

UGANDA CERTIFICATE OF EDUCATION
HISTORY AND POLITICAL EDUCATION

INSTRUCTIONS TO LEARNERS

- Attempt **THREE (3)** Items.
- Section **A** is **Compulsory**.
- Attempt **ONE (1)** Item from **Section B**.

SECTION A: (COMPULSORY)

ITEM 1:

In Jinja Town, a cultural festival “**Nyegenyege**” is organized under the theme “**Understanding our roots**”, exploring the origin of Humanity. During a public panel discussion, a Religious Leader says humans were created by God and calls science misleading. A Biology Lecturer responds by defending evolution and calls religious views outdated. He explains that human beings like other species, evolved over millions of years from earlier primates (mammals). The disagreement spreads to Student, Parents and Politicians, causing confusion about human origins. These people have been unsuccessful in tracing their roots.

A Senior Education Officer, worried about the division and the failure by these people to confirm their origin, has invited you and other Senior Learners to help clarify these issues.

TASKS:

- (a) Give an advice to the Students, Parents and Politicians in scenario on how they can confirm their roots.
- (b) In an essay, defend either a Religious Leader or Biology Lecturer about the disagreement in the scenario.

ITEM 2:

In your Home District Apac, a popular Local Radio Station has been running a series of heated discussions about Land Ownership and Foreign Investments. Many coilers have expressed frustrates that large pieces of land are still owned or controlled by companies linked to European Interests, even many years after independence. The debates brought confusion and concern: especially among the youth, who have begun to question how this situation came to be.

At your School, the History Teacher noticed that Students are concerned and turned the issue into a class project. He divided the class into two groups. Group A will find out why Europeans came to East Africa, while group B will study why different communities reacted to colonial rule. These groups have approached you to find out important information for their project.

TASKS:

With relevant examples from East Africa, prepare a write up with important information you will share with Group A in the Scenario.

SECTION B

Attempt **ONE (1)** Item from this section.

ITEM 3:

While on the Radio Talk Show, a Member of Parliament (MP) said Citizens play an important role in the making of the constitution. That it shows love for their Nation if Citizens show interest in aspects regarding constitution making among other loyalty actions that keep the Nation moving forward. He emphasized that it is important for Citizens to love their Nation.

However, his speech was received with mixed reactions with many people calling in asking about their role in constitutional making and also why it is important to love their Nation which questions were not given direct and immediate answers due to limited time for the show. Some of these people plan to approach you with the same questions and they expect you to have clear information.

TASKS: Prepare an essay you will use to respond to the above people regarding:

- (a) Their role in making of the constitution.
- (b) Why it is important for them to love their country.

ITEM 4:

Uganda is a Member of the East African Community, which recently held a meeting at one of the conference hall in your town to discuss matters concerning it's performance. During the meeting, one of the Members critiqued the community for signing trade deals that favour foreign companies over local ones. The number claimed that this trend is a modern form of Neo-Colonialism. Where a regional cooperation serves external interest rather than addressing regional issues. It's criticism was met with mixed reactions from the delegates regarding whether the East African Community is truly serving the African Development or allowing Neo-Colonial interests to take their course in the region. The criticism sparked conclusion among the Members and the Chairperson of the meeting asked him to withdraw his critique.

Having been present at the meeting, you have now been tasked with educating the Members about the EAC and Neo-Colonialism.

TASKS:

- (a) Explain the achievements of EAC.
- (b) Explain the various manifestation of Neo-Colonialism in East Africa.

END

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SECTION A (COMPULSORY)

ITEM 1(a)

Problem identified in the scenario is that students, parents, and politicians are confused about human origins and have failed to trace their roots due to conflicting views between religion and science.

Sources of history are the various means through which historical information is obtained, preserved, and transmitted from one generation to another. They provide evidence about past events, people, and societies.

Confirming one's origin requires examining evidence from archaeology, genetics, oral traditions, and cultural beliefs.

Therefore, to help the people in the scenario confirm their roots, the following advice should be given.

Historical Knowledge / Correct Point Statement	Historical Thinking / Explanation and Example	Historical Application / Point Linkage
They can study oral traditions and folklore.	Elders can narrate stories about clan origins, migrations, and settlement patterns. For example, the Baganda have oral traditions about Kintu as the first man.	Therefore, oral history helps trace ancestry.
They can use genealogical charts (family trees).	Families can record names of ancestors and descendants to track lineage. Many African clans keep genealogies up to seven generations back.	Hence, individuals can identify their clan and roots.
They can study cultural practices and taboos.	Customs like totems, naming ceremonies, and marriage rites often reveal clan origins. The Banyankole's omugabe tradition links to their past.	Thus, culture becomes a historical record.
They can use linguistic evidence.	Language similarities show migration patterns and common ancestry. The Bantu languages share root words like "ntu" meaning person.	Consequently, language traces group origins.
They can conduct archaeological research.	Excavations of ancient sites like Olduvai Gorge in Tanzania reveal	Therefore, science provides physical

	human evolution and early settlement.	evidence of roots.
They can study written historical records.	Colonial archives, missionary diaries, and early traveler accounts document tribal histories. For example, the works of Sir Harry Johnston on Uganda.	Hence, written sources confirm oral traditions.
They can use DNA and genetic studies.	Modern science can trace maternal and paternal lineages through DNA testing. Many Africans have traced their roots to specific ethnic groups using genetic kits.	Thus, biology and history combine for accurate roots.
They can visit museums and cultural centers.	Museums like the Uganda Museum in Kampala display artifacts, fossils, and cultural items explaining human origins and migration.	Therefore, physical evidence educates the community.

In conclusion, to confirm their roots, the people should combine oral traditions, cultural studies, archaeology, linguistics, and modern science instead of relying on religious or biological views alone.

ITEM 1(b)

Problem identified in the scenario is disagreement existing between a Religious Leader (who says God created humans) and a Biology Lecturer (who defends evolution). The community is confused about which view to accept.

Origin of Man refers to the scientific, religious, or traditional explanations concerning how human beings first came into existence on earth.

Therefore, the following points defend the **Biology Lecturer's position** on evolution.

Historical Knowledge / Correct Point Statement	Historical Thinking / Explanation and Example	Historical Application / Point Linkage
Fossil evidence supports evolution.	Fossils of early hominids like Australopithecus and Homo habilis show gradual change over millions of years. Olduvai Gorge in Tanzania provides such fossils.	Therefore, physical evidence confirms evolution.
Genetic similarities prove common ancestry.	Humans share 98-99% of DNA with chimpanzees and gorillas, showing a common primate ancestor.	Hence, biology demonstrates evolutionary relationships.

Radiocarbon dating provides time frames.	Scientific dating methods place early human remains at over 2 million years old, contradicting a recent creation.	Thus, science establishes a long human history.
Vestigial organs suggest evolution.	Human body parts like the appendix and tailbone have no current function but were useful in ancestral primates.	Consequently, these are leftovers from evolution.
Embryological development shows similarities.	Human embryos briefly develop tails and gill slits like other animal embryos, indicating shared evolutionary paths.	Therefore, embryonic stages reveal ancestry.
The fossil record shows transitional species.	Discoveries like "Lucy" (<i>Australopithecus afarensis</i>) show features between apes and modern humans.	Hence, missing links continue to be found.
Evolution explains diversity of life.	The theory explains why different human populations adapted to different environments (skin color, body shape, disease resistance).	Thus, evolution accounts for human variation.

OR (Alternative defense for the **Religious Leader**)

Historical Knowledge / Correct Point Statement	Historical Thinking / Explanation and Example	Historical Application / Point Linkage
Many religious texts describe divine creation.	The Bible (Genesis) and Quran state that God created Adam and Eve as the first humans. Billions of people follow these scriptures.	Therefore, faith provides answers science cannot.
Evolution remains a theory, not proven fact.	Scientists still debate gaps in the fossil record and the mechanism of evolution. No one has observed one species evolve into another.	Hence, evolution has limitations.
Religious beliefs give moral and spiritual meaning.	Religion explains purpose, morality, and the soul—things science does not address.	Thus, religion complements science.
Many scientists believe in God.	Theistic evolutionists accept both creation and evolution, believing God guided the process.	Consequently, religion and science can coexist.
Carbon dating methods have limitations.	Dating methods assume constant decay rates, which may not be accurate over	Therefore, evolutionary time frames are

	millions of years.	questioned.
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In conclusion, a learner may defend either side.

ITEM 2

Problem identified in the scenario inadequate knowledge by Students in Group A to find out why Europeans came to East Africa for their class project.

European colonialism refers to the period when European powers established political, economic and social control over East African territories from the late 19th century to the mid-20th century.

Therefore, the following information should be shared with Group A explaining why Europeans came to East Africa.

Historical Knowledge / Correct Point Statement	Historical Thinking / Explanation and Example	Historical Application / Point Linkage
Europeans came for economic exploitation.	They wanted raw materials like ivory, rubber, cotton, coffee, tea, and minerals. The East African groundnut scheme in Tanganyika is an example.	Therefore, East Africa's resources attracted Europeans.
They came to establish markets for European goods.	Industrialized Europe needed places to sell manufactured goods like textiles, guns, and tools. Uganda bought British textiles after colonization.	Hence, East Africa became a captive market.
They came for strategic and military reasons.	Control of the Nile River and the Suez Canal was vital for Britain. Uganda's source of the Nile was of strategic interest.	Thus, geography motivated European conquest.
They came to invest surplus capital.	European capitalists had excess money to invest in plantations, railways, and mines. The Uganda Railway (Lunatic Line) was built for this purpose.	Consequently, infrastructure served European profits.
They came for humanitarian and missionary reasons.	Europeans claimed they wanted to stop the slave trade and spread Christianity. Missionaries like Alexander Mackay came to Uganda.	Therefore, religion was used to justify colonization.
They came for adventure and exploration.	Explorers like John Hanning Speke, Richard Burton, and Henry Morton Stanley mapped East Africa and claimed territories for their nations.	Hence, exploration led to colonial claims.

They came due to European rivalries and nationalism.	The Scramble for Africa (1884-85 Berlin Conference) divided Africa among European powers. Germany took Tanganyika; Britain took Uganda and Kenya.	Thus, European competition drove colonization.
They came to gain prestige and empire.	Having colonies was a symbol of national power. Britain wanted a "Cape to Cairo" railway through its East African colonies.	Therefore, national pride motivated colonial expansion.

In conclusion, Europeans came to East Africa for multiple reasons including economic exploitation, strategic interests, missionary work, exploration, and European rivalries. These historical factors explain why European-linked companies still own land in East Africa today.

SECTION B

(Attempt ONE Item from this section)

ITEM 3(a)

Problem identified in the scenario inadequate knowledge by citizens about their role in the making of the constitution after an MP's radio talk show.

A constitution is a set of fundamental principles or established precedents according to which a state or other organization is governed. Constitution-making involves the process of drafting, debating, and adopting this document.

Therefore, the following explains the role of citizens in constitution making.

Historical Knowledge / Correct Point Statement	Historical Thinking / Explanation and Example	Historical Application / Point Linkage
Citizens participate through public consultations.	During constitution reviews, citizens attend meetings and give views. In Uganda's 1995 Constitution, district-level conferences collected people's opinions.	Therefore, citizens directly contribute ideas.
Citizens vote in constitutional referendums.	A referendum is a direct vote on a proposed constitution or amendments. Ugandans voted in the 2005 referendum on multi-party politics.	Hence, citizens have final approval power.
Citizens join civil society organizations.	NGOs and advocacy groups draft proposals and lobby for constitutional changes. The Uganda Women's Network advocated for gender equality provisions.	Thus, organized groups influence content.

Citizens serve on constitutional review commissions.	The government appoints ordinary citizens to commissions that collect views and draft constitutions. The Uganda Constitutional Commission (Okkola Commission) toured the country.	Therefore, citizens represent community interests.
Citizens submit written memoranda.	Individuals and groups write submissions to constitutional bodies. Makerere University lecturers submitted memoranda on academic freedom.	Consequently, educated citizens shape legal language.
Citizens participate through elected delegates.	Constituent Assembly delegates are elected to debate and pass constitutions. Uganda's 1994 Constituent Assembly had 284 elected delegates.	Hence, representation ensures wider participation.
Citizens engage through political parties.	Political parties mobilize supporters to advocate for specific constitutional clauses. The Democratic Party pushed for federalism in Uganda.	Thus, parties aggregate public interests.
Citizens use media to express views.	Radio call-in shows, newspapers, and social media allow citizens to debate constitutional issues. The press discussed presidential term limits extensively.	Therefore, public opinion influences lawmakers.

In conclusion, citizens play a vital role in constitution making through consultations, voting, civil society, commissions, memoranda, delegates, political parties, and media. So a constitution made without citizens is illegitimate.

ITEM 3(b)

Problem identified in the scenario inadequate knowledge by Citizens to understand why it is important to love their country (patriotism).

Patriotism is love, loyalty, and devotion to one's country, including the willingness to defend it and contribute to its development.

Therefore, the following explains why it is important for citizens to love their country as seen below.

Historical Knowledge / Correct Point Statement	Historical Thinking / Explanation and Example	Historical Application / Point Linkage
Patriotism promotes national unity.	When citizens love their country, they unite despite tribal or religious differences. Ugandans come together to	Therefore, divisions and tribalism reduce.

	support the Uganda Cranes football team.	
Patriotism encourages hard work for development.	Patriotic citizens work hard to develop their country without waiting for foreigners. Ugandan farmers growing coffee and tea help the national economy.	Hence, the country becomes self-reliant.
Patriotism protects national security.	Citizens who love their country report criminals and enemy agents. Local defence units in Ugandan villages help police fight crime.	Therefore, the nation remains safe.
Patriotism promotes payment of taxes.	Patriotic citizens pay taxes honestly for good roads and schools. Businesspeople in Kampala paying taxes build public infrastructure.	Consequently, government gets revenue for services.
Patriotism reduces corruption.	People who love their country refuse to steal public resources. An honest teacher who reports corrupt school officials shows patriotism.	Hence, public funds are used properly.
Patriotism encourages environmental protection.	Loving one's country means protecting forests, rivers, and wildlife. Communities around Mount Elgon planting trees prevent landslides.	Therefore, natural resources are preserved.
Patriotism promotes participation in elections.	Patriotic citizens vote and encourage others to vote. A Ugandan youth queuing to vote on election day shows love for the country.	Thus, democracy works effectively.
Patriotism defends national sovereignty.	Citizens reject foreign interference in their country's affairs. Ugandans opposing foreign control of their minerals demonstrate patriotism.	Hence, the country remains independent.

In conclusion, patriotism ensures unity, security, development, and sovereignty. Citizens should therefore love their country and actively participate in national affairs including constitution making, voting, and protecting national resources.

ITEM 4(a)

Problem identified in the scenario is limited knowledge by members of the EAC meeting as to whether the East African Community serves African development or allows neo-colonial interests.

The East African Community (EAC) is a regional intergovernmental organization made up of countries in East Africa that work together to promote economic, political, social, and cultural cooperation. It was originally established in 1967, collapsed in 1977, and revived in 1999. Member states include Uganda, Kenya, Tanzania, Rwanda, Burundi, South Sudan, DRC, and Somalia.

Therefore, the following explains the achievements of the EAC.

Historical Knowledge / Correct Point Statement	Historical Thinking / Explanation and Example	Historical Application / Point Linkage
The EAC has promoted free movement of people and labour.	East Africans can now travel, work, and live in any partner state without a passport. A Ugandan teacher working in Kenya benefits from the common passport.	Therefore, regional integration is being realized.
The EAC has expanded trade among partner states.	Goods and services move more easily across borders. Ugandan maize sold in South Sudan and Kenyan milk in Uganda show increased intra-regional trade.	Hence, economies grow and jobs are created.
The EAC has established the East African Customs Union.	Goods move without high taxes at borders, reducing prices. A Kenyan lorry carrying sugar to Uganda pays less tax now than before.	Consequently, consumers access cheaper goods.
The EAC has constructed joint infrastructure projects.	The EAC has built roads, railways, and oil pipelines connecting countries. The Mombasa–Kampala railway is a joint project.	Thus, transport costs have reduced.
The EAC has formed the East African Legislative Assembly (EALA).	EALA passes laws that govern all partner states equally. The EAC Customs Management Act regulates goods clearance across all borders.	Therefore, there is a uniform legal framework.
The EAC has established the East African Court of Justice.	Citizens and businesses can take complaints against partner states to the court. A Tanzanian businesswoman who won a case against Uganda shows the court works.	Hence, justice is available at the regional level.

The EAC has promoted joint military and security cooperation.	EAC countries conduct joint military exercises and share intelligence to fight terrorism. The EAC Joint Security Committee coordinates operations against Al-Shabaab.	Consequently, regional peace and stability improved.
The EAC has harmonized education curricula.	East Africans now use similar education standards. The EAC syllabus for history and science is used in all partner states.	Therefore, students move freely between universities.

In conclusion, the East African Community has achieved significant progress in trade, infrastructure, security, law, education, and movement of people. It is not a failed organization.

ITEM 4(b)

Problem identified in the scenario is lack of knowledge by delegates about the manifestations of neo-colonialism in the region of East Africa.

Neo-colonialism is the indirect foreign influence or control over African countries by super powers through economic, political, or cultural means, even after political independence.

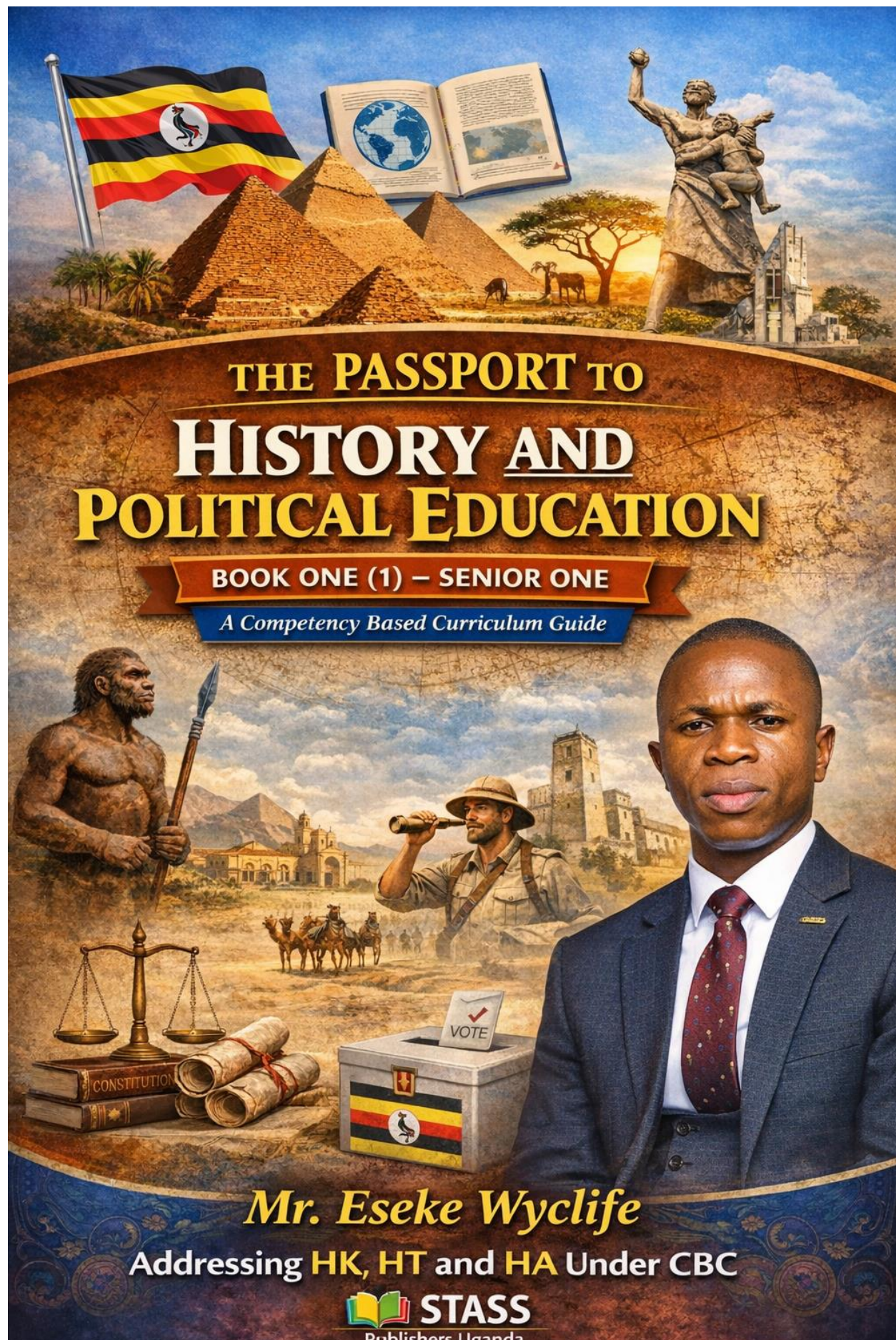
Therefore, the following explains the various manifestations of neo-colonialism in East Africa.

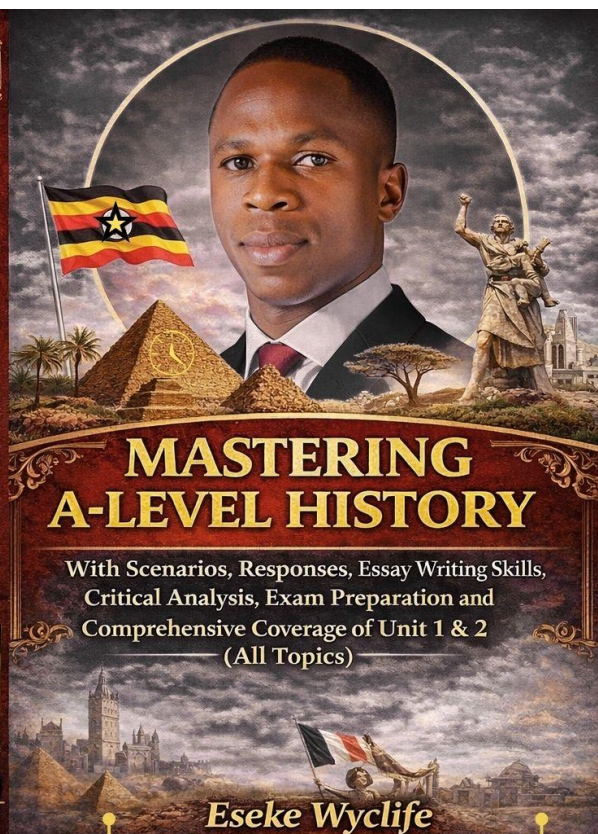
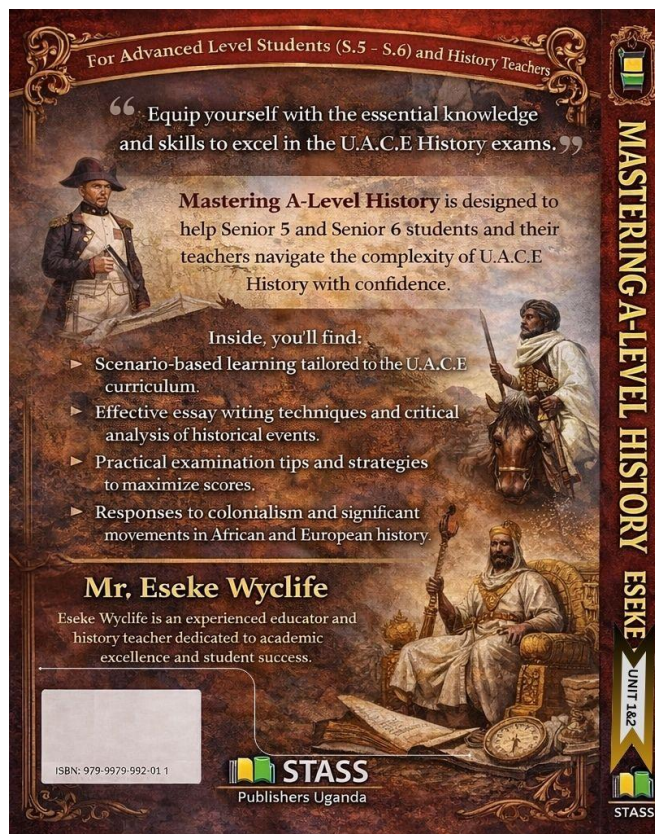
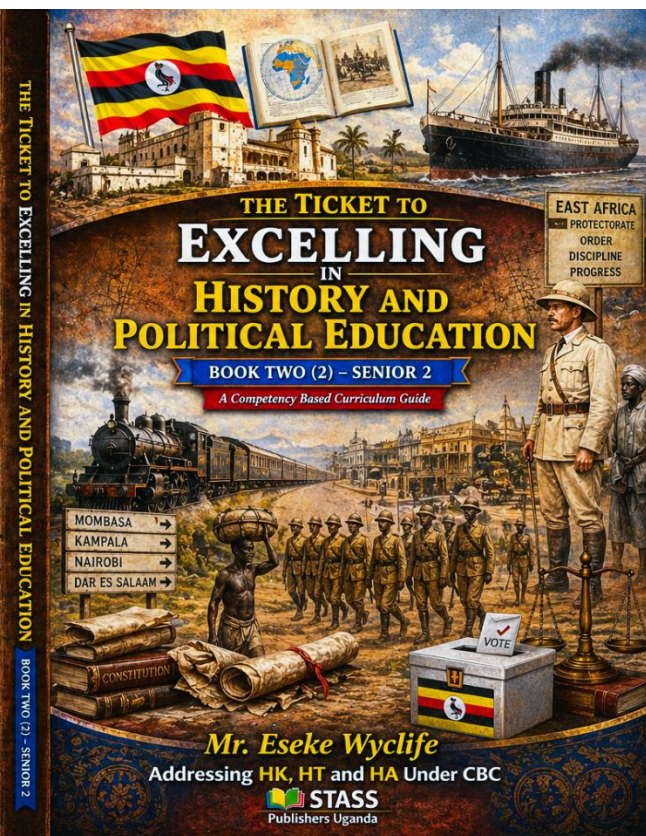
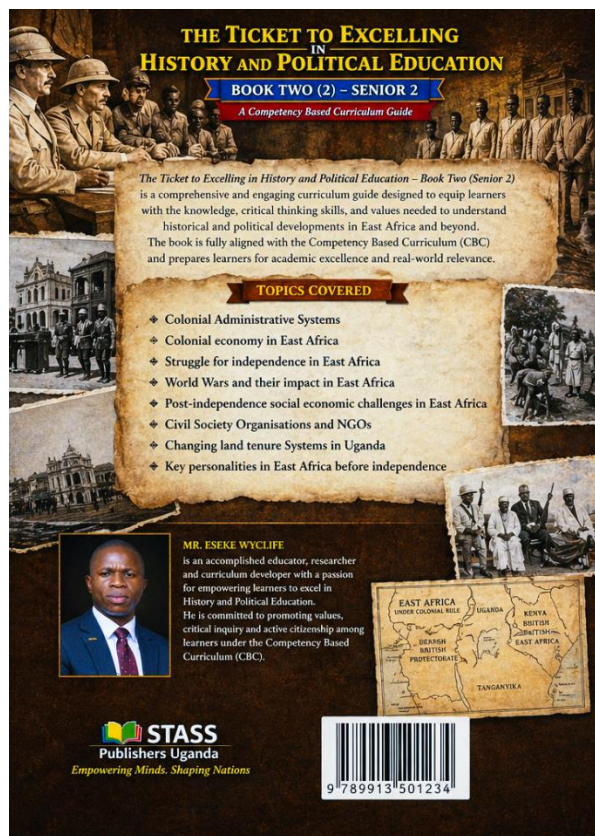
Historical Knowledge / Correct Point Statement	Historical Thinking / Explanation and Example	Historical Application / Point Linkage
Neo-colonialism manifests through foreign ownership of land.	Large pieces of land in East Africa are still owned by European-linked companies. In the scenario, Jinja land owned by European interests is an example.	Therefore, economic control continues after independence.
Neo-colonialism appears through unfair trade deals.	Foreign companies get preferential treatment over local ones. EAC trade deals favouring foreign firms over local businesses show neo-colonialism.	Hence, local economies remain dependent.
Neo-colonialism manifests through foreign aid conditions.	Western countries and IMF/World Bank attach conditions to loans, forcing East African countries to privatize and liberalize economies.	Thus, external powers control policies indirectly.
Neo-colonialism appears through multinational corporations.	Companies like Shell, Total Energies, and Coca-Cola dominate East African economies, repatriating profits abroad.	Therefore, wealth leaves the region.
Neo-colonialism manifests	Western music, movies, fashion, and	Hence, mental

through cultural domination.	language (English) dominate East African media, eroding local cultures.	liberation remains incomplete.
Neo-colonialism appears through military basing and alliances.	Foreign powers maintain military bases or training agreements in East Africa. The US Africom presence in Djibouti and Kenya influences regional security.	Consequently, foreign powers control strategic areas.
Neo-colonialism manifests through control of strategic industries.	Foreign companies control mining, banking, telecommunications, and energy sectors. The extraction of oil in Uganda involves foreign companies like Total and CNOOC.	Therefore, key economic decisions are made externally.
Neo-colonialism appears through unequal treaties and agreements.	Economic Partnership Agreements (EPAs) between the EU and EAC give European companies more access while limiting East African exports.	Thus, political independence has not brought full economic freedom.

In conclusion, neo-colonialism in East Africa manifests through land ownership, trade deals, aid conditions, multinational corporations, cultural domination, military alliances, control of industries, and unequal treaties. The EAC must address these challenges to achieve true independence.

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