging continuous learning and exploration.

Critical thinking involves analyzing information, questioning assumptions, evaluating evidence, and forming reasoned judgments rather than accepting ideas at face value.

3. Give four teaching techniques through which a history teacher can promote inquisitiveness and critical thinking to the learners.

Using open-ended questions encourages learners to think beyond simple answers, analyze situations, and justify their opinions with logical reasoning.

Organizing debates on historical topics allows students to defend different viewpoints, examine evidence, and develop critical discussion skills.

Assigning research projects and presentations requires learners to gather information, assess sources, and present their findings, promoting independent inquiry and judgment.

Involving learners in analyzing historical documents and sources sharpens their ability to interpret evidence, identify bias, and question the reliability of information.

4. Give the meaning of the terms:

(i) Role play is a teaching technique where learners act out roles in a simulated situation to understand historical events or concepts by experiencing them practically.

(ii) Simulation games involve learners participating in structured, game-like scenarios that imitate real-life historical situations, allowing them to practice decision-making and problem-solving.

(iii) Case study is an in-depth examination of a specific historical event, person, or situation, used to encourage learners to investigate, discuss, and draw conclusions based on available evidence.

(iv) Cooperative learning is a strategy where learners work in small groups to achieve a common goal, sharing ideas, resources, and responsibilities to enhance understanding through teamwork.

5. Mention five qualities of the well stated specific objectives in a History lesson plan.

Specific objectives should be clear and precise, leaving no room for ambiguity in what the teacher intends to achieve by the end of the lesson.

They must be measurable, allowing the teacher to assess whether learners have achieved the expected outcomes through observation or evaluation.

Objectives should be achievable within the lesson time frame and in consideration of learners' abilities and resources available.

They need to be relevant to the lesson content and aligned with the overall syllabus and curriculum requirements.

Specific objectives should be stated in behavioral terms, focusing on observable learner actions like describing, listing, or explaining.

6. Outline three features of deep learning.

Deep learning involves a thorough understanding of concepts, where learners focus on meaning, relationships, and connections rather than memorizing isolated facts.

It encourages critical analysis and questioning of information, enabling learners to evaluate arguments and evidence independently.

Deep learning promotes the application of knowledge to new situations, where learners use what they have learned to solve problems and draw conclusions in unfamiliar contexts.

7. Enumerate five similarities between plantation and settler agriculture.

Both plantation and settler agriculture were introduced by colonialists and aimed at producing cash crops for export to benefit colonial powers.

They required large areas of fertile land for cultivation, often displacing local communities from their ancestral lands.

Both systems depended heavily on cheap African labor, which was obtained through forced labor policies or low-wage employment.

They prioritized the cultivation of single cash crops such as coffee, tea, or sisal, making economies dependent on a narrow range of agricultural products.

Plantation and settler agriculture led to environmental degradation due to extensive land clearing, soil exhaustion, and destruction of natural vegetation.

8. Mention three most basic Pan African conferences that helped to raise awareness among the African elites.

The 1900 Pan African Conference held in London marked the first organized attempt to address issues affecting Africans globally.

The 1945 Fifth Pan African Congress held in Manchester, UK, is considered the most significant for mobilizing African leaders towards decolonization.

The 1921 Second Pan African Congress held in London and Brussels expanded the movement's influence and drew attention to colonial injustices.

9. Mention four critics of colonial education.

Colonial education was criticized for limiting Africans to basic literacy and vocational skills, denying them access to higher education and leadership opportunities.

It emphasized European culture, values, and history while disregarding African traditions, languages, and achievements.

The system was designed to produce subservient clerks and laborers rather than independent thinkers and national leaders.

Colonial education reinforced racial inequality by offering inferior resources, facilities, and curriculum to African learners compared to their European counterparts.

10. Mention four ways through which the exploitation of African countries took place under Neo-colonialism.

Foreign multinational companies control key economic sectors like mining, agriculture, and telecommunications, extracting profits while limiting local economic benefits.

Unequal trade relationships favor developed countries by setting unfair prices for African raw materials and exporting expensive manufactured goods in return.

Dependency on foreign loans and aid forces African governments to implement policies dictated by international financial institutions, compromising economic sovereignty.

Cultural domination through media, education, and consumer goods promotes foreign lifestyles and values at the expense of African traditions and identity.

SECTION B (30 Marks)

Answer two questions from this section. Each question carries 15 marks.

11. Explain six reasons that made some pre-colonial African societies developed into feudal system while others did not.

The presence of fertile land in some societies led to the emergence of land ownership systems where powerful individuals controlled land while others worked it, laying the foundation for feudal relations.

Availability of surplus agricultural produce in certain areas allowed for the accumulation of wealth, creating social classes where a few controlled resources and others depended on them.

Existence of organized armies enabled some rulers to conquer weaker communities, forcing them into subordinate positions as tenants or bonded workers under feudal lords.

Political centralization in certain societies supported the establishment of strong kingdoms with rulers who owned land and controlled labor, while decentralized societies remained communal.

Influence of external traders and contacts in some regions introduced new economic and social structures, encouraging private ownership and dependency relations among people.

Religious leaders in some areas supported hierarchical systems by claiming divine authority for rulers and justifying the unequal distribution of land and labor.

12. Examine six conditions which led to the occurrence of Jihad in West Africa in the 19th century.

Widespread corruption and immorality among Muslim leaders and rulers led to dissatisfaction among devout Muslims, prompting calls for religious purification.

Oppression of ordinary people through heavy taxation and forced labor by traditional rulers created social unrest and a desire for change.

Spread of Islam among local populations empowered religious leaders to organize resistance against un-Islamic practices and leadership.

Conflicts between Muslim reformers and traditional animist leaders resulted in armed confrontations aimed at establishing Islamic states.

The influence of successful earlier Islamic movements in other regions inspired West African Muslims to launch their own jihads.

Economic exploitation by ruling elites and unequal distribution of wealth fueled resentment, making it easier for religious leaders to mobilize followers for armed struggle.

13. Describe six circumstances which led to the development of mercantilism in Europe.

The discovery of new trade routes and colonies provided European nations with access to valuable resources, stimulating competition for wealth and trade dominance.

The rise of strong centralized monarchies supported policies aimed at increasing national wealth through trade, mining, and accumulation of precious metals.

Frequent wars between European states created the need for financial strength, leading governments to adopt policies promoting exports over imports.

Growth of towns and cities encouraged commercial activities, creating demand for goods, markets, and banking services that aligned with mercantilist ideas.

Availability of new maritime technology allowed European nations to expand overseas trade, contributing to mercantilist emphasis on foreign markets.

The decline of feudalism and rise of capitalism encouraged investment in trade and industry, making wealth accumulation through commerce a national priority.

SECTION C (30 Marks)

Answer two questions from this section. Each question carries 15 marks.

14. Examine three advantages and three disadvantages of brainstorming technique in the teaching and learning of history subject.

Brainstorming encourages active learner participation by giving students a chance to share ideas freely, promoting creativity and confidence.

It stimulates critical thinking and quick reasoning as learners generate multiple ideas in a short time without fear of being wrong.

The technique promotes collaborative learning and teamwork, as students build on each other's ideas to improve collective understanding.

However, brainstorming can sometimes lead to irrelevant or unrealistic ideas if discussions are not well guided, wasting classroom time.

It may discourage shy or less confident students from participating, especially if dominant students take over the discussion.

The technique is difficult to apply in large classes where managing contributions and maintaining order can be challenging for the teacher.

15. Analyse tasks which a History teacher should perform before, during and after a field excursion.

Before a field excursion, the teacher should plan the visit by selecting a relevant site, seeking permission from authorities, and informing parents and school management.

The teacher should prepare learners by briefing them on the purpose of the trip, expected conduct, learning objectives, and necessary materials to carry.

During the excursion, the teacher supervises learners, ensures safety, coordinates activities, and guides learners in collecting and recording information through observation and interviews.

The teacher should encourage learners to ask questions, interact with site personnel, and participate actively in discussions related to the historical significance of the site.

After the excursion, the teacher leads a follow-up discussion to reflect on the experience, clarify concepts, and allow students to share their observations.

The teacher evaluates the success of the trip by assessing learners' reports, presentations, or assignments based on the objectives set before the visit.

16. Show how the uses of well-prepared history lesson notes simplify the teaching and learning of history subject.

Well-prepared lesson notes provide the teacher with a clear guide on what to teach, ensuring that important historical facts and concepts are systematically covered.

They save time during lesson delivery since the teacher can refer to structured content and avoid unnecessary repetition or omissions.

Lesson notes help the teacher to organize teaching materials, examples, and questions in advance, making lessons more engaging and effective.

They assist in maintaining consistency and accuracy in the information presented to learners, preventing confusion and misinformation.

Lesson notes act as a reference for learners, especially when shared, allowing them to review key points and reinforce their understanding after lessons.

They facilitate smooth lesson evaluation, as the teacher can easily track whether planned objectives have been achieved and adjust teaching strategies accordingly.