

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

712

HISTORY

Time: 3 Hours

ANSWERS

Year: 2022

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. Relate the commercial contacts between East African coast and the Far and Middle East to the growth of feudal states in East Africa

The commercial contacts between the East African coast and traders from the Far and Middle East, such as Arabs, Persians, and Indians, contributed to the rise of powerful city-states like Kilwa, Mombasa, and Zanzibar.

Through this trade, local rulers accumulated wealth from taxes on goods like ivory, gold, and slaves. This wealth enabled them to strengthen their armies, build palaces, and expand their territories, leading to the development of feudal states where rulers controlled land and peasants provided labor.

2. Differentiate between the colonial administrative systems advocated by Karl Peters and that of Lord Fredrick Lugard in administering colonies in Africa

Karl Peters advocated for **direct rule**, where colonial officials from the colonial power controlled all levels of administration, with minimal involvement of local African leaders. He believed in suppressing African authority and replacing it with European systems.

On the other hand, Lord Fredrick Lugard promoted **indirect rule**, where traditional African leaders were retained and used as intermediaries to implement colonial policies. Lugard believed this would reduce costs, prevent resistance, and preserve African customs under colonial control.

3. Give four significance of Master farmers' agricultural strategy which was introduced by the colonialists after World War II

The Master farmers' strategy helped introduce **modern farming techniques** such as improved tools, better seeds, and soil conservation methods, aiming to increase agricultural productivity.

It served to **train selected African farmers** who were considered loyal and skilled, so they could influence others in adopting colonial agricultural practices.

The system helped the colonial government **control rural areas and peasant farming** by promoting cash crops needed by European industries, especially after World War II.

Lastly, it contributed to **creating a class of African elites in agriculture**, who benefitted from better services and training while the majority of peasants remained neglected.

4. Explain four achievements that Tanzania got for adopting monoparty political system in 1990s

Tanzania achieved **national unity and political stability**, as the single-party system under CCM reduced political conflicts and tribalism that could have arisen from multiparty competition.

It enabled **faster decision-making and policy implementation**, as there were no political divisions or opposition parties delaying government plans.

The system promoted **social and economic development projects**, such as Ujamaa villages and public service expansion, since the ruling party controlled both government and parliament.

Lastly, it **created a platform for national mobilization and civic education**, as the single party organized people for national activities like elections, education campaigns, and development programs.

5. Mention four cognitive skills which could be enhanced to students when a group discussion technique is used in teaching and learning History subject

Group discussions enhance students' **critical thinking skills**, as they evaluate and analyze different historical ideas and arguments.

They improve **problem-solving skills**, where students collaboratively propose solutions to historical problems or situations.

Students develop **interpretation and reasoning skills**, learning to understand historical events from multiple perspectives.

Lastly, discussions foster **decision-making skills**, as students assess evidence and reach collective conclusions on historical matters.

6. Write two criteria for an effective History teachers' guide

An effective History teacher's guide must provide **clear lesson objectives and learning outcomes** to guide teachers on what students should achieve by the end of the lesson.

It should also offer **detailed teaching methods, resources, and suggested activities**, enabling teachers to deliver content effectively and involve students actively.

7. Mention four qualities of a good History lesson notes

Good History lesson notes should be **clear and well-organized**, presenting topics logically and sequentially.

They must be **concise and focused**, avoiding unnecessary information while covering essential facts and explanations.

The notes should contain **accurate historical information**, reflecting current and factual content.

Lastly, they should include **key dates, names, events, and definitions** to help students easily recall important facts during revision.

8. Explain four usefulness of the History log book to the History department

The log book serves as a **record of teaching progress**, showing which topics have been covered and by which teacher.

It helps in **planning and coordination of lessons**, ensuring continuity and avoiding repetition of content.

The log book acts as a **supervision tool**, allowing heads of departments to monitor teachers' punctuality and teaching effectiveness.

Lastly, it provides a **reference for future planning and evaluation**, showing what worked well or what needed improvement in past academic years.

9. Explain four teacher's activities in the process of teaching and learning of the sub-topic "Steps taken to solve the problem that hinder development in Africa" using the read for information technique

The teacher should first **introduce the topic and explain the purpose of reading for information**, guiding students on what to look for in the text.

Next, the teacher provides **relevant reading materials** such as textbooks or articles related to development challenges and solutions in Africa.

After reading, the teacher should **guide students in identifying and listing the steps taken to address development issues**, like improving infrastructure or promoting education.

Finally, the teacher leads a **class discussion or presentation**, where students share their findings and clarify difficult points with teacher guidance.

10. Explain the strengths of using question and answer techniques in teaching the sub-topic "Ngoni Migration"

The question and answer technique promotes **active learner participation**, as students are encouraged to think and respond to questions about the Ngoni Migration.

It helps in **assessing students' prior knowledge** on the topic, enabling the teacher to adjust teaching based on what students already know.

The technique encourages **critical thinking and reasoning**, as learners analyze causes, effects, and significance of the Ngoni Migration through guided questions.

Lastly, it fosters **immediate feedback and correction**, allowing the teacher to address misunderstandings and reinforce correct information during the lesson.

SECTION B (60 Marks)

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

11. Examine six impacts of socialism on socio-economic and political development of African countries

One impact of socialism in Africa was the **nationalization of major means of production**, where governments took control of banks, industries, and plantations. This was aimed at reducing foreign exploitation and promoting national ownership of resources.

Socialism promoted **social services such as education and health care**. Many African countries under socialist policies expanded access to free or subsidized education, medical services, and housing, which improved literacy rates and public health.

Politically, socialism encouraged **single-party systems** in several African nations, arguing that multiparty politics caused division. Leaders claimed that a single-party structure promoted national unity and collective decision-making.

Economically, socialism's emphasis on **state-led development projects and rural transformation** led to initiatives like Tanzania's Ujamaa villages, where people were organized into communal farming groups, though with mixed results.

Socialism also reduced **class differences to some extent**, as it promoted equality and discouraged accumulation of excessive wealth by a few individuals, even though in practice, new ruling elites sometimes emerged.

Lastly, socialism inspired **anti-imperialist and Pan-Africanist sentiments**, as African leaders sought to reduce dependence on former colonial powers and build unity among African states through collective cooperation.

12. Assess six reasons for the persistence of underdevelopment in most African countries

One major reason is **poor leadership and governance**, where corruption, mismanagement, and lack of accountability have led to misuse of public resources and failed policies.

Another factor is **heavy dependence on foreign aid and loans**, which often come with conditions that restrict African countries' policy choices and trap them in debt cycles.

Conflicts and political instability in several African countries disrupt economic activities, scare away investors, and cause destruction of infrastructure and displacement of populations.

Limited industrialization and reliance on primary exports like minerals and agricultural products have kept African economies vulnerable to price fluctuations in the world market, limiting sustainable growth.

Weak infrastructure and poor technology development hinder the efficient movement of goods, services, and information, which slows down trade, investment, and modern economic activities.

Lastly, **foreign exploitation and unequal trade relations** that began during colonial times persist today, with multinational companies and powerful nations continuing to control valuable African resources and markets.

13. Justify the reasons why history teachers are considered to be an obstacle to the development of inquisitive mind and critical thinking to their students

Some History teachers rely too much on **teacher-centered methods like lectures and note dictation**, leaving little room for students to ask questions or express opinions, which suppresses critical thinking.

They also often **focus on rote memorization of facts, dates, and events**, rather than encouraging students to analyze causes, effects, and connections between historical events.

Many teachers **avoid controversial or challenging topics** in History, fearing political or social consequences, thus denying students opportunities to critically engage with complex issues.

Lastly, some History teachers may **discourage classroom debates and discussions**, preferring obedient silence, which limits students' ability to question, reason, and develop independent viewpoints about historical events.

14. Explain the importance of the marking scheme in marking a History test

A marking scheme ensures **fairness and consistency** in grading by providing clear criteria on how marks should be awarded for each question. This minimizes personal bias or guesswork by the examiner.

It helps in **saving time and improving marking efficiency**, as the examiner follows a structured guide rather than making decisions case by case.

The marking scheme ensures **uniformity in marking when multiple examiners are involved**, allowing students to be evaluated by the same standards across the board.

Lastly, it provides **guidance for feedback to students**, as teachers can identify which areas the student did well in and where they lost marks, helping them improve in future assessments.