

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

712

**HISTORY**

**Time: 3 Hours**

**ANSWERS**

**Year: 2024**

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**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 **note** 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 **four (4)** marks.

1. Give four reasons for the variations in the process of state formation in different African societies across time.
  - geographical location such as areas with fertile soil and heavy rainfall,
  - technological factors like achievements in iron technology for better tools and weapons used in production, defense and security,
  - presence of trade routes across the area where the wealth accumulated from the trade helped the rulers and people,
  - administrative structure/system which acted as a motivating factor towards the formation of states,
  - population factor where high population resulted to the emergence of classes; increased man power in production and enhanced specialisation and division of labour and nature of economic activities like; permanent agriculture, mining, trade and local industries.
2. Explain four reasons that made European colonialists to construct transport and communication facilities perpendicular to the coast in Africa.
  - to transport agricultural raw materials and minerals from the production areas to the coast,
  - to transport manufactured goods and machines from the coast to the production areas,
  - to transport migrant labourers from the labour reserve areas to the production areas,
  - to transport colonial troops from the colonial administrative areas to the production areas to stop resistances
  - to transport colonial officers to production areas and supervise colonial production activities.
3. Explain four advantages of multi-party political system in Tanzania.
  - it has promoted democracy through allowing freedom of speech and association to its citizens,
  - it has promoted accountability and transparency to government leaders,
  - it has encouraged rule of law and social justice in the sense that all people are treated equally before the law,
  - it has to some extent, managed to limit government powers and actions,
  - it has promoted mass political participation to citizens through multi-party practices like participating in elections, mass campaign,
  - meetings and there have been checks and balances in the country whereby opposition parties have been acting as watch dogs of the government's projects and their implementations.
4. Identify four areas where progressive farmers project was introduced in Post-Second World War and show types of crops cultivated in each area.
  - Mbulu Development Scheme where farmers cultivated wheat,
  - Urambo tobacco growing project concentrated on the production of tobacco,
  - The Isimani Maize growing Scheme,
  - Rungwe scheme in which Africans were encouraged to grow coffee and Geita cotton growing under Mveli Farmers Union in Buchosa chiefdom.
5. Explain four roles of History subject in developing patriotism to students.
  - promotes love and willingness among the students because it teaches how the past generations offered their lives to build the nation and to defend it,
  - history teaches how a nation started and how it evolved over time,

- it enables an individual to acknowledge and appreciate people who played important roles in building the nation as national heroes and heroines,
  - through History subject learners develop an appreciation of the memory and identity of their nation
  - it enables the students to understand and appreciate cultural values of the nation.
6. Identify key aspects that should be considered in writing of syllabus under presentation criteria.
- cover-design; should attract learners/teachers to read,
  - colour of the syllabus; colours should be carefully selected so as to rise
  - the interests of the users, the quality of the paper to be used; high quality
  - paper should be used to enable the material to last long, a logical
  - sequence in the arrangement of its items both on the cover and inside the
  - book/document and good or proper binding and bulkiness; this would
  - protect the syllabus book from being easily torn or dismantled.
7. Elaborate four necessary preparations for conducting successful Block Teaching Practice.
- teacher should teach meaning of block teaching practices,
  - advantages of block teaching practices,
  - disadvantages of block teaching practices,
  - types of block teaching practices
  - aims of block teaching practices.
8. Suggest conditions for successful application of question and answer technique in teaching of Establishment of Colonial Administrative Systems.
- Arrange questions in systematic order starting from the meaning of colonial administrative system; ways used to establish the system and impacts of the system,
  - ask questions starting from simple to complex. For example, the first question could be what is the meaning of colonial administration,
  - ask questions in the manner that they stimulate learning and add more questions after response to get more elaborations from the students.
9. Differentiate between Library search and Reading for information as used in teaching and learning of History.
- Library Search as a teaching technique whereby students are required to search for the relevant information from the library; usually the teacher doesn't select the references to be used instead, students select for themselves. What the teacher provides to students is the content **While** Reading for Information is a teaching technique where by students are exposed to specific book or material selected by teacher to read so as to gain a certain knowledge. In this technique, the students are assigned specific materials to read at the same time they are given the topic. The technique therefore, combines both provision of content and references by the teacher.
10. Propose four characteristics of a good History test.
- a good test should be valid in the sense that it should measure what is supposed to be measured,
  - a good test should be reliable because it measures the degree of accuracy and consistency of a test,
  - a good test should be objective; the instrument should be free from personal errors (personal biasness), usability the test must have practical value from the time; economic and administrative point of view

## SECTION B (60 Marks)

Answer all questions from this question. Each question carries **fifteen (14)** marks.

11. Elaborate six effects of colonial indirect rule policy basing on any British West African colonies.

Firstly, indirect rule preserved traditional leadership structures. In colonies like Nigeria, British administrators ruled through local chiefs and emirs, which helped maintain order but also strengthened autocratic and unaccountable traditional systems.

Secondly, the policy created social divisions. The British favored certain ethnic groups and rulers who cooperated with them, creating unequal treatment and long-term ethnic tensions, particularly in multi-ethnic societies like Nigeria.

Thirdly, it hindered the development of modern political institutions. Since colonial administration relied on traditional authority, little effort was made to establish representative governance, delaying democratic development after independence.

Fourthly, indirect rule led to uneven development. Areas with centralized traditional authority, such as Northern Nigeria, were easier to control and thus received more investment, while decentralized regions were often neglected.

Fifthly, the system distorted traditional authority. Some chiefs were given power by the British that they never traditionally held, making them unpopular and undermining their legitimacy among their people.

Lastly, it limited the rise of African nationalism. Indirect rule discouraged political unity by emphasizing tribal identity and keeping power fragmented, slowing the growth of a unified resistance against colonial rule in British West African colonies.

12. Explain the influence of the 1958 Accra Pan African Conference on the nationalist struggles for independence in Africa.

Firstly, the 1958 Accra Pan African Conference united African nationalists from across the continent. It provided a platform for sharing ideas and strategies, building solidarity among leaders fighting for independence.

Secondly, the conference inspired confidence and urgency. Delegates returned to their countries motivated and emboldened to intensify their struggles against colonialism, knowing they had continental support.

Thirdly, it strengthened the demand for total decolonization. The conference rejected partial reforms and called for immediate independence for all African nations, influencing the shift in nationalist agendas toward full sovereignty.

Fourthly, the conference encouraged the formation of political parties. It emphasized organized political struggle, leading to the establishment or strengthening of nationalist movements across Africa.

Fifthly, it promoted African unity. The leaders called for cooperation among newly independent states, laying a foundation for later continental organizations such as the Organization of African Unity (OAU).

Lastly, the conference exposed colonial injustices to the international community. The gathering gained global attention and put pressure on colonial powers to end their rule in Africa.

13. Suggest ways teachers can use to enhance development of cognitive skills to their students.

Firstly, teachers can use problem-solving activities. By presenting students with real-life challenges, they encourage analysis, evaluation, and logical thinking.

Secondly, they should ask open-ended questions. These types of questions promote critical thinking and allow students to explore various solutions and perspectives.

Thirdly, incorporating discussions and debates helps develop reasoning and argumentation skills. Students learn to organize thoughts, evaluate ideas, and respond logically.

Fourthly, assigning research projects enhances inquiry and investigation abilities. It encourages learners to explore information, compare sources, and draw conclusions.

Fifthly, using concept maps and diagrams can improve organization of knowledge. These tools help students link ideas and understand relationships between concepts.

Lastly, teachers should encourage reflection and self-assessment. Allowing students to review their learning processes and outcomes helps improve metacognitive awareness and independent thinking.

14. Elaborate three challenges of teaching without lesson plan and three benefits that could be attained if teachers prepare and use lesson plan in their classes.

One challenge of teaching without a lesson plan is lack of direction. The teacher may wander off-topic, making the lesson confusing and less effective for students.

Another challenge is poor time management. Without a plan, the teacher might spend too much time on one part of the lesson and fail to cover the remaining content.

A third challenge is difficulty in measuring learning outcomes. Teaching without clear objectives makes it hard to evaluate whether students have achieved the expected goals.

On the other hand, one benefit of using a lesson plan is improved organization. A structured plan helps the teacher present content clearly and logically.

Secondly, lesson planning enhances confidence and preparedness. The teacher knows what to teach, how to teach it, and which materials to use, improving delivery.

Lastly, a lesson plan supports assessment. It provides clear objectives and criteria, making it easier to monitor students' progress and provide appropriate feedback.