

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

712

HISTORY

Time: 3 Hours

ANSWERS

Year: 2023

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).

maktaba.tetea.org



SECTION A (40 Marks)

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

1. Differentiate collaboration from armed resistance as forms of African reactions to the imposition of colonial rule.

Collaboration involved African leaders or communities choosing to cooperate with colonial authorities by signing treaties, providing supplies, or acting as intermediaries. These collaborators believed it was a safer or more beneficial strategy, allowing them to protect their communities or gain political or economic advantages within the new system.

In contrast, armed resistance involved African groups openly opposing colonial rule through battles, raids, and organized warfare. This reaction was based on rejecting foreign control, defending sovereignty, and protecting cultural traditions. Groups like the Hehe under Mkwawa in Tanzania chose armed resistance rather than submission.

2. Briefly explain by giving four points on how they would use provision of education services in Tanzania to assess the success of the Arusha Declaration.

One way would be by examining the expansion of access to education. If primary, secondary, and adult education centers increased in number and enrollment after the declaration, it would show the success of its social development goals.

Another measure would be evaluating literacy rates before and after the declaration. A noticeable rise in literacy levels would indicate successful investment in education as promoted by the Arusha Declaration. Assessing the increase in locally trained teachers would also serve as evidence. The declaration emphasized self-reliance, so producing more Tanzanian educators would reflect its influence.

Lastly, reviewing the introduction of curriculum content focused on socialism, self-reliance, and national unity would demonstrate alignment with the values of the Arusha Declaration in shaping the education system.

3. Briefly explain the reasons on why most African states focused their attention on health services as among priority areas immediately after independence.

Many African states prioritized health services because colonial governments had previously neglected the welfare of African populations. Access to hospitals, clinics, and medical staff was extremely limited for local people.

New governments recognized that a healthy population was essential for economic productivity and national development. Poor health limited the workforce's effectiveness in agriculture, industry, and other sectors. Investing in health services also improved national unity and morale. By delivering social services fairly, governments hoped to foster national pride and reduce social divisions inherited from the colonial period.

Additionally, addressing high rates of infectious diseases like malaria, smallpox, and tuberculosis was urgent, as these diseases contributed significantly to high mortality rates and reduced life expectancy across the continent.

4. Write down four positive solutions suggested by the Brandt Report of 1980 to deal with African underdevelopment.

The Brandt Report proposed increasing aid from developed nations to poorer countries, emphasizing the importance of long-term financial support for health, education, and infrastructure projects.

It recommended fairer terms of trade to allow developing countries to benefit from selling their raw materials and agricultural products at better, stable prices on international markets.

The report advocated for debt relief and restructuring, recognizing that many African nations were burdened by unsustainable debts inherited from colonial rule and early post-independence development efforts.

Finally, it encouraged regional cooperation among African countries to create stronger economic blocs, improve bargaining power, and foster collective development through shared resources and expertise.

5. Explain four roles a teacher should play when using cooperative learning strategy in teaching history subject.

The teacher should serve as a facilitator by organizing students into appropriate groups, assigning clear tasks, and providing guidance throughout the learning process without directly controlling every activity.

Another role is that of a resource person, where the teacher provides materials, references, or explanations needed for students to complete their group tasks effectively.

The teacher also acts as a monitor, moving from group to group to observe participation, check progress, and address any challenges or misunderstandings students may encounter.

Lastly, the teacher should play the role of an evaluator by assessing both the group process and the final outcomes, providing constructive feedback on teamwork, communication, and content understanding.

6. Describe four features of a good history textbook.

A good history textbook should be factually accurate, presenting events, dates, and historical figures correctly to provide students with reliable knowledge.

It should be written in clear, simple language appropriate for the students' level of understanding, ensuring concepts and historical terminology are easily grasped.

The textbook should include a variety of activities, questions, and assignments at the end of each chapter to test comprehension and encourage critical thinking.

Lastly, it should contain relevant illustrations such as maps, photographs, charts, and diagrams that help students visualize historical events and better understand the content.

7. Explain four usefulness of well-prepared History lesson plan to a History teacher.

A well-prepared lesson plan provides a clear roadmap for the teacher, outlining what topics to cover, teaching methods to use, and time allocation for each activity, leading to organized and effective lessons.

It ensures that all syllabus objectives are addressed systematically, preventing important content from being overlooked or rushed.

The lesson plan helps the teacher anticipate the necessary teaching resources and learning materials in advance, avoiding interruptions during the lesson.

It also serves as a tool for assessing students' progress since the teacher can evaluate whether the intended learning objectives were achieved at the end of the lesson.

8. Recommend two teaching resources and two teaching strategies to be used by teachers to teach the topic of The Partition of Africa Among Imperialist Powers.

Two teaching resources could be historical maps showing Africa before and after partition to help students visually understand territorial changes, and printed treaties or primary documents like the Berlin Conference agreement extracts to study colonial intentions.

Two teaching strategies could include group discussions where students debate the motives of different colonial powers, and role-play activities where students simulate the Berlin Conference to grasp the dynamics and consequences of the partition.

9. Explain how the gallery walk technique can be used in teaching and learning History Subject more effectively.

The gallery walk involves displaying different historical materials or topics on the classroom walls, with students moving in groups to examine each one. In history, these could be pictures, maps, brief descriptions of events, or historical quotations.

Students discuss each station's content, answer guided questions, and record their observations. This approach encourages active engagement and movement, reducing monotony in lessons.

It caters to various learning styles by combining visual, auditory, and kinesthetic learning opportunities as students read, discuss, and physically move.

Lastly, it promotes peer learning and critical thinking, as students debate interpretations and viewpoints at each station, helping them construct a broader understanding of historical events.

10. Explain how they would interpret the results of the tasks given to their students for improving teaching and learning of History subject.

After assessing students' tasks, the teacher should analyze the types of errors made to identify whether the problem lies in understanding content, interpreting questions, or organizing answers.

The teacher can then adjust future lessons to focus on areas of weakness, providing additional explanations, examples, or practice exercises where needed.

If students perform well on certain tasks, it suggests that the teaching methods used for those topics were effective and can be retained or adapted for other areas.

The teacher should also gather feedback from students about which tasks they found difficult or enjoyable to better align teaching strategies with students' learning preferences.

Lastly, interpreting task results helps in evaluating whether the lesson objectives were achieved, informing adjustments in future lesson plans to maintain or improve the quality of teaching.

SECTION B (60 Marks)

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

11. Examine six forces behind the transformation of health, housing and water supply in colonial Africa after the Second World War (1945).

One major force was the increased pressure from African nationalist movements. After the war, African elites and political groups demanded better living standards for their people, including improved health services, housing, and access to clean water. These demands forced colonial authorities to rethink their policies.

The influence of international organizations like the United Nations and the World Health Organization also played a key role. These organizations pushed colonial governments to meet basic human rights standards, including providing healthcare, clean water, and adequate housing.

The experience of African soldiers who had fought alongside Europeans during the war influenced post-war reforms. Many returning soldiers had witnessed better living conditions abroad and demanded similar services in their home countries, adding political pressure on colonial administrators.

Another force was the economic necessity faced by colonial powers. Improved health and living standards were seen as essential for maintaining a productive labor force that could support colonial economies, especially in agriculture, mining, and infrastructure development.

Urbanization driven by industrial and commercial expansion created overcrowded towns and cities, forcing colonial governments to improve housing, sanitation, and water supply to manage public health risks and urban unrest.

Lastly, the post-war reconstruction era in Europe influenced colonial policy. As European nations rebuilt their economies and social services, they introduced similar welfare programs in their colonies to prevent uprisings and maintain political control.

12. Assess the role played by science and technology in the transition from communal to feudal mode of productions among the African societies.

Science and technology enabled the introduction of improved agricultural tools such as iron hoes, spears, and ploughs, which increased food production and allowed communities to settle in one place. This surplus production supported social classes like rulers, warriors, and spiritual leaders, laying the foundation for feudal societies.

The development of iron-smelting technology was significant in producing better weapons. Societies with superior weaponry could conquer others and establish centralized political systems where rulers controlled land and labor, marking a shift from communal ownership to feudal land control.

Science in the form of irrigation techniques and the domestication of animals enhanced agricultural productivity. Societies that mastered these techniques controlled fertile land and water resources, which became bases for power and wealth in the emerging feudal systems.

Construction skills improved through technology, allowing the building of permanent settlements, palaces, and fortifications. This physical control over territories signified the authority of feudal rulers and the separation between ruling and working classes.

In trade, the development of new transport technologies like dugout canoes and camel caravans facilitated long-distance trade. Control over trade routes and commodities such as gold, salt, and ivory strengthened the economic power of feudal lords.

Finally, technological advances in textile production and pottery allowed feudal societies to produce goods for local consumption and trade. This surplus economy reinforced social stratification and dependency, key features of feudal production.

13. Justify the vital of interdisciplinary relationship between History and other social science subjects for effective teaching and learning.

The relationship between History and Geography is important because geographical factors like climate, terrain, and natural resources have always influenced historical events. Teaching both together helps students understand why civilizations developed where they did and how geography affected warfare, trade, and cultural exchange.

History also relates closely to Political Science. To fully grasp historical events like revolutions, independence struggles, and the formation of governments, students need to understand concepts such as power, governance, and political ideologies, which Political Science provides.

Economics and History are interlinked since economic motives often drive historical events. Colonialism, industrialization, and global trade patterns can only be fully understood when students analyze the economic factors that shaped them.

Sociology complements History by explaining how social structures, norms, and institutions have changed over time. Understanding the social organization of ancient, medieval, and modern societies enriches historical studies.

Psychology is important as it helps explain human behavior, leadership decisions, mass movements, and social conflicts that have shaped history. Teaching History with insights from Psychology allows for a deeper interpretation of past events.

Lastly, integrating Law helps students understand legal systems and principles that have influenced historical societies. Concepts like justice, human rights, and colonial legal frameworks give students a broader perspective when studying historical events.

14. Suggest three challenges they might face and suggest three benefits which would have been achieved if you could prepare and use the History lesson notes in the class.

One challenge could be the time constraints faced in preparing detailed, well-structured lesson notes, especially when handling multiple classes or topics within a limited school timetable.

Another challenge might be the lack of access to updated resources and reference materials needed to prepare accurate and engaging lesson notes, particularly in rural or under-resourced schools.

A third challenge could involve unpredictable classroom situations such as absenteeism, technical problems, or school disruptions, which might prevent the lesson from being delivered as planned, reducing the effectiveness of the prepared notes.

On the other hand, one benefit of preparing lesson notes is that it helps ensure systematic and organized teaching, allowing the teacher to cover all key syllabus content without omissions.

Another benefit is that well-prepared notes provide a clear guide for classroom activities, questions, and discussions, making lessons more interactive and easier to manage.

Finally, lesson notes serve as a valuable reference for both current and future teaching. They can be reused, adapted, and improved over time, saving effort in long-term lesson planning and enhancing teaching quality.