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History and
Political
Education
Paper 1
Jul/ Aug, 2025
2 ¼ hours



UGANDA TEACHERS' EDUCATION CONSULT (UTEC)

Uganda Certificate of Education

History and Political Education

Paper 1

2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES:

*This paper consists of two sections; A and B. It has **four** examination items.*

Section A is compulsory.

*Answer **one** item from Section B.*

*Answer **three** items in all.*

*Any additional item(s) answered will **not** be scored*

SECTION A

Answer **both** items in this section.

Item 1

Your school recently hosted a History and Political Education exhibition under the theme: 'How We Know About the Past: Discovering Who We Are.'

During the exhibition, Senior Three learners showcased traditional stories about human origin, including Kintu and Nambi (Buganda), Gikuyu and Mumbi (Kikuyu), and Gipir and Labong (Acholi). In contrast, Senior Four students presented the scientific theory of evolution, using fossil records, DNA studies, and archaeological findings as evidence.

Before the event, your History and political education educator had taught a session titled 'Understanding Our Past,' exploring how people discover the past through sources like oral traditions, archaeology, and written records. However, a student raised concern about conflicts among these sources—especially on topics like where humans came from and beliefs about life after death.

After the presentations, a youth dialogue followed. One student remarked:

'Unlike Biology or Chemistry, History is confusing because its sources contradict each other.'

An elder, touched by the discussion, asked: "What's the value of studying the past if it only leaves the youth more confused?"

You've now been chosen to represent your school in a follow-up inter-school youth dialogue to help explain the importance of learning about the past and how to make sense of conflicting historical sources.

Tasks:

- (a) Using historical evidence and relevant examples, how would you respond to the elder's concern?
- (b) Choose one of the student perspectives (**Senior Three** or **Senior Four**) and explain why you support their view as presented during the exhibition.

Item 2

Your ethnic group once lived in peace and unity under the leadership of respected elders and kings. Social order was maintained through indigenous customs and systems for resolving conflicts.

But this peace started to break down with the arrival of visitors—first coming as traders, religious people dressed in robes, and travellers. Later, they introduced foreign flags,

religions, and new systems of administration. Treaties were signed but later broken. Land was taken, traditional authority was weakened, and foreign rule took over.

Some elders collaborated, while others resisted. The foreign rulers brought harsh policies like forced labour, heavy taxation, displacement, and foreign laws, which caused great suffering and anger.

In response, early traditional leaders- kings and chiefs led armed resistance, while later educated nationalists used peaceful methods like boycotts, trade unions, political parties, newspapers, and international lobbying to demand Uganda's independence.

These events show Uganda's journey as part of the wider struggle for freedom across Africa in the 19th and 20th centuries.

Now, you've been invited to speak at a youth leadership camp in your community to reflect on these events and share ideas on how young people can help shape a better future.

Tasks:

- (a) With relevant examples, explain why your community should have been concerned about the arrival of the visitors.
- (b) Referring to the strategies used by pre-independence leaders, explain how young people today can learn from the strategies to shape Uganda's better future.

SECTION B

Answer one item in this section.

Item 3

On October 9, 2025, Uganda will mark 63 years of independence from British colonial rule. In your sub-county, this day has been dedicated to honouring past struggles, reviewing national progress, and discussing future development goals.

During the celebration, an elder expressed concern that Uganda's slow development is mostly due to external pressures—from former colonial powers, donor agencies, and global interests that still shape the country's policies and direction.

In response, some youth argued that many of Uganda's problems are internal, especially the decline of Pan-African values and weak leadership by post-independence presidents. They honoured early Pan-African thinkers like Marcus Garvey, William Sylvester, and Kwame Nkrumah, who promoted African unity, black pride, cultural heritage and indigenous African-grown development.

This sparked renewed interest among youth in patriotic leadership and stronger regional cooperation, particularly through platforms such as the East African Community (EAC).

and the African Union (AU). You have been asked to participate in these platforms to help the community understand these issues better.

Tasks:

- (a) Using historical evidence and relevant examples support the elder's view.
- (b) Suggest strategies Uganda's current leaders can apply Pan-African principles to respond to the youth's concerns.

Item 4

Throughout history, communities worldwide have relied on collaboration—regionally, continentally, and globally—to overcome major challenges. Conflicts like civil wars, apartheid, and global wars such as World War I, World War II, and the Cold War have been addressed through the United Nations, formed in 1945 to promote peace, human rights, and development.

Recently, during a UN General Assembly in New York, the progress of member states was reviewed. After the meeting, some Ugandan politicians expressed frustration, saying the UN has not done enough to support Uganda's peace-building and development efforts.

This sparked national debate. Many citizens argued that Uganda's real problems are internal—such as corruption, weak institutions, low investment in education and infrastructure, and the failure to fully use local talent. They praised the example of Asian Tigers such as Singapore, South Korea, and Japan, which overcame poverty through patriotism, strong leadership, and innovation. They believe Uganda's leaders should follow this model to drive national development.

You have been selected to speak at an upcoming national youth conference on development and global collaborations.

Tasks:

- (a) Using historical evidence and examples, support the Ugandan politicians' view on the global body's performance
- (b) Advise Uganda's current leaders on the strategies used by the Asian Tigers to acquire their current economic status.

END