HISTORY AND POLITICAL EDUCATION

FINAL TOUCHES, a and b Scenario Questions and Responses

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Scenario 1

Kakwete village has been inhabited by people of the same tribe, speaking the same language. However, in the recent past, the village has attracted people from different areas who came and settled there. These people have come with different cultural practices that conflict with the practices of original Kakwete settlers. These have caused misunderstandings that are likely to cause conflicts. The leaders of the village have always encouraged people to welcome new members and to respect each other's culture, something which has been received with mixed reactions. In the village meeting, members tasked the leaders to explain the reasons for the continued coming of the new settlers in their village and also why it is important to respect each other's culture. The leaders have requested you to organize information that will be used to respond to the original Kakwete people.

Task: In an essay organize information that leaders will use in regard to;

a) Reasons for the increased coming and settlement in the village above.

b) Why the people in the village above need to respect each other's culture.

Expected responses for Item 1 (a)

The problem identified in the scenario is lack of knowledge by the original settlers of Kakwete village about reasons for continued migration and settlement of other people in their village.

Migration is the movement of people with their property to settle in new areas. These migrations and settlement to Kakwete village is similar to the earlier migration of the Bantu, Luo and Ngoni into East Africa.

There are continued migrations and settlement in Kakwete Village due to the following;

Population increase in different areas makes people to look for new areas of settlement. Population increase causes pressure on land forcing them to migrate to Kakwete village looking for

Others migrate to Kakwete village looking for employment opportunities in different economic activities like farming and trade in which they can earn money for improved standards of living.

Better social services like schools and health centers that give improved education and health services for improved standards of living could be a cause for increased migration and settlement in Kakwete village.

They migrate due to need for fertile soils which can favor agriculture. This is after the exhaustion of soils in their original areas causing poor harvests that cannot sustain their population hence they have to move looking for virgin lands that are expected to be fertile for increased crop cultivation.

Others move due to internal conflicts. Those that are tired of quarrels and fights over land and children choose to migrate to Kakwete village where they can live at peace.

Love for adventure makes the people especially the youth to leave their areas. They follow others as they move in order to know what is beyond their homelands.

Prolonged droughts that affect their economic activities especially pastoralism force people to migrate into Kakwete village looking for areas with reliable rainfall.

External attacks from the neighbors over land for expansion and for cattle rearing created a situation of civil wars and insecurity forcing some to migrate to Kakwete village looking for safer areas.

Outbreak of epidemic diseases like malaria and sleeping sickness in their original land that claim the lives of some people force others to come to Kakwete village hoping to find it disease free.

Famine outbreak in their original areas that causes death and starvation forces the people to migrate to Kakwete village looking for enough food.

Seasonal floods that wash away their gardens and other property makes them uncomfortable that they have to migrate to Kakwete village where they think they will find comfort.

In conclusion, therefore the reasons for increased migration and settlement in Kakwete village are political, social and economic.

Expected responses for Item 1 (b)

The problem identified in the scenario is lack of knowledge by the people in Kakwete village about why it is important to respect each other's culture.

Culture refers to shared values, beliefs, customs, traditions and practices that define a group of people or society. It includes things like language, religion, music and dance, dressing, art and literature among others. Respecting each other's culture is necessary due to the following reasons;

Respecting others cultures helps to break stereo types and misconceptions and this promotes unity and social harmony.

It promotes human rights as people are appreciated the way they are irrespective of the tribes or ethnic groups they belong to. This makes them feel worth living.

It encourages societal/ global understanding and cooperation and this boosts cultural tourism and its associated benefits.

It promotes societal/ national unity through cerebrating diversity and this encourages societal/national pride.

It makes one be able to fit in every community with ease and this promotes friendship/ socialization through which connections can be made for a better welfare.

It promotes equality in the society as it challenges cultural bias hence supporting social justice.

It promotes cultural exchange through sharing cultural experiences and this preserves cultural diversity.

It develops critical thinking as one analyses cultural differences and this sharpens one's minds.

It encourages one to attend cultural events and this makes them become social leading to connectivity.

Exploring others' cultures expands individual understanding for instance trough learning others' languages hence enhancing personal growth.

It prevents misunderstanding and conflicts 5 In conclusion therefore, it is important for the people in Kakwete village to respect each other's culture for social, political and economic benefits discussed above.

Scenario 2

The district education service commissioner held a meeting at the town hall to discuss the new education reform. The district chairperson attended in person and proposed not only reducing history and political education content but if possible removing it from the curriculum, arguing that focusing on future careers is more practical than learning about the past. Meanwhile, a near by cultural site was being demolished to make way for shopping centers This act has sparked concern among the local community who have a strong attachment to the site. They have approached the community elders to intervene and stop the destruction. The elders have tasked you to educate those responsible for the demolition about the importance of preserving such a site and the benefit of history.

Task

a) ***Write an article opposing the district chairperson's proposal .***

b) ***In an essay show why you would defend the actions taken by the natives***.

Expected responses for Item 3 (a)

The problem identified in the scenario is limited knowledge by the chairperson about the importance of studying history and political education.

History is the study of the past events in relation to the present in order to predict the future.

Political education is the process of acquiring knowledge, skills and values that enable people to understand and engage in political processes of their country.

The importance of studying the subject includes the following;

History helps us to understand how the world evolved and how past events shape our current situation.

It helps us learn from the mistakes done by people in the past so that we can avoid them.

It helps us understand and appreciate our cultural heritage and its impact on our identity.

It promotes empathy and understanding enabling us to understand different perspectives and cultures thus fostering culture and tolerance.

Political education empowers us to participate in democratic processes and make informed decisions.

It promotes critical thinking and analysis of political information.

It helps us understand how power is distributed and how to navigate political systems.

It helps us develop leadership skills and prepares individuals for public service.

It prepares us for active citizenship and community engagement.

The subject helps to develop confidence, reasoning and communication skills while dealing with daily issues.

In conclusion, from the above social, political and economic benefits of the subject, Art subjects especially History; the district chairperson's proposal should be rejected.

Expected response to 2.(b)

The problem identified in the scenario is limited knowledge by group of site demolishers about the importance/advantages/ benefits of /heritage /historical sites.

The leaner should define a historical site as a place where pieces of political, social, military and cultural history are preserved. Historical sites Kasubi Tombs and Bwidi impenetrable.

Historical sites are important for making research and study purposes.

They are recreation centre where many people go for leisure activities

They are a source of employment opportunities to the people in the area and the country at large.

Historical sites helps in the perseveration of historical information for the future It is a

source of tourist attraction hence foreign exchange.

It acts as a symbol national identity and national bride.

It is a tourist attraction thus earning revenue to the government.

It stimulates development of infrastructures like roads, hotels, etc. in the area and the country at large.

It promotes urbanisation and its related advantages.

Promotes international recognition for the country / enables the country to be known worldwide.

Any acceptable conclusion.

Scenario 3

Cultural diversity in east Africa has always been a great source of attraction for foreign tourists. However, of late a group of tourists who came to study about east African traditional cultures and leadership felt confused when their tour guide told them that east Africa of long ago had many societies, of which some were centralized while others were non-centralized. The tourists were also told that both societies had cultural institutions whose importance holds todate . The tourist feel that there is something they did not understand especially on how these Africans from the same region differed and main roles of cultural institutions in modern times. They have sent you an invitation to go and help them understand the above issues.

Task

(a) ***Write an essay you will use to help them understand differences better.***

(b) ***With examples explain the importance of the above institution in the modern time***

Expected response to 3(a)

The problem identified in the scenario is failure to know by the tourists the differences between centralized and non-centralized pre-colonial societies.

Centralized states were societies with a supreme leader at the top of the society with absolute authority and with a chain of chiefs. These included Buganda, Bunyoro, Ankole, Toro, Karagwe and Wanga among others on the other hand non centralized states were societies with a chain of chiefs who are independent of another. They among others included the Nyamwezi, kikuyu, Maasai

Centralized states had central leaders who had all political powers with a clear known title eg Kabaka in Buganda while in non-centralized societies there was single no leader in whom all the power was vested.

In centralized states leadership was hereditary while in non-centralized leadership was acquired through merit basing on intelligence or agreement by society.

Centralized states had well developed and organized armies with the king as a commander in chief while non-centralized societies did not and could just mobilize the youth in case of war.

Centralized states had a hierarchy with a clear chain of command from the lower officers to the supreme leader while non-centralized societies used counsels and age regmates.

Centralized states had rigid clear social classes eg royals, nobles chiefs or commoners while noncentralized societies had flexable social classes.

In Centralized states people paid taxes in form of goods, services or labour to the king while noncentralized had no formal taxation but encourage sharing of resources

Centralized took part in well organized trade on large scale while non centralized carried out mainly local trade.

Centralized states had clear and well defined roles for each class of people had to perform while in the non centralised societies it was based on age regiments and family lineage.

Centralized stated had strong royal traditional were the king or supreme leader as see.

In conclusion, centralized states were more organized socially, politically and economically as compared to non-centralized states. Or any other acceptable conclusion.

Expected response for 3(b)

The problem identified in the scenario is limited knowledge by the tourist about the roles of traditional institutions in the modern times.

A cultural institution is an organization within a culture or subculture that works for the preservation or promotion of culture. Culture institutions that interprete , share, promote, preserve or conserve cultural knowledge and history of their societies.

They include Buganda Kingdom, Bunyoro Kingdom, Toro Kingdom, Busoga chiefdom.The most prominaent cultural institution in Kenya is the Wanga kingdom.

Article 246 of the Ugandan constitution provides for and safeguards the interests of cultural institutions.

The tourist should therefore take note of the following roles of cultural institutions

They promote unity and solidarity among members of a given society because they share common norms and values. For example the house of Masaba in Mbale unites all the Bamasaba of Uganda and Kenya more especialy during the Ibalu opening function at Mutoto cultural site.

They promote cultural values, customs and morals to the people and young ones in particular. For example through cultural camps like Kisaakate of Buganda.

Cultural institutions also attract tourists who vist to learn to know the way of life of a given society. These tourist bring in a lot of income that can be used to develop the society.

They are the custodian of customary land. For example Buganda land board an organ within the Buganda cultural Institution protects and guides on land use.

Cultural instititions promote peace and stability in the country as cultural leaders settle disputes using traditional and customary justice mechanisms

They engage in health awareness programs. For example in Uganda they have spear headed immunization programemes , the Kabaka birth day runs have supported health programmes such as fighting fistula among women, HIV.AIDS eradication among others.

They encourage informal and indigenous education through cultural camps hence acquisition of skills. For example mat making, basket weaving. Values such as positive attitude and Obuutu have also been promoted.

They have also supported infrastructural development through communal efforts and activities such Bulungi Bwansi Buganda

They have also promoted formal education by setting up schools and universities where knowledge and skills have been imparted in young people. For example Buganda kingdom has set up Buganda royal institute and Mutesa I Royal University.

They engage in economic development through promotion of agriculture and other development projects. For example Buganda Kingdoms has encourage coffee production A historically accepted conclusion should be given

Scenario 4

In a coastal town, a foreign company introduced products that quickly replaced traditional goods.
Youth are abandoning local foods, clothes, and languages once proudly shared across generations. Community elders recall how, in the 19th century, external trade with foreign merchants gradually shifted the local economic and social systems. While the business sector sees this as economic growth, cultural leaders warn that continuous exposure to foreign goods will destroy indigenous traditions and values among the youth. However, town officials praise the economic activity as a sign of development, investment and international cooperation.

A heated debate has emerged in the community as to whether the 19th century trade should be celebrated

Expected responses

Task A: Debate Argument – How Trade and External Contacts Have Shaped East African Society Problem Statement:

The problem identified in the scenario is the lack of knowledge by some youth and community leaders on how historical trade and external contacts influenced the shaping of East African society.

Trade: The exchange of goods and services between people or countries.

External Contacts: Interactions between East Africa and people from outside the region through trade like the Arabs, Persians, Indians etc Points:

1. Trade led to the growth of coastal towns.

Trade with Arabs, Persians, and Indians developed urban centers like Mombasa and Zanzibar. These towns became key hubs of Swahili culture and facilitated early globalization. Today, these towns remain vital economic centers, attracting tourism and fostering cultural exchange.

2. It encouraged intermarriages and cultural exchange.

Foreign traders married local women, creating Swahili communities. This led to a unique blend of African, Arab, and Persian traditions. Today, modern East African societies reflect this rich cultural heritage in language, cuisine, and customs.

3. Introduction of new goods transformed lifestyles.

Items like clothes, spices, and weapons changed consumption patterns. This influenced dressing styles and social prestige in East African communities. Contemporary fashion and culinary practices in East Africa showcase this historical influence.

4. Spread of religion and new beliefs.

Muslim and Christian missionaries introduced new religious practices. Many East Africans converted, altering indigenous spiritual practices. Religious diversity in East Africa today stems from these historical introductions.

5. New architectural styles were introduced.

Stone buildings and mosques appeared in towns influenced by Arab architecture. These designs remain part of East Africa's built heritage today. Preservation of historical buildings attracts tourism and educates about cultural history to date .

6. Foreign languages enriched local communication.

Arabic and Kiswahili spread widely along the coast. Kiswahili later became a unifying national language in countries like Tanzania. Today, Kiswahili serves as a lingua franca, facilitating communication across diverse communities.

7. Trade brought wealth and power to local chiefs.

Access to foreign goods elevated the status of some African leaders. Some chiefs used wealth from trade to expand their influence. This historical wealth accumulation laid foundations for modern political structures.

8. It promoted specialization in production.

Communities focused on producing goods like ivory, spices, and textiles for trade. This improved economic organization and division of labor. Specialized industries continue to drive East Africa's economy today.

9. Exposure to foreign ideas encouraged resistance and reforms.

Colonial contact through trade made Africans aware of global struggles. This later influenced nationalist movements seeking independence. Modern political activism in East Africa draws inspiration from these historical movements.

In conclusion, Trade and external contacts have profoundly influenced East African society, shaping its cultural, economic, and political landscapes. Recognizing this history helps us appreciate the region's diversity and resilience.

Task B: Cultural Awareness Message on Protecting East African Ethnic Identities Problem

Statement:

The problem identified in the scenario is the lack of knowledge by youth on the importance of protecting East African cultural identity in the face of globalization.

Ethnic Identity: The sense of belonging to a cultural group with shared language, values, and traditions.

Points:

1. Promote use of local languages in schools and media.

Language is the core of culture. Communities should support radio stations and schools teaching in local dialects. By doing this, African culture shall be protected from being eroded by Western culture.

2. Support traditional dances and music festivals.

Art forms preserve communal values and identity. Organizing cultural events helps youth reconnect with heritage. By doing this, African culture shall be protected from being eroded by Western culture. 3. Teach children proverbs, riddles, and oral stories.

These transmit wisdom and cultural pride. Parents and elders must pass on folklore to strengthen identity. By doing this, African culture shall be protected from being eroded by Western culture.

4. Wear and promote traditional attire.

Clothing reflects identity and self-respect. Events like cultural days should showcase local fashion. By doing this, African culture shall be protected from being eroded by Western culture.

5. Use local foods in homes and public events.

Traditional cuisine binds people to their roots. Community kitchens can preserve recipes and promote healthy diets. By doing this, African culture shall be protected from being eroded by Western culture.

6. Document and preserve cultural heritage sites.

Historical sites reflect the achievements and beliefs of our ancestors. Governments and local leaders should work together to protect shrines, tombs, and traditional landmarks. By doing this, African culture shall be protected from being eroded by Western culture.

7. Encourage youth to learn from elders.

Elders are custodians of cultural knowledge. Initiatives such as community storytelling sessions and mentorship can reconnect generations. By doing this, African culture shall be protected from being eroded by Western culture.

8. Incorporate cultural education into school curricula.

Formal learning should reflect community values. Subjects like music, history, and art should include indigenous knowledge and practices. By doing this, African culture shall be protected from being eroded by Western culture.

9. Discourage blind imitation of foreign cultures.

Unchecked adoption of foreign ways leads to identity loss. Media literacy programs should help youth differentiate between appreciation and cultural abandonment. By doing this, African culture shall be protected from being eroded by Western culture.

10. Support local artisans and cultural entrepreneurs.

Craftsmen and artists are modern carriers of tradition. Communities and governments should fund projects that sustain traditional crafts, dances, and music. By doing this, African culture shall be protected from being eroded by Western culture.

In conclusion, Protecting East African ethnic identities in a globalized economy requires conscious effort by individuals, families, communities, and governments. By valuing our languages, foods, arts, and traditions, we secure cultural dignity for present and future generations.

ELEMENT OF CONSTRUCT 2. UNDERSTANDING THE COLONIAL HISTORY TEM

During the late 19th century, East African fell in the hands of the Europeans. This Europeans used different methods to take up east African societies and ruled the region for close to 70 years using different administrative systems i.e direct and indirect rule. In Uganda, the British basically applied indirect OR director rule. Modern Ugandan scholars have always wondered about the methods used by the British to take up societies in Uganda and they also question the contribution of the british indirect rule to the development of Uganda to date. You have been requested to explain about these in an S4 internal seminar organized by the history department of your school. Task : in a detailed document.

a) Explain how it become possible for those Europeans to take up the country

b) Explain the contribution of their system to of the country todate.

Expected response to item (a)

The problem identified in the scenario is limited knowledge by some Ugandans about the methods used by the British to take up Uganda

The British declared Uganda their protectorate in 1894 and controlled her till 1962.

They used different methods to take up different societies depending on prevailing circumstances and quite often more than one method was used.

They used treaty signing for example the 1900 Buganda agreement, 1900 Toro and 1901 Ankole agreements. These were signed as treaties of protection against Bunyoro's aggression but were later used by the British to claim effective occupation.

In areas that were hostile to their intentions, the British used force or direct military confrontations to establish their rule. The Maxim gun was therefore used against 17 hostile societies like the Banyoro, Karamajong, Acholi etc. After defeating them, the British rule would be established.

They used collaborators for example African opportunists were used to extend British rule to other areas. Semei Kakungulu was for example used to conquer areas like Sebei, Bukedi, Busoga, Lango and Teso. Others included Nuwa Mbaguta, Apollo Kaggwa. These were rewarded with petty gifts and posts for their services.

They used intimidations and threats. Those who resisted were exiled. For example Kabaka Mwanga of Buganda and Omukama Kabalega of Bunyoro were exiled to the Seychelles Island. This enabled the British to establish themselves firmly in those societies.

They also used divide and rule policy where they encouraged unfriendly societies to remain hostile to each other which intensified internal conflicts that the British used to their advantage.

They gave military support to the societies that readily submitted to them. The British for example exploited the rivalry between Buganda and Bunyoro and helped Buganda militarily against Bunyoro. The Baganda also helped the British to fight the Banyoro till they were brought under British rule.

They also used putting up of infrastructure which conformed to the doctrine of 'effective occupation' as demanded by the Berlin conference and it also enabled the British to consolidate their rule over such areas where socio-economic infrastructures like schools, hospitals, roads etc had been built.

They built military stations/ forts in areas that seemed to be a threat to their intentions. Many forts were for example built all over the border of Bunyoro and Toro. Such forts were later used to entrench their rule.

In initial stages, they used explorers. Though their work was basically to find the source of the Nile, some established good working relations with African chiefs for example H.M Stanley exploited the good welcome offered to him by Kabaka Muteesa 1 to influence him into inviting missionaries. This was the beginning of Buganda's loss of independence.

They used missionaries who through their preaching softened the hearts of Africans. They also influenced the local leaders into signing treaties whose terms they hardly understood. These led to loss of African independence.

They also used traders and chattered companies. The IBEA Company did a lot of ground work for them. It defeated rebellious societies, signed treaties with traditional rulers, provided initial manpower and funds to administer Uganda etc. By the time the British took over Uganda in 1894, the IBEA Company had done almost everything.

Expected response to task (b)

The problem identified in the scenario is limited knowledge by some Ugandans about the contribution of the British indirect rule to the development of Uganda.

Indirect rule was the system of administration in which the British colonialists used African chiefs to rule on their behalf. The system was first popularized by Lord Fredrick Lugard in his book ''The Dual Mandate in Tropical Africa'' written in the 20th century.

Indirect rule contributed to the development of modern Uganda thus;

It helped indirect to preserve East African's traditional institutions such as Buganda kingdom. This helped to maintain social order and cultural continuity that has existed to date.

It introduced local governance system. This allowed for more decentralized decision making up to the village level to allow local communities to have a greater say in their affairs. This has continued up to date enabling the government to extend services nearer to the people.

It promoted native authorities' courts as it allowed traditional chiefs to handle minor cases in an attempt to resolve conflicts in the societies. These traditional courts have continued to operate in East Africa and have tried to promote justice.

The focus on the growing of cash crops for export established during indirect rule continues to dominate economy of Uganda making her to depend on the export of these crops like cotton and coffee as raw materials. This has contributed to economic development.

By allowing local leaders to make some decisions, the British decentralized power. This helped Africans later when their countries became independent ie they were/ are able to participate in the decision making process.

Indirect rule led to the development of formal education to create a class of people that would help the British in administration as secretaries, and interpreters. This prompted them to build schools like Namiilyango College, Kings College Buddo etc. These schools have continued to exist and produce responsible citizens.

The British used English language to communicate to African chiefs. The language thus became an official language of Uganda and has continued to ease communication.

Through indirect rule, the British introduced new farming methods like irrigation, terracing, application of fertilizers among others which were adopted by the Ugandans. These have continued to facilitate farming and improve crop yields.

Through their administrative system, the British established national army, police and the judicial system to maintain law and order. These institutions have continued to promote security, peace and justice in the country.

Indirect rule led to introduction of Western health systems in Uganda. This led to the construction of health facilities like Mengo hospital , Rubaga hospital which have continued to offer good medical services in the country.

In conclusion, indirect rule contributed to the development of modern Uganda socially, politically and economically.

Scenario

During the annual regional development forum held in one of the East town, various leaders and community members gathered to reflect on historical and current development trends. Among the invited speakers

was the Governor of the region, who suggested that the early African leaders who chose to collaborate with Europeans were selfish and short-sighted. He argued that their decisions led to the eventual colonization of East Africa and should no longer be studied or honored. At the same time, in a nearby sub-county, the legacy of indirect rule was being felt deeply. Local people were still experiencing challenges, which many traced back to the way colonial administrators empowered certain chiefs over others during indirect rule.

A young historian from the community, raised her voice in protest during the forum. She emphasized that collaboration with Europeans was a complex decision influenced by many factors. She also pointed out that the lingering effects of indirect rule still shaped community relationships today, and that ignoring these lessons from the past would be a mistake.

This forum caused tension between traditional leaders who supported the young historian's view and some modern politicians, who believed that focusing on collaboration and indirect rule only glories colonialism. Concerned about the growing misunderstanding among the youth, the regional elders have requested you, a respected civic educator, to engage the community on these issues.

Task:

a).Compose a speech explaining your defense of the traditional leader's decision to collaborate.

b).Write a persuasive article showing how indirect rule negatively influenced the modern East African society.

Expected responses TASK A:

Compose a speech explaining your defense of the traditional leaders' decision to collaborate.

Problem Statement:

The problem identified in the scenario is lack of knowledge by some members of the community about the complex reasons why traditional leaders in East Africa chose to collaborate with European colonialists during the early stages of colonization.

Collaboration refers to the act of cooperating or working together. In history, it refers to the decision by some African leaders to cooperate with European colonial powers for various reasons.

Colonialism is the political and economic control of one country by another, often by force or manipulation.

Traditional leaders were local kings, chiefs, or elders who held authority in African societies before and during colonization.

1. Traditional leaders collaborated to protect their people from destruction.

Some leaders feared military annihilation if they resisted colonial forces. Collaboration was a strategy to avoid war and save lives. Today, leaders still make diplomatic decisions to prevent violent conflicts and ensure peace.

2. They hoped to preserve their cultural authority.

Chiefs believed that by cooperating, they would retain some control over their people. This allowed them to maintain traditional structures like clan systems and customary laws. Today, traditional leaders are still recognized in local governance and dispute resolution systems.

3. They lacked military power to resist European technology.

The invaders had superior weapons, making resistance unrealistic. Choosing to negotiate was sometimes the only viable option. Today, small nations sometimes use diplomacy when facing more powerful states.

4. They were misled by treaties and promises.

Europeans often made deceptive agreements offering protection or trade benefits. Leaders signed treaties thinking they were safeguarding their kingdoms. Today, nations must carefully analyze international treaties to avoid exploitation.

5. They wanted to benefit from European goods and services.

European traders brought new items such as guns, clothes, and medicines. Some leaders believed that collaboration would improve their societies.Today, governments enter development partnerships to gain technology and aid.

6. Internal conflicts made unity difficult.

Some regions were already divided by tribal or kingdom rivalries. Collaboration with Europeans was used to gain an advantage over rivals. Today, political alliances are formed even with former enemies to gain power.

7. They believed European presence was temporary.

Some traditional leaders thought that Europeans would leave after trade or exploration. Their cooperation was based on short-term expectations. Today, some leaders misjudge the long-term impact of foreign investments.

8. They wanted to avoid famine and suffering.

Resistance could have led to blockades and food shortages. Collaboration helped ensure access to food and trade routes. Today, leaders sometimes prioritize economic stability over confrontation.

9. They lacked accurate information about colonial intentions.

Some leaders did not fully understand the long-term goals of European powers. They acted in good faith based on the knowledge available to them. Today, informed decision-making is encouraged through civic education.

10. They thought they could learn from European systems.

Some leaders saw collaboration as a path to modernization and education. They welcomed missionaries and administrators to improve social services. Today, African nations continue to adapt foreign models while maintaining local identity.

In conclusion, Traditional leaders' decision to collaborate with Europeans was not a sign of weakness but a complex, strategic response to overwhelming circumstances. Their actions were shaped by survival, diplomacy, and a hope to protect their people in the face of colonial expansion.

ITEM 2 – TASK B:

Write a persuasive article showing how indirect rule negatively influenced the modern East African society.

Problem Statement:

The problem identified in the scenario is lack of knowledge by some politicians and youth about how indirect rule by colonial administrators continues to negatively affect modern East African society.

Indirect rule was a colonial administrative system where European powers governed through existing traditional rulers.

Colonialism refers to the foreign domination of African territories for political and economic exploitation.

Legacy means the long-lasting effects or consequences of past actions or systems.

1. It promoted tribal divisions and favoritism.

Colonialists empowered certain chiefs and ethnic groups over others. This created long-lasting ethnic tensions and political divisions. Today, ethnic favoritism still affects elections and resource distribution.

2. It weakened central governance structures.

Power was decentralized to local chiefs with limited coordination. This undermined national unity and strong government systems. Today, some regions remain marginalized due to poor integration.

3. It created unaccountable leadership.

Chiefs were loyal to colonial masters, not their communities. This discouraged transparency and laid the foundation for corruption. Today, weak accountability persists in some local governments.

4. It limited access to education and leadership for many.

Only the favored few were given access to education or leadership roles. Many communities were left behind developmentally. Today, uneven educational development reflects these early exclusions.

5. It eroded traditional democratic systems.

Traditional African societies had participatory systems, which were replaced by autocratic rule. Chiefs ruled with colonial backing rather than community consent. Today, undemocratic leadership styles still exist in some areas.

6. It destroyed indigenous governance structures.

The colonial administration sidelined elders and councils in favor of compliant individuals. This disrupted traditional conflict resolution and justice systems. Today, cultural institutions struggle to regain legitimacy.

7. It encouraged exploitation of natural resources.

Chiefs were used to mobilize cheap labor and resources for colonial benefit. Communities gained little from their own wealth. Today, foreign investment in Africa often echoes these exploitative patterns.

8. It sowed seeds of mistrust in government systems.

People saw their leaders as colonial puppets. This created long-term suspicion toward government authority. Today, civic disengagement and protests reflect this historical mistrust.

9. It caused uneven development.

Areas with loyal chiefs received more infrastructure and services. Others were neglected, deepening regional inequalities. Today, developmental imbalance across regions stems from this policy.

10. It instilled a culture of fear and submission.

People learned to obey without questioning. This discouraged innovation and active citizenship. Today, some citizens fear holding leaders accountable, weakening democracy.

In conclusionIndirect rule left a damaging legacy on East African societies. Its impact is still visible in ethnic tensions, weak governance, inequality, and mistrust. Recognizing these effects is essential in building a more just, united, and democratic region.

Element of Construct 3. Understanding the Post-Colonial History of Africa and Political Education

Scenario

Uganda is a member of the United Nations (UN), which plays a significant role in promoting humanitarian rights and social economic development, from which Uganda has benefited. However, some Ugandans are skeptical about the effectiveness of the UN. They point to issues like human rights violation famine, and economic challenges that persist in Uganda arguing that these problems take a center stage These critics advice leaders to draw inspirations from countries like South Korea and Singapore and question the value of United Nation membership if significant development and human rights progress are to be achieved. This debate has sparked mixed reactions among local leaders in our community who are grappling with how to address the issue. As a respected member of the community you have been approached by local leaders to provide insight into the role of UN and development experiences of Asian countries in addressing similar challenges.

Task:

a) With specific examples, explain how the above organ has benefited Uganda

b) Explain to the people how significant development can be achieved in Uganda

Expected response for item.(a)

The problem identified in the scenario is lack of knowledge about benefits of the United Nations in Uganda.

The United Nations a body formed after World War II on the 24/oct/1945 as a peace keeping body, development and human rights protection. It began with fifty (50) members and increase to 193 today.

The major aims of the UN include; peace maintenance, human rights protection, humanitarian Aid, promoting sustaina ble development,uphold international law, provide platform for dialogue, foster international co-operation, addressing global challenges, support children's rights Uganda has benefited UN in the following ways;

UNO has contributed to mitigating natural calamities or disasters such as famine, landslides, floods through its agencies like WHO and UNICEF Like in Karamoja, Budduda

UNO has supported refuges Through UNHCR, WFP by giving aid in form of food and medicine to refugee camps like Bidibidi, Nakivale

UNO through the United Nations peace keeping program has promoted peace. Through contributing troops to various UN peace mission to Uganda e.g., UNO has intervened in insurgencies of LRA in Uganda

UNO has promoted health services to children and women i.e. immunization to reduce infant mortality rates and combating diseases through UNICEF such as HIV/AIDS, covid 19

UNO has promoted democracy and good governance Through the UN observer e.g., during the 2021 elections UN sent observers to observe the fairness and order during the election period

UNO promotes Human rights Through the United Nations Human Rights Commission e.g., condemning terrorism and killings in Uganda

It has promoted employment of Ugandans In its agencies like UNICEF, WFP, WHO In fields of being drivers, cooks, cleaners, researchers

UN promotes environmental protection through United Nations Environmental Programme (UNEP) In programs like forest reserve protection, water management, climate change and sustainable development

UNO promotes education programs and services to the youths and girl child through UNICEF, UNHCR UN provides loans and grants to Uganda for education

UNO has prosecuted criminals in Uganda through the international court of justice in order to keep law and order and promote justice among countries e.g. between Uganda and DRC 29

UN has promoted preservation and protection of historical sites. This is through UNESCO in order to preserve Uganda's cultural heritage These include kasubi tombs, Uganda

UNO has promoted gender-equality through UN- women which Has supported women in different aspects In conclusion, UN has played a crucial role in the development of Uganda, politically, socially and economically

Expected response. (b)

The problem identified in the scenario is lack of knowledge by local leaders about the strategies that were used by Singapore and south Korea to achieve development

Singapore and South Korea area countries in East Asia that achieved a very quick economic transformation from poverty hit nations to world economic power- houses.

The following are the strategies that our leaders can learn from the countries;

Should invest heavily in infrastructure development e.g. road, schools, and hospitals.

Should produce high quality goods and services to attract international market.

Should ensure good leadership to promote political stability and zero corruption.

Create good investment climate to attract both domestic and foreign investors.

Encourage import substitution and export strategies of economic development Encourage

high domestic saving to increase capital accumulation for investments Manage population

growth through use of different birth control methods.

Develop and implement long term development plans like the Five year development plan of south Kore.

Encourage research development in science and technology.

In conclusion, east African countries can develop to level of south Korea and Singapore if they keenly follow the above measures Or any other acceptable conclusion

Scenario

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 its performance. During the meeting, one of the members critiqued the community for signing trade deals that favor foreign companies over local ones. The member claimed that this trend is a modern form of Neocolonialism, where regional cooperation serves external interest 30 rather than addressing internal issues. His criticism was met with mixed reactions from the delegates regarding whether the East African community is truly serving the African development or allowing the neocolonial interest to take their course in the region. The criticisms parked confusion among the members, and the chairperson of the meeting asked him to with draw his critique. Having been present at the meeting, you have now been tasked with educating the members about the East African community and neocolonialism.

Task

a) Prepare an educative document that will enable the member to withdraw his critique

b) How is neocolonialism currently trending in Uganda?

Expected response to the item (a)

The problem identified in the scenario is failure by community members to appreciate the good attributes of the economic integration of east Africa

The East African Community (EAC) is the regional inter-governmental organization of the eastern African countries.

Its members include Kenya, Uganda, Tanzania, Rwanda, Burundi, DRC, South Sudan and Somalia. Its headquarters are found in Arusha, Tanzania.

The Treaty for Establishment of the EAC was signed on 30 November 1999 and entered into force on 7th July 2000. The original members were Uganda, Kenya and Tanzania

The community has registered many achievements and the include among others the following

It provides a forum where East African leaders can discuss matters affecting them peacefully

The body provides employment opportunities

The community promotes the spirit of Pan Africanism.

Low tariffs for industrial goods produced in East Africa are reduced.

Investment procedures have been eased thereby increasing the volume of trade.

The introduction of the East African passport/opening of borders has eased movements of citizens within member countries.

It has facilitated the improvement and expansion of transport and communication among the member states such as the revival of the East African Standard Gauge Railway.

Professionals/artisans and business people are able to provide services within the community because of the free movement of people

It has promoted trade among member states by encouraging citizens to conduct trade in all member states

There is a functional legislative/Assembly with representatives from the member states who deliberate on matters touching on the community

Enhanced development of industries such as banking (KCB/ Equity) due to an enlarged market

It has boosted movement of citizens within the three member states of East Africa due to the removal of the passport. Etc

Any historically acceptable conclusion

Expected response to the item (b)

The problem identified in the scenario which is limited knowledge by Ugandans about the manifestations of neocolonialism

Neocolonialism is the survival of colonial privileges in Africa despite the formal recognition of political independence.

Neo-colonialism is manifested in the following ways.

Existence of multinational corporations like KFC, Coca cola MTN etc. that are preferred by Ugandans by, ignoring Ugandan industries and products hence profit repatriation.

Use of English language in schools, public places and homes is a sign of neocolonialism

Dressing codes by Ugandans such as damage , min skirts ,has beenundermined hence a sign of neocolonialism

Foreign aid in terms food, cloths, cars makes Uganda a dumping place for Britain hence neocolonialism .

The issue of expatriate in the way that all big jobs are given to foreigners eg national team coaches..

Use foreign technology in managing government departments e.g. for election management

Existence of European spy networks in Uganda such the Scotland Yard

Training of our soldiers in Britain is and manifestation of neocolonialism.

A viable conclusion is required,

Scenario

In Uganda, a recent survey revealed a significant lack of awareness among citizens about their constitutional rights. These rights are benefits of democracy in Uganda and any other country This has become a matter of public concern especially in preparation for the upcoming general elections. This matter has been complicated by opposition leaders who often argue that there is no democracy in Uganda since the electoral commission does not declare the right president. 33 In response, a dedicated group of educators is organizing a nation-wide awareness campaign. This campaign aims to empower individuals by increasing their understanding of constitutional rights and democracy and you have been tasked with participating in this important move.

Task:

(a) Write an essay with clear example to educate the people in nation- wide campaigns about these right

(b) Explain why you disagree with the opposition leaders.

Expected response to (a)

The problem identified in the scenario is lack of awareness among citizens about their constitutional rights Constitutional rights are individual freedoms and protections guaranteed by the country's constitution, which is the supreme law of the land.

These rights are inherent to all citizens and are designed to protect individual liberties, promote social justice and limit government power.

a) Freedom of speech and expression (Article 29

b) Right to privacy (Article 27)

c) Freedom from discrimination Article 21

d) Right to fair trial and due process (Article28

e) Right to freedom of religion and conscience (Article 29)

f) Freedom of assembly and association (Article 30)

g) Right to vote and participate in democracy

h) Freedom from torture and cruel treatment 24 i) Right to life, Article22

j) Right to liberty and security of person Article 23

k) Right to equality 21 l) Right to movement and residence

m) Right to access information 41

n) Right to clean and healthy environment 39

o) Right to participate in cultural life 30

p) Right to access to justice

q) Right to education 30 r) Right to health 34

s) Right to work 32

t) Logical Conclusion

Expected response to (b)

The problem identified in the scenario is failure by opposition political leaders to appreciate the existence of democracy in Uganda.

Democracy is a system of government where the citizens of a state exercise their powers either directly through voting or indirectly their elected representatives under a clear electoral system

It is a situation where the laws, policies and regulations affecting the society are made by the majority of the people

Democracy clearly spells out the involvement of the people in order to solve society problem

The opposition leaders should know that there democracy in Uganda as shown by the following indictors.

There are elections for the leaders on different levels of administration and this must be carried out peacefully in a well-organized time frame

There is a system of political parties with clear and well formulated policies

The public participates in constitutional making and the constitution must be respected

The masses participate in important local and national affairs

There is an independent and neutral electoral commission to interpret the election rules

There is an effective, efficient and independent judicial system to handle electoral petitions

All citizens enjoy their fundamental human rights and freedoms In conclusion, the opposition political leaders should accept that there is democracy in Uganda because the above feature of democracy does exist.

Any other acceptable conclusion.

Scenario:

As Uganda continues to recover from decades of political instability and civil unrest in some regions, various international and national bodies have played critical roles in restoring peace and promoting sustainable development. In the northern parts of Uganda, where the Lord's Resistance Army (LRA) once operated, many communities have benefitted from humanitarian aid, conflict resolution efforts, and post-conflict reconstruction programs. During a district-wide youth dialogue hosted in Gulu Municipality in preparation for the International Day of Peace, participants were discussing how external and local actors have supported Uganda's peace-building journey. Among the speakers was a university student, who was born during the insurgency but has grown up witnessing numerous development projects and community peacebuilding activities.

However, several youth from rural areas in the same district expressed ignorance about which organizations had made these contributions. One student asked, "Who are these groups that help restore peace and human rights, and what exactly have they done for Uganda?"

You were invited as a guest speaker representing a civic education forum on peace and human rights. Your role was to respond clearly to this concern during the event.

Task

A) Educate the audience at the youth forum about the contributions of the United Nations Organization (UNO) towards peace and development in Uganda.

Problem Statement: The problem identified in the scenario is lack of knowledge among Ugandan youth about the role of the United Nations in promoting peace and development in Uganda.

Definition of Key Terms:

United Nations Organization (UNO): An international body formed in 1945 to maintain international peace, security, and cooperation among nations.

Stand: I strongly believe that the UNO has made significant contributions to both peace and development in Uganda, especially during and after times of crisis.

UNO's Contributions to Peace and Development in Uganda

1. Facilitated peace negotiations during the LRA insurgency.
2. Supported disarmament, demobilization, and reintegration (DDR) of ex-combatants.
3. Provided humanitarian aid to internally displaced persons (IDPs).

4. Promoted protection of children in conflict areas.
5. Strengthened Uganda's justice system through training and capacity building.
6. Promoted post-conflict reconstruction.
7. Promoted peace education in post-war communities.
8. Promoted human rights monitoring.
9. Assisted in organizing democratic elections.
10. Fought against HIV/AIDS through UNAIDS.
11. Supported refugee hosting in Uganda.
12. Helped promote gender equality.
13. Funded poverty eradication programs.
14. Supported environmental conservation.
15. Provided support during health emergencies.
16. Helped build capacity of local NGOs and institutions.
17. Contributed to education through teacher training and scholarships.
18. Supported youth empowerment.
19. Promoted media freedom and access to information.
20. Promoted peace through cultural exchange and dialogue.

Conclusion: The United Nations has played a vital role in Uganda's peace and development. From conflict resolution and human rights protection to health, education, and refugee support, its contributions are visible across the country.

Task B: Explain to the participants the role played by Civil Society Organizations (CSOs) in promoting human rights in Uganda.

Problem Statement: The problem identified in the scenario is ignorance among youth and rural citizens about how CSOs promote human rights in Uganda.

Definition of Key Terms:

Civil Society Organizations (CSOs): Non-governmental and non-profit groups that operate independently to support social causes, development, and advocacy.

Human Rights: Basic freedoms and protections every person is entitled to, such as the right to life, education, health, and freedom of speech.

Stand: I strongly believe that CSOs have played a crucial role in advocating for and protecting human rights in Uganda through education, legal support, and community mobilization.

Contributions of CSOs in Promoting Human Rights in Uganda

1. Conduct human rights awareness campaigns.
2. Provide legal aid to vulnerable groups.
3. Advocate for women and children's rights.

4. Monitor and report human rights violations.
5. Protect journalists and promote freedom of speech.
6. Promote the rights of people with disabilities.
7. Help in conflict resolution.
8. Defend land rights for the poor.
9. Promote civic education.
10. Support refugee rights.
11. Monitor service delivery.
12. Provide platforms for marginalized voices.
13. Campaign against torture and unlawful detention.
14. Support prisoners' rights.
15. Promote transparency and anti-corruption.
16. Influence government policy.
17. Support HIV/AIDS awareness and rights.
18. Train human rights defenders.
19. Use social media to expose injustices.
20. Collaborate with international organizations.

Conclusion: CSOs play an essential role in promoting human rights in Uganda by educating citizens, defending the vulnerable, and holding leaders accountable. Citizens should support and partner with CSOs to ensure a just and democratic society for all.

HISTORY AND POLITICAL EDUCATION

Item 1:

The developed world has achieved that status because of their domination of international trade. Similarly, East African countries participated in a well organised trade before the 20th century. Unfortunately, their level of development has lagged behind up to date. A debate was organised by senior four learners on the topic; "**The 19th century pre-colonial trade benefited East Africa up to date".** During the session, some students believed that pre-colonial trade was important in the development of modern East Africa while others urged that pre-colonial trade left nothing to show in the development of modern East Africa. You are part of the debate team.

Task: -

Giving reasons for your decision, write an essay explaining whether pre-colonial trade contributed to the development of East Africa or not up to the present date.

Problem statement: The problem in the scenario is lack of knowledge/ doubt/ conflicting view by the students as to whether pre-colonial trade contributed to modern development of East Africa or not.

Historical introduction: Pre -colonial trade in East Africa in the 19th Century was also known as the long-Distance Trade (LDT)/ Caravan trade. It was carried out between the interior societies and the coastal people. Participants included the **Yao, Nyamwezi, Akamba, Baganda, Banyoro**, etc from the interior and Swahili, Arabs at the coast. Goods from the interior/ exports were **gold, ivory, slaves, honey, skins** etc and from the coast, imports included: **guns, clothes, jewellery, plates, cups, glass** etc.

I strongly agree that pre-colonial trade in East Africa contributed to modern development of East Africa politically, socially and economically.

Body

Historical knowledge/ Point Statement	Historical thinking/Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence
Monetary system was introduced in trade	Use of currency like cowrie shells and rupees	which later resulted into the present currency system of shillings, dollars that are used in trade hence development
Credit system was introduced in East Africa	By Indian banyans of money lending system (Loans)	which has evolved into the modern banking system that steer development
New goods were brought by traders	Such as clothes, jewellery guns, spices	and such similar goods are still being imported today by traders that has boosted the economies of East Africa
East African goods found market from the foreigners	Such as gold, ivory, slaves, copper, silver	which is still a practice today through export of various products that are fetching revenue for the development of East Africa (foreign exchange)
New crops were introduced in East Africa during the trade	Such as cloves, rice, wheat	which are still of great benefit in boosting agriculture for instance rice scheme at Kibimba in Uganda (Bugiri districts)
East Africa was opened/ Linked to the outside world	Which came with many opportunities like trade routes, exported goods, employment opportunities etc	That we are still benefiting from today, such as jobs in the middle east, financial support, scholarships
Urbanization/ development of trading centres	Like Ujiji, Tabora, Nairobi Kampala	These later grew and developed into modern towns/ cities we have today
Formal education was introduced in the interior of East Africa	Koranic schools were constructed in the interior by Muslim traders	These later promoted literacy that Europeans transformed into modern schools today Kibuli, Gombe S.S. S among other schools

New cultures were introduced /Arabic culture was introduced in the interior of East Africa	Dress code, food etiquette, worship	That transformed East Africa's way of life and still have impact today
Arabic architecture was introduced in the interior of East Africa	Use of stones, flat topped roof houses	This has evolved to date where many people build houses similar to those brought by the pre-colonial traders These are common in many trading centres example, the mosques for worship
Led to rise of great personalities who became instrumental in the development of East Africa	Examples, Mirambo, Nyungu- Yamawe, Kabaka Mutesa I	Many of these leaders have a legacy still enjoyed in their societies to date. Example schools still teach about those leaders.
New language was introduced in the interior of East Africa	Such as Kiswahili and Arabic languages	Of which Kiswahili has turned into business and official language of East Africa making communication easy
New religious beliefs were extended in the interior of East Africa	Like Islam	And this has helped shape the morality of the East Africans and unity among the muslims
New system of administration was introduced in the interior of East Africa	Such as sharia law	That is still practiced in muslim communities today. For example, today we have muslim courts (khadhi courts) that mediate between married couples and matters of inheritance
Introduction of guns in the interior of East Africa	Which improved on security of the region, peace, law and order	Guns are still used by East African security agencies to maintain law and order hence development

Historical conclusion: In conclusion, I strongly agree that the pre-colonial trade contributed positively to the modern development of East Africa political, socially and economically without which East Africa would not have transformed.

OR

I disagree that pre-colonial trade contributed to the development of East Africa because of its negative impacts as explained below.

Historical knowledge/ Point statement	Historical thinking/ Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence
Decline of East African resources/ Exhaustion of East African resources	Such as gold, ivory, slaves	which has progressively affected economic development in East Africa that such items are scare to date for example gold, ivory yet very expensive
Over exploitation of resources	Example Over hunting for ivory and skins, gold extraction	This has contributed to environment degradation
Exposure of East Africa to the Outside world	Led to colonization which came with colonial evils like land grabbing, forced labour over taxation and other evils	Which are still economic evils retarding our development today
The unfair taxation against East Africans	Which was characterized by brutality, torture and suffering	Today, people don't like taxation like Electronic Fiscal Receipting and Invoicing Solution (EFRIS) tax
Loss of African craftmanship/ local industries	As foreign products were introduced like guns, clothes shoes	This has continued to be the trend in East Africa today as people prefer foreign

		goods to the locally manufactured goods thus retarding industrialization
The practice of money lending introduced by the pre-colonial traders	Through money lenders like Indian Banyans	Loans today have had a negative effect on many businesses due to high interest rates and eventual closure of businesses
The slaves raids and slavery created during that trade	Initiated a culture of forced labour, labour exploitation among East African states	Today many boys and girls are taken aboard by labour agencies like Middle East consultancy where they are tortured, mistreated and sexually harassed / modern day human trafficking
Loss of culture /identity/ deculturalization	Was created with the coming of new cultures like Arabic cultures	Which still impact on our traditional culture especially among the youths who prefer western dressing code, language, diet etc.
Loss of independence	As several societies were exposed to foreigners who later assumed control like Uganda and Kenya to Britain and Tanganyika to Germany	Even after acquiring independence in the early 1960s, the impact of colonialism is still experienced through neo-colonialism
Some societies weakened and declined in the interior of East Africa	The raided places lost able bodied men. In some areas agriculture declined as people concentrated more on trade	Today, it has resulted into rural urban migration to look for greener pasture
Insecurity emerged	Due to introduction of guns in the interior	These guns have continued to be used to terrorize different societies in East Africa up to date

Historical conclusion: In conclusion, I strongly disagree that pre-colonial trade contributed to the modern development of East Africa because its impacts continues to negatively influence East Africans politically, socially and economically.

Item 2:

One of the sub countries in Acholi, there was a land dispute between local natives against the area member of parliament. Elders and clan leaders in Acholi decided to handle the matter using traditional justice system but the member of parliament preferred to seek justice in a public court which intensified the conflict.

Task: In an essay format,

a) **Advise the member of parliament to allow the decision of the elders.**

Problem statement: The refusal of the Acholi sub county member of parliament to allow a traditional court to settle land dispute involving him against local natives. There is a need to educate the member of parliament the importance of traditional transitional justice mechanism in Acholi setting

Historical introduction: Traditional transitional justice mechanism use of refers to customary/ indigenous methods and processes to address injustices, promote reconciliation and seek redress for victims in conflict.

Therefore, the member of parliament should accept the elders in Acholi to handle the land dispute in the scenario because of the following reasons.

No	Historical knowledge/ Point statement	Historical thinking/ Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence
1	**Traditional courts are fast and save time**	By handling minor disputes, reducing caseload, alternative dispute resolution hence resolving disputes more efficiently	For this reason, the member of parliament should accept the customary court of Acholi to handle the land dispute

2	**The system promotes reconciliation in the community**	Through **mato oput ceremony** which involves drinking a bitter herb to symbolize forgiveness and reconciliation	Thus, the area member of parliament should accept the traditional court to settle the land conflict
3.	**Promotes community involvement and consensus**	Because the elders are directly involved in mediating the dispute, there is community decision making, emphasizes community, healing rather than punishment,	which makes it vital for the member of parliament to accept the elders' decisions of administering justice
4	**The offender will be given a specific punishment depending on the offence**	Examples compensation, mato oput ceremony, cleansing rituals, reconciliation among others	Therefore, the Acholi customary court system should be used to address the land dispute in the scenario.
5	**Traditional courts are flexible**	Including flexibility in decision making, adaption of healing and restoration instead of punishment leading to social harmony	The member of parliament should therefore accept the Acholi traditional justice mechanism
6	**Restores justice and relations among community members**	By emphasizing compensation, apology and forgiveness community responsibility hence social harmony.	That makes the Acholi traditional Justice mechanism important in addressing that particular land dispute
7	**It will promote good behaviour in society**	After the offender being punished, it serves as an example and a lesson to other members of the community	Therefore, the area member of parliament should accept the conflict to be handled by the elders
8	**The traditional court system reduces stigmatization**	This is because the proceedings in those courts are a bit private, localised to a given community	This explains why the member of parliament should accept elders to handle the case
9	**It will promote forgiveness in a particular community (Acholi sub county)**	Example the mato oput ceremony which symbolizes forgiveness and restoration of relationships. There is also compensation of victims which also leads to forgiveness	This explains why the Acholi tradition justice mechanism is important in the context of the land dispute
10	**Traditional courts are cost effective and don't involve a lot of money**	They involve very low operational costs, they are community based and don't require a lot of infrastructure, the elders do voluntary work of administering justice, no need for legal representation, utilization of community resources like local spaces etc	Thus, the member of parliament of Acholi sub county should value the elders? forum of addressing the land conflict.
11	**It promotes culture of Acholi region**	By emphasizing preservation of traditional practices of the Acholi such as customary laws, traditional rituals respect of community elders and other values	This aspect should be considered by the area member of parliament to allow the traditional court system to settle the land dispute with nature
12	**There is fairness in traditional courts**	Through community-based justice, elders are familiar with community norms and values which helps to ensure that justice is served in a fair culturally sensitive manner.	This should inform the decision of the area member of parliament to allow traditional transitional justice mechanism of the Acholi
13	**Helps to prevent future conflicts (further land disputes) in**	Through reconciliation and forgiveness rebuilding relationships addressing root cause of a conflict, providing	This makes such customary courts in Acholi, sub county important in handling the land conflict in the scenario

	Acholi sub county	compensation, community education etc.	

Historical conclusion: In conclusion, basing on the above advantages of traditional courts like fairness, flexibility, community involvement among others, the Acholi sub -county member of parliament should accept to participate in the traditional mechanism of addressing a land dispute between him and the local natives

b) Explain the benefits of cultural traditions and customs in our country.

Historical Introduction: Cultural traditions refer to customs, practices, values and norms that are passed down from one generation to another within a particular community or culture. Example rituals, ceremonies, music, dance, food, games, language among others

Cultural, traditions and customs are important to our country as explained below**.**

No	Historical knowledge/ Point statement	Historical thinking/ Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence
1	**Cultural traditions preserve our cultural heritage Festivals and celebrations like nyege nyege festival among others**	Such as cultural sites like Kasubi tombs, traditional practices like imbalu ceremony, kingdoms and palaces like in Buagnda Kingdom	Thus, cultural traditions and customs are important to our nation
2	**Cultural traditions promote a sense of belonging and pride**	Through, shared values, unique identity, similar traditional roots, community bonding, shared experiences and social cohesion	This is another benefit of cultural traditions to our nation
3	**Promote unity and togetherness among members of a particular society**	Example, through cultural celebrations, rituals and practices, shared values and beliefs, similar cultural heritage which promote unity and togetherness	Such unity and togetherness benefits our country
4	**Cultural traditions can promote peace and harmony in our country**	Through traditional dispute resolutions, dialogue and mediation by elders, cultural exchange among different communities	Which benefits our country.
5	**Cultural traditions promote moral values in different societies**	These values guide individuals in their personal growth and development example, respect and empathy, responsibilities and accountability, honesty, role modelling etc	This remains very important to our country
6	**Some cultural traditions and values can lead to national building**	Example, some cultural practices can attract tourists which generates economic benefits which promote national development. A case in point is Nyege nyege in Eastern Uganda, traditional music and dance etc	This makes cultural traditions very important to our country.
7	**Cultural traditions encourage self-awareness among individuals**	It helps individuals to understand their roots, heritage, cultural values and beliefs, cultural identity, a sense of belonging which increase self-awareness among Ugandans	Hence a benefit of cultural traditions and customs
8	**Cultural traditions can be a basis of decision making in a particular society**	Example respect of elders, good morals and ethics, respect and preservation of historical sites among other important decisions	This makes our traditional values and customs very important to our country

9	**Cultural traditions may be a source of entertainment and leisure**	Through traditional music, dance, cultural festivals, traditional games, storytelling hence a source of entertainment and happiness	This explains why such traditions are beneficial to our country
10	**Cultural traditions can be a tool for learning in many schools of Uganda**	Example, traditional crafts, music or dance can be an effective way to learn. Story telling can also promote learning through narrative mentorship can also be used where elders mentor young individuals regarding societal values	This can be another vital role of traditional and customs to our country

Historical conclusion: In conclusion, Ugandans continue to benefit from cultural traditions and customs through attracting tourist, entertainment avenue, education tool among other roles explained above.

Item 3

In 1945, United Nations Organization was formed with headquarters in New York to replace the league of Nations. On October 25th 1962, Uganda joined the organization but up to date there is mixed feeling of Uganda's membership in the UN. Makerere university has organized a debate with a motion of **"Uganda should withdraw its membership from the UNO".** The **proponents** are arguing that the organization is ineffective and biased thus a need to withdraw while the **opponents** argue that membership provides crucial diplomatic, security and economic benefits. You are part of the debate team of the university.

Task

a) **Write an essay arguing for or against Uganda's withdraw from the UNO.**

Problem statement: Many Ugandans are doubting the importance/ Advantage/Significance of Uganda's membership in the UNO. This is evidenced by a group of Ugandans who support Uganda's withdraw from the organization while others are against the idea.

Historical introduction

UNO is a peace keeping body of the World formed after World war II on 24th October 1945. It began with 51 (fifty-one-member states Today, UNO has 193-member states, making it a truly global organization.

The major aims of UNO include to maintain peace, protect human rights, provide humanitarian aid, promote sustainable development, uphold international law, provide a platform for dialogue, foster international cooperation, support children's rights, promote women empowerment among others aims.

Because of the negative contributions/ failures of UNO to Uganda, the country should withdraw from UNO membership because of the following arguments.

Body

No	Historical knowledge/ Point statement	Historical thinking/ Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence
1	**UNO has taken so long to end insurgencies in Uganda**	The allied democratic forces (ADF) bases in Congo have killed several Ugandans, until recent, Kony Joseph the leader of LRA (Lord's resistance Army) has been distablizing the people of Northern Uganda	Given that background it would be right for Uganda to withdraw from UNO membership
2	**UNO has not provided adequate supplies and services in the**	Example, Nakivale, Bidi Bidi, Oruchinga settlement Kyaka II settlement among others, examples, food, medicines, clean water is inadequate in these camps	This can justify Uganda's withdraw from UNO membership

	refugee camps of Uganda		We should therefore withdraw Uganda's membership in UNO
3	**UNO has failed to promote good governance in Uganda**	Cases of election rigging ae common in Uganda despite UNO sending election observers. Violation of human rights is evident in Uganda yet we are signatories to the 1948 UN human rights charter	This there makes our UNO membership useless as a country
4	**UNO has failed to effectively improve health in Uganda.**	Disease like malaria, small pox, monkey pox, cholera remain a big threat in Uganda Fake immunisation vaccines, medicines and drugs continue to find their way into the country. Inadequate facilities, doctors and nurses in hospitals across the country	This argument is strong enough to defend Uganda's withdraw of UNO membership
5	**Through UNESCO, UNO has sometimes promoted unaccepted cultures in Uganda**	Example protecting the rights of homosexuals in Uganda, indecent dress code from the west like miniskirts, damaged jeans among Ugandan youths which under mines local cultural values and practices	In order to preserve our cultural norms as Ugandans, we should withdraw from UNO membership
6	**UNO has failed to control illegal flow of small guns and weapons in Uganda**	These have been used by bad elements in the country like rebels to cause terrorism, violence, insurgency of ADF, LRA among others. Example, terrorists killed Ugandans using bombs at Kansanga/ Kabalagala, Kyadondo rugby ground on 11th July 2010 killing about 76 Ugandans.	Uganda should therefore withdraw her membership from UNO
7	**Despite the existence of ILO, UNO has failed to prevent bad labour policies against workers in Uganda**	Example, in the name of Ugandans searching for greener pasture, they have ended up being exploited in Oman, Saudi Arabia, United Arab Emirates etc. There are also cases of child labour, sexual harassment of workers in Uganda.	This makes our continued membership in UNO almost relevant
8	**UNO has made Uganda dependent on foreign aid, grants and loans**	This is through UNO's agencies like world bank, IMF whose loans have strings attached sometimes the loans from IMF, world bank promote neo-colonialism through various multi- national companies	This is another reason why Uganda should withdraw her membership from UNO.
9	**UNO is blamed for double standards in executing its duties towards Uganda.**	Example, by interfering in the territorial policies of Uganda when the anti-homosexually bill was passed in 2023, the World bank stopped extending loans to Uganda.	This should be a binding bounding reason why Uganda should withdraw her membership from UNO
10	**UNO has failed to wipe out drug trafficking in the country**	It lacks a competent force to fight against drug trafficking in the world including Uganda. The sale, consumption, transportation of cocaine, opium marijuana has continued in Uganda despite UNO condemnation. This influences breakdown of law and order in the country	This explains why Uganda should withdraw membership of UNO

Historical conclusion: In conclusion, basing on the above weak points of UNO, I maintain the argument that Uganda should withdraw from the organization.

Or

Because of the positive contribution of UNO in the political, social or economic aspects of our country, Uganda should remain a member of the organization.

No	Historical knowledge/ Point statement	Historical thinking/ Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence
1	**UNO has contributed to mitigating natural calamities or disasters**	Example famine, landslides, floods using its agencies like WHO, FAO, UNICEF, UNHCR in areas like Karamoja, Budduda. UNO provides food, shelter, clean water, medicines to the affected persons	Uganda should therefore remain a member of UNO
2	**UNO has supported refugees in Uganda**	Through specialized agencies like UNHCR, FAO, WHO, WFP by providing food, shelter, medicines in refugee camps like Nakivale, Bidi Bidi and some areas of Northern Uganda	Thus, our membership in UNO is very important and relevant
3	**UNO has promoted peace in Uganda**	Through its peace mission, UNO Intervened in insurgencies of Lord's Resistance Army (LRA) in northern Uganda which stabilized the region	Uganda should therefore remain a member of UNO
4	**UNO has promoted health services in Uganda**	Through the WHO, UNO has provided advisory and public health services to Uganda, provides health and sanitation regulations, funds immunization programs in Uganda against killer disease like polio, measles, provides free medical services to Uganda, organizes health conferences in collaboration with government etc.	This makes our membership in UNO relevant
5	**UNO has promoted democracy and good governance in Uganda**	By sending election observers to ensure free and fair elections in the country example during the 2021 elections, UNO sent a team of observers to ensure a free and fair process.	This is another reason why Uganda should continue being a member of UNO
6	**UNO has promoted children rights in Uganda**	Using its agency of UNICEF and other sister agencies like save the child, Action aid, World vision and others. UNO declared children's rights in 1959. A law was passed in 1989 by UNO before UNO against military service and employment in industries for children 18 years and below	Hence, Uganda should remain a member of UNO
7	**UNO advocates for environmental protection in Uganda**	Through the United Nations environmental programme (UNEP). It embarked on a sensitization programme to control pollution, discouraged deforestation and promote re- afforestation. It has been organizing workshops aimed at protecting the environment	Accordingly, Uganda should continue being a member of UNO
8	**UNO has discouraged social discrimination between men and women in Uganda**	It declared women's rights in 1975, advocates for equality between men and women worldwide, funds non-government organizations like FIDA to advocate for women's rights. This has reduced discrimination against women in Uganda	Hence Uganda's membership in UNO is still important
9	**UNO continues to advocate for welfare and standards of workers through (ILO)**	It encourages the formation of trade unions to protect workers' rights, advocate for better payments, insurance schemes, old age pension for workers which reduces the gap between employees and employers	Therefore, Uganda should remain a member of UNO

Historical conclusion: In conclusion, basing on the many good contributions/ positive contributions/ achievements of UNO in Uganda, our country should remain a member of the organization.

Item 4:

In a conversation, Kamoga a secondary student wanted to know why Britain and Germany took over East Africa during the 19th Century. Kofi a fellow student explained to him that they wanted to exploit our resources and impose their own system of governance in East Africa In a deeper conversation, Kamoga asked the legacy of European occupation of East Africa and Kofi insisted that they brought development to the region much as they also hindered the regions progress. Your history teacher has selected you to effectively educate Kamoga the scenario concept of European colonial existence in East African

Task:

Write an essay you will use to make Kamoga fully understand the colonial concept in the scenario
Problem statement: The problem identified in the scenario is failure by Kamoga a secondary student to understand colonial concept in East Africa.
The colonial concept in the scenario can also be referred to as **colonialism**
Historical introduction: colonial rule refers to the period when East Africa was under the rule of foreign powers ie Britain and Germany. Uganda and Kenya were colonized by the British while Tanganyika was colonized by the Germans.
These colonialists came to East Africa for a number of reasons.
Body

Historical knowledge/ Point Statement	Historical thinking/Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence.
The colonialist wanted raw materials	Like timber, mineral, animal products and agricultural products to feed their home industries	Hence a reason for the coming of colonialist
They come for strategic reasons	They colonized Uganda to control the source of the Nile and to safeguard their economic interest in Egypt and the far east.	Hence colonizing East Africa
Earlier reports by the explorers, missionaries and traders	They reported about the presence of mineral in East Africa	This forced them to come and exploit these materials
The colonialists came for prestigious purpose	The more colonies a country had the more prestigious a country would be	Therefore, the need to be respected as strong and powerful made the colonialists to come
The need to invest their excess capital	They had acquired a lot of capital from the industrial revolution which needed to be invested in agriculture industry for more profits	This made them to come to East Africa hence leading to colonization
The need for market	Due to industrial revolution in Europe, European countries started producing similar goods which could not be sold in Europe. This forced them to look for alternative sources of market	hence their coming and colonization of East Africa
The need to promote western education	They wanted to teach the East African how to read and write, to create a class of elites that would spread western civilization	This influenced the colonisation of East Africa
The 1884 – 1885 Berlin conference	The conference emphasized the policy of effective occupation by establishing administrative structure, military presence settlements and infrastructure development in East Africa,	hence another reason for occupying East Africa
The activities of King Leopold in the Congo	His activities attracted many European in Congo which almost led to the outbreak of a war between the European powers. Bismark advised other European powers to try else where in Africa hence Britian and German came to East Africa	Leading to the colonisation of the area

The colonialist used different methods to take up and rule East Africa

Historical knowledge/Point Statement	Historical thinking/ Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence.
Signing of treaties	They signed treaties with East African leaders for example the 1900 Buganda Agreement. These treaties reduced the powers of the traditional leaders in favour of colonial rule	Hence a method used to take up and rule East Africa
They used force to take over East Africa	This was applied in areas where they faced resistances for example in Bunyoro under Omukama Kabalega Where they used military confrontation	and this enabled them to establish themselves in those societies
They used collaborators	These were personalities that willingly co-operated with the whites in extension of colonial rule to different parts of East Africa. They included Semei Kakungulu, Apollo Kaggwa	These helped the colonialists to establish themselves in different societies hence the beginning of colonial rule
They used intimidation	This was used to prevent the would- be resistors to the establishment of colonial rule In Busoga for instance, they assembled and paraded military equipment	which enabled the people of Busoga to succumb to their rule
They used to explore, missionaries and traders	These gave them reports about the nature of East Africans, areas of economic potential, directions to some areas by sketching maps	These helped the colonialists to prepare and take over East Africa
They used divide and rule	They benefited some societies and made them develop more enmity for other societies like Buganda against Bunyoro	This helped them to establish themselves without much resistance

After acquiring different societies, the colonialists used different methods to administer

The British used **Indirect rule** and the Germans used **Direct rule.**

Indirect rule was a system of administration where the British entrusted power in the hand of traditional rulers to rule on their behalf.

It was made popular by **Captain Fredick Lugard** and it basically worked well in centralized societies where administration units were organized to suit the British interest hence enabling them to give orders from above as they were implemented by the local leaders at the bottom thus indirect rule.

The Germans used Direct rule as their major system of administration.

Direct rule was a system of administration in which the Germans themselves took control of their spheres of influence. Where the German officials were not enough, they hired the services of the **Akidas and Jumbes** who replaced Tanganyika traditional chiefs hence the name direct rule.

This policy/direct rule was made popular by **Carl Peters** of the German East African Company.

The colonialists contributed to the development of East Africa positively as follows;

Body

Historical knowledge/Point Statement	Historical thinking/Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence.
Extension of centralized system of administration to different areas	Which streamlined the system of administration in East Africa	Today, all over Uganda the Kiganda model of administration has been embraced for example masaza, gombolola, miluka etc
Preservation of traditional institution	Like kingdoms where local leaders maintained their cultural autonomy	These are still in existence today like the kabaka of Buganda, mumbere of Bakonjo, omukama of Toro, kyabazinga of Busoga etc
Led to the growth of African nationalism	Due to the European exploitative nature liked forced labour over taxation, disrespect of local rulers and culture etc.	This has led to rise of nationalists and states men who are always ready to defend the interests to their countries like Dr. Lukwiya who died of Ebora while savings Ugandans
Colonial rule led to the development of infrastructures	Like road, railway line, ports	These have facilitated transport development todate
Colonial powers- built hospitals	Like Mengo, Rubaga, Nsambya which improved health standards	Today, these facilities are still being used to treat Ugandans
The colonialist introduced new farming methods	Like the use of tractors, fertilizers. Which helped to improve production on the farms	Today, similar methods are still being used which has increases food security in the region of East Africa
They introduced western culture (Western civilization)	Which was embraced by the people of East Africa example dressing, eating etiquette, ways of marriage	Today, these cultures are being cherished by East Africans
They encouraged the spread of Christianity	Which was embraced by the people of East Africa	Today, this is one of the major and dominant religious group in East Africa
Colonial rule led to the promotion of legitimate trade in East Africa	This involved buying and selling cash crops like coffee, cotton, tea using money	Today, this kind of trade is still going on in East Africa and has developed the region

The colonialists affected the development of East Africa negatively as follows;

Historical knowledge/Point Statement	Historical thinking/Point Explanation and Example	Historical Application/ real World relevance/demonstration of competence
Colonial powers over exploited East Africa's natural resources	Like minerals, timber and agricultural products without regard for wellbeing of the local population	This has made the people of East Africa poor and dependent on them up to date inform of foreign aid
They introduced colonial policies	Like forced labour, over taxation, cash crop growing, which were exploitative in nature towards the Africans	Some of these policies are still in existence today though in different forms
Colonialism led to the dependency syndrome among East African states	For example, foreign aid of machinery, human resources, etc	This has undermined local economic development as Africans have continued to supply raw materials at a low price and get finished goods expensively

Colonial rule led to loss of African creativity and innovations	For example, iron smelting, bark cloth making, basket weaving and other local industries died out	This has remained the trend as Africans continued to prefer foreign goods.
Colonial rule led to torture, imprisonment, loss of lives, as Africans reacted to colonial policies	Like land alienation, forced, labour, over taxation	This has led to recent riots and demonstrations in East African countries like Kenya, Uganda as citizen oppose similar policies
With the introduction of cash crops, Africans neglected food crop growing	**For example**, Africans adopted sugar can growing for money	This has led to food insecurity in some areas of East Africa like Karamoja region
Colonial rule led to the loss of land, displacement of people	For example, the Masai, Kikuyu from Kenyan highlands were pushed in the reserves as established plantations and farms there.	This has made whites to come in as foreign investors and displace Africans from their native land in the name of investment
With the introduction of colonial boundaries, some people were forced to belong to different countries yet they belong to similar tribes and families	Samia, sabiny, gishu tribe	This has led to unclear identity and boundary conflicts or misunderstandings for example Kenya and Uganda over migingo island
Colonialism led to division along religious lines	Which created disunity and natural hatred and even political parties were built along religious lines. Democratic party (DP) was formed with strong ties to the catholic church in Uganda. Most of the leaders and supporters of UPC were protestants	The current political parties still bring out disunity based on such grounds
Colonial rule encouraged theoretical education in East Africa	Neglecting practical education hence creating job seekers rather than job creators	This has created un employment though the new lower secondary curriculum and the A level aligned curriculum is trying to address this challenge
Some agreements signed by the colonialist and African rulers led to unfair land policies	In Buganda, Toro, Ankole etc which led to conflicts example, Mailo land, crown land free hold land system	Such conflicts have continued to exist in the different communities and people are not happy about it.

Historical conclusion: In conclusion, despite having negative effects on the people of East Africa, colonialism played a bigger positive role to the development of modern-day East Africa.

Item 5:

In the proposed budget of the Ugandan government of the financial year 2025/2026, Uganda is supposed to pay the Congolese government 250 million dollars as part of the compensation for the occupation of the DRC's Ituri region by the UPDF between 1998 – 2003 when fighting the ADF rebels that resulted into gross human rights violations, loss of life and loss of DRC's natural resources. This coupled with the fact that of late, the men in uniform have been used by the ruling government to torture citizens and play other political cards, thus the opposition members of parliament believe that UPDF has failed in its mandate as a national army and therefore they are suggesting that the army should be disbanded like it is in Switzerland where the country operates without an army.

The ministry of defence officials believe that the suggestion of the opposition members of parliament is very wrong and have therefore organized a sensitization tour around the country to change the perception created by the opposition.

TASK:

You have been invited to be a keynote speaker in the meeting that has been organized by the ministry in your community. Make a write up on what will be in your speech.

Problem statement: there's need to sensitize the opposition in Uganda various roles of the national army (UPDF) in the process of national building. This is evidenced by the fact that the opposition members of parliament in Uganda are suggesting that the army should be disbanded like it is in Switzerland where the country operate without an army.

Historical introduction: The UPDF as an organ of government comprising a large group of well-trained soldiers to fight and defend their nation from any form of aggression. It is made up of several branches each having a commander in charge and they include **the infantry, air force, intelligence, land force, special forces command and marine forces,**

Therefore, the UPDF still remains very important for our country because of the following reasons

Historical knowledge/Point Statement	**Historical thinking/Point Explanation and Example**	**Historical Application/ real World relevance/ demonstration of competence**
Integrity	The army ensures transparency within the civilians and the army itself. Issues like financial accountability, interpersonal relations are key in UPDF.	Therefore, the army should not be disbanded.
Human rights protection	It is the duty of the army to safeguard the whole population against all acts of human rights violation regardless of their tribe, gender, region, social status	Thus, the army should be kept in place to serve Ugandans
Political neutrality	The army ensures neutrality of all kinds in the politics of the country. For example, they should safe guard against the rigging of elections for particular candidates to ensure a free and democratic process	Therefore, the suggestion of the opposition members of parliament should be ignored.
Effectiveness in the provision of security	It is the duty of the army to protect the boarders of Uganda and her people Territorial integrity of Uganda is a noble duty of the UPDF.	Hence in order to maintain our country secure and safe, UPDF should not be disbanded.
Responsiveness	The army must respond to the needs of the government and its people in the given ultimate time. This is because matters of security needs immediate attention to avoid death and loss of poverty among communities	This makes the continued existence of UPDF in Uganda very vital.
A voluntary community-based work / initiatives	This is a way of giving back to the community through infrastructure development in various parts of the country (roads, bridges, hospitals, schools), renovation of Namboole stadium, free medical services (medical camps), disaster response like the locust invasions, environmental protection (tree planting initiatives)	Therefore, the army remains very important in Uganda.
Investment activities	Example UPDF industrial park construction targeting Arua, Gulu, Lira, Hoima and Masaka to create over 400,000 jobs for Ugandans, Tarehe sita industrial park in Nakasongola district, infrastructure development (the UPDF	This explains why the army in Uganda should be kept in place.

	engineering Brigade thus contributing to the economic development of Uganda	
Used as a tool to enhance patriotism among Ugandans	President Museveni urges the UPDF officers to prioritize patriotism, Pan Africanism, modernization and democracy UPDF core values emphasize discipline, team work, integrity, love for knowledge, patriotism and frugality make a saving culture UPDF conducts patriotism training for its personnels as well as citizens at large	Hence as a nation, we need to keep the UPDF in existence.
It is the duty of the army to ensure effective protection of public resources	for example, it protects the gold mines in Kasanda district, oil resource in Bunyoro sub region, national forests, game parks etc.	This makes UPDF important as far as National development is concerned
Rule of law observation	The army protects the constitution of Uganda and makes sure that the civilians and the army men follow the constitutional law	In order to protect the constitution of the land, UPDF should be maintained
They supplement to other forces	The army also supplement police and prisons by protecting the nation from insecurity that may be caused by external elements	Therefore, the army should be kept in place.
Infrastructural protection	The army ensures that all valuable installations of government are protected from damage and harm by wrong elements These include airports, defense installation, strategic areas like bridges etc.	For this reason, the UPDF should be kept in place
They also contribute to disaster rescue teams	Most times UPDF and Red Cross work together in times of disaster to repatriate the affected people foe example the flood victims of river Nyamwamba in Rwenzori Mountains and several Budduda slides victims in eastern Uganda	Thus, the role played by the UPDF in Uganda should not be under esteemed by the opposition members of parliament.
The UPDF takes part in peace keeping missions	It's in charge of protection of insecure people outside Uganda for example their fights against Al -Shabab terrorist in Somalia and ADF rebels in Congo is commendable	Hence the need to maintain the presence of UPDF in Uganda
It provides security to very important persons (VIPs)	In the country like the president, prime minister, speaker of parliament, chief justice etc.	This explains why the uniform men in Uganda should be kept in place (UPDF).
The army has also been active in poverty eradication in the country	for example, they are in charge of operation wealth creation across the country, Wazalendo saving and Credit Cooperative Society Limited (WSACCO) for UPDF members.	Thus, UPDF should be kept in place

Historical conclusion: In conclusion, due to the numerous contributions of the UPDF to Ugandans, such as investment initiatives, poverty eradication campaigns in Uganda, its role in promoting patriotism among others, the army should be kept in place as opposed to what the opposition members of parliament are suggesting.

HISTORY AND POLITICAL EDUCATION SEMINAR ITEMS AND RESPONSES 2025.

AREA OF CONSTRUCT ONE (PRE-COLONIAL HISTORY)

Item 1.

Your village in East Africa has recently experienced a sudden rise in the number of refugees and settlers arriving from nearby regions and distant places. This has caused fear and uncertainty among the local residents. Some individuals have started issuing threats to these refugees and settlers, while others argue that they should be welcomed and allowed to start afresh. The local leaders have called for a community meeting to decide whether to permit them to settle or deny them the chance to live in the area.

Task:

Giving reasons for your decision, advise the local leaders in the meeting whether to allow or deny the above people settlement.

Expected Responses:

- *In the scenario, there is doubt among natives in Uganda about whether to allow or deny new comers/immigrants to settle in their areas / In the scenario, there are disagreements among local residents in one of the villages/my village about whether to allow or deny refugees and settlers to settle/live in the village.*
- *This is related to migration as settlement which refers to the movement of people from their cradle land/homeland for either political social and economic factors/reasons with an aim of settling*
- *There are a number of refugees and people who have moved from different parts of the world such as Somalia, Burundi, Democratic Republic of Congo, South Sudan etc.*
- *The learner should take/choose aside, whether to allow or deny the new comers.*
- *The arrival of refugees and other settlers is associated with positive effects; hence the local people should allow them settle in the village.*
- *Refugees bring new traditions, languages, and customs, enriching local cultures. For example, Somali and Congolese refugees have introduced new cuisines, music, and dress styles to host communities where they have settled.*
- *Some refugees and settlers are skilled professionals or entrepreneurs who start businesses or offer services. For example, South Sudanese doctors in Uganda have helped in understaffed hospitals.*
- *The presence of refugees often attracts international aid, which can improve local infrastructure like roads, schools, and hospitals. For example, UNHCR-funded schools and clinics in Kakuma Refugee Camp in Kenya also serve locals.*
- *The coming of refugees and other settlers will lead to job creation through refugee programs and NGOs hire locals, creating employment opportunities. For example, host community members in some camps in East Africa like Dadaab Camp, Kenya, are employed by NGOs as translators, guards, or healthcare workers. Also some settlers are investors who establish business that employ the local people.*
- *The refugees and settlers when allowed to settle will expand local markets in areas where they settle. Hence increasing demand for goods and services, boosting local markets. For example, the growth of trading centres near refugee camps in Tanzania and Uganda is largely due to settlement of newcomers.*
- *Improved Diplomacy and Regional Integration, allowing refugees and settlers to settle will promote regional and international diplomacy. This is because handling refugee issues often requires regional cooperation, improving diplomatic ties. For example, the East African Community (EAC) has had to coordinate cross-border humanitarian responses.*
- *Refugees bring innovative survival strategies that locals may adopt such as Small-scale irrigation and farming techniques introduced by Burundian refugees in Rwanda.*

- *Population Growth and Settlement, in underpopulated areas, refugee settlement can lead to increase in population which leads to development in areas where they settle. This is common in rural areas in northern Uganda have seen development due to refugee settlement.*
- *Some of the refugees and settlers come with new commodities that may be beneficial to the local communities where they settle. This may be in form of food, attire and many others.*
- *The refugees should be allowed to settle/given asylum in order to protect them from insecurity in their home areas. So as a humanitarian measure, they should be allowed to settle.*
- *Will introduce new crops*
- *May bring about maximum utilization of idle resources*
- *May start up businesses on my village*
- *The refugees and settlers will increase the tax base of the government*
- *May result into infrastructure development, roads, hotels, banks*
- *May come with new systems of administration*
- *Learners should give a relevant conclusion basing on their point of view***. (historical conclusion)**

OR:

Refugees and settlers from near and far should not be allowed to settle because of the following;

- *They will put pressure on resources in the area they will settle. Refugees strain local water, land, health, and education resources.*
  For example, in Tanzania and Uganda large refugee camps have caused deforestation for firewood.
- *Overcrowding of people (refugees and settlers) lead to deforestation, pollution, and soil erosion thus environmental degradation with its associated dangers. For example, Kakuma and Dadaab camps in Kenya have faced serious environmental impacts.*
- *The arrival of people from different cultural backgrounds may create conflicts with the local population due to differences in traditions, languages, and values. These tensions can lead to social unrest and even violence.*
- *The coming of refugees and settlers will lead to increased competition for jobs. Refugees may accept lower wages, making it harder for locals to find jobs. For example, in Uganda, local labourers sometimes lose work to cheaper refugee workers.*
- *They will lead to spread of Diseases in areas where they settle due to poor sanitation affecting both refugees and locals.*
  For example, cholera outbreaks in refugee camps in South Sudan affecting nearby towns.
- *Insecurity and Crime, some refugee areas become hotspots for crime, smuggling, or armed group activity.*
  For example: Cross-border movement of armed groups among Congolese refugees in Uganda. Therefore, they should not allow them settlement in their communities.
- *There may be fears that some refugees or settlers could be involved in criminal or militant activities, posing a security risk to the country. Additionally, disputes over land and resources could escalate into violent conflicts. For example, clashes between host communities and refugees in Kenya over access to resources.*
- *The presence of large refugee populations can strain relations with neighbouring countries and create internal political tensions. Some may fear that an influx of refugees could destabilize Uganda's political environment or worsen relations with its neighbours.*
- *Providing food, shelter, healthcare, and other services to refugees and settlers can be costly for the government. This economic burden might divert resources from other important areas like infrastructure development or social services for Ugandan citizens. For example: Ugandan schools near refugee settlements are often overcrowded and under-resourced.*
- *Refugee presence may create regional tensions, especially if refugees are linked to conflicts back home leading to political instability.*
  For example, tensions between Rwanda and the DRC over rebel groups operating among refugees.
- *The settlers and refugees may lead to loss of authority and power of the local leaders in my village*
- *May result into cultural erosion as the refugees and settlers bring in un desirable practices and habits*
- *Refugee settlement may lead to loss of lives due to conflicts with the natives*
- *May lead to displacement of the natives from their land*

- *May lead to increased cost of living due to competition of the existing scare resources. Example, water, food, accommodation among other facilities*
- *Learners should give a relevant conclusion basing on their point of view*. **(historical conclusion)**

Item 2.

A group youths from Kenya, Uganda, and Tanzania, some originally from centralized states such as Buganda and others from non-centralized communities like the Maasai, have returned after years of study in the United States (US). As they plan to launch a civic education initiative in their home countries, they realize they must clearly understand the governance structures that shaped their societies.

These youths have organized a cultural heritage event where they have invited local elders and historians to distinguish between centralized and non-centralized states. Some local elders believe that these states shared similar features, while others argue that they had distinct characteristics. You have been invited to educate these youths at this cultural heritage event.

Tasks:
With relevant examples, explain the features that set apart these states.

Expected responses;

a) *A learner must clearly identify a problem in the scenario and explain the features that set apart centralised states from non-centralised societies.*
b) *According to this scenario, group of youths from East Africa, are ignorant about the features that set apart centralised and non-Centralised states in East Africa.*
c) *Centralised states in East Africa were societies where political power was centrally controlled by one leader who was usually the King. These included among others, Buganda, Bunyoro, Toro, Ankole, etc. On the other hand, non-centralised societies were also referred to as decentralized societies whose political organisation lacked single and overall central authority/power was shared among many local leaders or clans. Such included the Nyamwezi, Iteso, Maasai, Acholi, Kikuyu,Bakiga and others.*
d) *Centralised and non-centralised had features in political social and economic aspects that set them apart and these include the following;*
e) *Under centralised states there was centralization of political power and authority in one leader/ruler and these rulers had well known titles. While, in decentralized societies, there was no single leader in whose hands power was vested as power was shared among elders.*
f) *Kingship in centralised states was hereditary, whereas non-centralised societies, leadership was not inherited but acquired through merit, intelligence and consensus of the community.*
g) *Centralised states had well-developed and established army, which was used for defence and expansion while non-centralised societies never has standing army.*
h) *Centralized states had a hierarchical power structure, well established bureaucracy of officials and a clear chain of command from top to bottom*, *whereas non-centralized societies often relied on informal councils or age-sets for decision making.*
i) *The supreme ruler had final say/absolute power in the running of the state as he appointed and dismissed his officials without consultations while in decentralized societies, community decisions were made through discussion and agreement.*
j) *They had sacred symbols of power (royal regalia) such as royal drums, spears and stools*
k) *In centralised states*, *People paid taxes in the form of goods, labour, or services to the king or central authority whereas in decentralized states*
l) *In centralised there was a clear class structure, into royals, nobles, chiefs, commoners, and sometimes slaves while in decentralized social classes were less defined and authority was shared among elders or age groups.*
m) *Among the centralised communities there were defined roles as Individuals had roles based on status or occupation e.g., warriors, court officials, servants). But in non-centralised social identity came from clan, age-set, or family lineage.*

n) *Centralised states had strong royal traditions where the king or sultan was seen as semi-divine or sacred, with rituals and ceremonies promoting social order. Among the non-centralised communities, decision-making was Communal e.g. Councils of elders resolved disputes and made important decisions.*
o) *In centralised societies, there was clear rigid social classes whereas in decentralized communities there was flexible social mobility as social classes meant individuals could gain influence through wisdom or bravery.*
p) *In centralised societies, there was economic specialisation as people could be farmers, craftsmen or traders. In decentralized states there was minimum specialisation as people tended to perform multiple roles such as farming, building and crafting within the household or clan.*
q) ***In centralised they carried out organized taxation:*** *People paid taxes in the form of goods, labour, or services to the king or central authority. In non-centralised there was* ***no formal taxation****: Resources were shared within clans or families, not collected by a state.*
r) *Centralised participated in large trade networks such as regional or long distance trade, while in decentralized societies they carried out mainly local trade involving barter systems.*
s) *A learner should give a relevant conclusion in line with the item.*

Item 3.

Culture plays an important role in uniting communities, giving individuals a sense of identity and belonging. It is learned from generation to generation through socialisation and education. However, it can be a source of misunderstanding or conflict when different cultural groups fail to respect and understand one's practices and values.

In a multi-ethnic Ugandan town, two ethnic groups live side by side.
Tensions rose when one group held a traditional ceremony with practices unfamiliar to the other. In response, the second group held a clan ritual seen as disrespectful. Each side now accuses the other of arrogance and lack of respect, leading to mistrust, division, and hostility.
A reconciliation meeting has been called, and you have been chosen as one of the speakers to help restore peace and understanding.

Task:
Explain the need for these ethnic groups/cultural communities to respect each other.

Expected responses

a) *In the scenario, tension has arisen between two ethnic groups in Uganda as a result of disrespect of each other's culture. These groups are ignorant about the need to respect each other's cultural practices.*
b) *It promotes peaceful co-existence. When cultural groups respect each other, it reduces tension, suspicion, and hostility. Understanding and accepting each other's traditions helps people live together peacefully without fear of conflict.*
c) *It builds unity in diversity. Respect of each other's cultural practices and values allows different communities to unite as one people, even when their customs and beliefs are different. It encourages cooperation and teamwork in development, security, and daily life.*
d) *It prevents misunderstanding and conflict. Lack of respect often leads to cultural misunderstandings. These misunderstandings can grow into arguments, divisions, or even violence. Respect helps people ask questions, seek understanding, and avoid judging others harshly.*
e) *To strengthen social bonds and trust. When people feel their culture is accepted and valued, they are more open to others. Respect builds mutual trust, friendship, and a sense of belonging in a shared community.*

f) *To preserve and appreciate cultural heritage. Every culture holds important knowledge, values, and identity. By respecting each other, communities help preserve their cultural practices and also learn from one another's heritage.*
g) *To teach future generations tolerance. When adults show respect for other cultures, children learn to do the same. This prepares a future generation that is more open-minded, tolerant, and peaceful.*
h) *Because all cultures are equal in dignity. No culture is more important than another. Respecting each other reminds us that everyone has the right to express their identity, beliefs, and traditions without fear of discrimination.*

Item 4.

In a rural village in one of the East African countries, two neighboring families from different ethnic backgrounds are in conflict over a piece of land that has historically been shared for farming, and there is fear of violence. In the same village, a number of people have abandoned their traditional customs and beliefs and have embraced Western culture. Clan elders from these two families have organized a meeting to address the land conflict through traditional mechanisms and to educate people about the value of their traditional culture.

However, members of these families lack respect for their traditional institutions and have insisted on taking their conflict to civil courts.

You have been contacted by the clan leaders to encourage these families to trust them in addressing their conflict and to educate them about the importance of culture in their families.

Tasks: In an essay, and with relevant examples from your culture, organise information about

a) Role of culture in the development of our families

Expected responses for task a)

a) *In the scenario some people in a rural village in one of East African countries are ignorant about the role of culture in family matters. This is because they have abandoned their traditional customs for western culture.*
b) *Culture refers to the sum of ways of life of a particular group of people in terms of its traditions, beliefs, customs, norms and values. It includes traditional religions languages, music, dance dress code education art and craft and eating habits.*
c) *Culture plays a central role in shaping family life in East Africa. It influences how families are formed, how they function, and how they relate to society. Below are key ways in which culture contributes to the development of families:*
d) *Culture determines the type of family (e.g., nuclear or extended) and the roles each member plays. In many East African communities, extended families are common, where grandparents, uncles, aunts, and cousins live together or support each other.*
e) *Roles such as father as provider, mother as caregiver, and children as helpers are often defined by cultural expectations.*
f) *Cultural norms dictate how marriages are arranged (e.g., dowry/bride price, clan approval, rituals). Traditions such as introductions (kukyala in Uganda) and traditional weddings strengthen family bonds and social acceptance. These customs help ensure that marriage is not just a union of two people but of families and communities.*
g) *Culture teaches values and discipline. Through socialisation, culture teaches children values such as respect for elders, honesty, responsibility, and obedience. Proverbs, storytelling, songs, and rituals are traditional tools used to pass on these values. This helps maintain order and character development within the family.*
h) *It helps to promoting unity and social support. Culture encourages strong family ties and mutual support in times of need (e.g., illness, funerals, celebrations). Family loyalty and communal living reduce loneliness and promote emotional and economic support.*

i) *Culture provides families with a sense of identity through language, clan names, taboos, and customs. Parents and elders pass down history, beliefs, and practices that connect children to their roots. This strengthens belonging and pride in one's heritage.*
j) *Cultural norms often determine the roles of men and women in the family. While some practices can promote cooperation, others may need to evolve to support gender equality and modern family dynamics.*
k) *Culture Encourages responsibility and hard work. Cultural practices often assign children tasks from a young age such as herding, farming, cooking, or babysitting as a way of teaching responsibility and life skills. These roles prepare young people for adult life and independence.*
l) *Culture in East Africa plays an important role in shaping families. It provides structure, values, identity, and support systems that contribute to family development. While some cultural practices may need to adapt to changing times, the positive role of culture in strengthening families remains essential.*

b) Convince the conflicting families to use the above mechanisms in addressing their land conflicts.

Expected responses for task b)

a) *The learner should Clearly identify the problem and define the concept (traditional local courts/ traditional justice mechanisms) in the scenario;*
b) *In the scenario, in some rural village in one of East African Countries, two families lack respect for traditional Courts. This is due to their refusal to allow the traditional courts address their land conflict.*
c) *Traditional Courts operate under traditional transitional justice mechanisms, which refer to the use of customary or indigenous methods and processes to address past injustices, promote reconciliation, and seek redress for victims in post-conflict or transitional societies*
d) *Help in preventing future conflicts*
e) *They allow traditional values of mediation, reconciliation and compromise to ensure society peace and harmony.*
f) *Promote discipline and moral growth in line with the traditions of the community.*
g) *It emphasises forgiveness and reconciliation/promotes reconciliation.*
h) *Preserves and promotes cultural values of a given society. As a result, they benefit a higher degree of legitimacy as they reflect on the norms and values recognized by all ages of community*
i) *Reduces stigmatisation because the process (traditional court proceeding) is abit private*
j) *It will enable the victims (elders) to heal very quickly*
k) *It is flexible and cost effective as it doesn't involve a lot of money which ensures speedy delivery of judgement. There is no need to pay for lawyers and other coats paid in modern courts.*
l) *It will promote forgiveness.*
m) *The offenders will be given specific solutions depending on the offence.*
n) *It will promote discipline and good behaviours in society as this will serve an example to other people not to commit the same offence.*
o) *The involvement of elders ensures fair judgement as the final decision, punishment and way forward is made by community members.*
p) *It provides alternative dispute resolution mechanism to the people who cannot afford the formal justice system found in modern courts.*
q) *It encourages openness, which leads to timely and speedy delivery of justice without corruption.*
r) *A learner should conclude by emphasizing that these families in the scenario should use the traditional mechanism to resolve their land conflicts.*

Item 5.

In East Africa, there is increasing regional and international trade which involves the export and import of commodities. This is likened to the 19th-century trade, in which people in East Africa participated and was well-organised. There is a disagreement among many historians and politicians about the expansion of this trade and how it affected East Africa. While a section of these historians agree that East Africa benefited from this trade, others believe that it left the region underdeveloped.

In your school, your History and Political Education teacher has engaged your class in a debate with a theme, “The 19th trade in East Africa left East Africa underdeveloped.” You have been identified as one of the main speakers in this debate.

Tasks

a. **Explain why the above trade attracted a number of Societies in East Africa**.

Expected responses to task a)

- ***a) In the scenario, some historian and scholars lack clear information about what attracted societies to join and expand the 19th century trade***
- *b) The 19th century pre-colonial trade was the long-distance trade was also known as Caravan trade. It was the trade that involved travelling long distances from the coast to the interior with items of trade. It involved Nyamwezi, Akamba, Bunyoro, Buganda who traded with the Arabs, Swahili people at the coast, Indians, Chinese Khartoumers from Sudan and Europeans. This trade attracted a number of societies due to political social and economic reasons;*
- *c) The increased demand for manufactured goods such as glassware, guns, gun powder iron products by the African attracted a number of societies in this trade.*
- *d) The introduction of cowrie shells, coins, and Indian Rupees as a medium of exchange facilitated the increased participation of societies hence expansion.*
- *e) The hospitality of the societies in the interior like Buganda, Nyamwezi offered protection and, accommodation and storage facilities which encouraged many traders to join the trade.*
- *f) The presence of safe trade routes in the interior, such as the Northern trade route, central and southern trade routes ensured safety of traders which attracted more to join this trade*
- *g) The improved transport from footing and the use of animals such as donkeys increase Arab penetration in the interior leading to growth and expansion of this trade.*
- *h) The development of Kiswahili as a medium of communication among different traders solved the challenge of Language barrier which attracted many societies to join the trade.*
- *i) The Indian and Arab traders at the coast provided fire arms to the caravans that moved into the interior. This ensured security of traders attracting many to join and participate in this trade.*
- *j) The role played by Indian Banyans who were financiers and money lenders extended loans to traders who penetrated in the interior for goods. This greatly facilitated the trade as they had enough capital to buy trade items.*
- *k) Some societies produced goods in excess and therefore they participated in this trade to sell the surplus to the long distance traders.*
- *l) The profitability of the trade encouraged many people to participate in Long Distance trade in order to benefit from the profits there in.*
- *m) A learner should give a viable conclusion*

b. Prepare a written presentation either supporting or opposing the above theme.

Expected responses to task b)

- *a) According to the scenario there is a disagreement among many historians and politicians in East Africa about whether pre-colonial trade led to underdevelopment of East Africa or not.*
- ***b) A learner should take a side of whether precolonial trade led to underdevelopment of East Africa or It led to development of East Africa.***
- *c) The 19th c pre-colonial trade led to underdevelopment in the following political, economic and social aspects;*
- *d) It led to breakdown and collapse of traditional industries like bark cloth making, iron working, pottery as the demand shifted to manufactured goods from outside countries, this contributed to underdevelopment of East Africa*
- *e) The trade exposed East Africa to the outside world through foreign traders. However, these traders later influenced the coming of colonialists who subjected East Africans to taxation, forced labour and land grabbing which affected the development of East Africa.*
- *f) It led to collapse of societies due to slave raids and wars for example Bunyoro kingdom declined at the expense of Buganda.*

g) *It led to decline of agriculture due to constant slave raids. Trade in slaves became a dominant economic activity of many people and little attention was paid to agriculture, which greatly retarded economic progress in East Africa.*
h) *Due to excessive human export as slaves were the major trade item, it led to depopulation. Progress was retarded as the able bodied were sold into slavery.*
i) *The trade led to introduction of guns which led to wars and slave raids. This led to political instability and insecurity in the region which was initially peaceful.*
j) *It led to colonisation of East Africa because colonialists used trade routes to move into East Africa. They used the excuse of stopping slave trade to colonise East Africa hence leading to loss of independence*
k) *It led to overexploitation of East African resources as they were exported to outside countries, notably Ivory and Rhino horns, led to destruction of wild life. Minerals such as gold were also exploited.*
l) The 19th century pre-colonial trade contributed to development of East Africa in the following ways;
m) *The 19th century pre-colonial trade led to growth and expansion of states which participated in it notably, Nyamwezi, Buganda, Kamba who had access to guns that were used in wars of expansion.*
n) *The trade led to introduction of monetary system in East Africa replacing the older forms of exchange like cowrie shells and barter system. Foreign coins such as Indian Rupees, were used during this trade.*
o) *The trade brought new goods like Jewelry, guns, cloths Cowrie shells, beads and more that boosted the economy in East Africa.*
p) *It led to development of towns in the interior of East Africa such as Tabora, Ujiji, Bagamoyo, Mombasa, Kilwa which developed as a result of trading. These towns contributed to urban development in East Africa.*
q) *The trade opened East Africa to the outside world through exposure with foreign traders. This enabled the people of East Africa to get new ideas of development.*
r) *It led to emergence of strong statesmen for example Nyunguyamawe, Mirambo, Muteesa,Tippu Tip who actively participated in in the Long Distance trade.*
s) *The trade caravan routes later developed into major roads, highways and railway lines. These have greatly improved transport and communication.*
t) *The Indian Banyans introduced credit system of lending money to traders who were getting trade items from the interior which kept the trade thriving thus leading to development of East Africa.*
u) *The trade encouraged Arab settlement in East Africa which led to intermarriages leading to the rise of Swahili culture and Language.*
v) *Islam was spread in the interior by the traders and many Africans took up Islamic practices like fasting, prayers etc*
w) *Arabic architecture like building flat topped houses with stones were introduced by the traders in the interior.*
x) *In conclusion, the long-distance trade greatly benefitted the people of East Africa as they were able to get cheap quality goods, towns emerged, modern transport developed.*

Item 6.

In East Africa, there is an increasing occurrence of human trafficking and exploitation that appears in different forms, similar to the 19th-century slave trade. The governments of the region are concerned about this trend and are determined to eradicate it. Through the local leaders, your community is hosting a heritage week to educate people about significant historical events that shaped the region, with the key topic being the slave trade and its lasting impact on society. You have been tasked to be among the key speakers.
Task: **Write an elaborate informative presentation you will use to address the above people.**
Expected responses item 1;
Introduction:

- Identify the need in the scenario as the alarming human trafficking that the local leaders need to eradicate by educating the people about the impact of 19th century slave trade/to prevent the mistakes of the past from recurring.
- The 19th century was a dark period for East Africa, marked by the widespread and devastating impact of the slave trade.
- During this era, hundreds of thousands of Africans were captured, sold, and forced into slavery. The trade routes spanned the interior regions, leading to coastal cities like Zanzibar, Mombasa, and Dar es Salaam, where slaves were shipped to various parts of the world.
- Economic Impact:
- The slave trade disrupted traditional economies.
- Depopulated regions due to slave trade and raiding of people. Many people were killed while a lot were taken to away to foreign countries as slaves. This created a legacy of economic disparity and social disruption that we feel to this day.
- Displacement and Family Separation: Entire communities were torn apart, and family structures were destroyed.
- Cultural Assimilation: Slaves brought diverse cultures and traditions to new lands, contributing to a rich but complex culture that eroded African traditional culture.
- Trauma and Resilience: The descendants of slaves carry the trauma of their ancestors, yet also a legacy of resilience and strength.

- Disruption of Traditional Economies: The slave trade distorted local economies, prioritizing profit from human cargo over sustainable development.
- Wealth Differences/gaps: The wealth amassed by slave traders and their descendants contrasted with the poverty of the enslaved and their descendants.
- Land and Labour: The forced displacement of populations affected land ownership patterns and labour dynamics, issues that persist today.
- The trade led to insecurity at the coast and in the interior due to introduction and misuse of guns as well as rampant killing and raiding of people. This is also common during human trafficking as many Africans are killed along the way to foreign countries/in foreign countries
- People of East Africa lost their independence to foreigners. The administration of the coast was taken over by the foreigners while the original Africans and their leaders became subjects.
- Despite the eventual abolition of the slave trade, its effects lingered, and the struggle for freedom and equality continued long after the last slave ship sailed.

AREA CONSTRUCT TWO (COLONIAL HISTORY)

Item 7. In Arusha, Tanzania, a regional youth leadership summit brings together secondary school students from across East Africa to discuss how current governance systems can be improved to promote development and service delivery. During a discussion, some students argue that many problems in governance today stem/result from colonial rule, while others believe that colonial administrative systems laid foundations for development of East Africa today.

Task:

As a History and Political Education student, you are selected to give a presentation on the above topic.

Expected Responses:

Problem statement: *According to the scenario there are disagreements by East African University students about whether colonial administrative systems contributed to the development of East Africa or not.*

Historical introduction: *Colonial administrative systems refer to the methods and structures used by colonial powers to govern and manage their colonies. In East Africa, the British adopted* ***Indirect rule*** *in Kenya and Uganda, while the Germans applied* ***Direct rule.***

- *Though primarily aimed at exploiting African resources, these systems laid some foundations for modern governance, infrastructure, and economic structures.*

- *Candidates should discuss whether colonial administrative systems contributed to the development of East Africa. Colonial systems had both positive contributions and negative impacts.*

Positive Contributions of Colonial Administrative Systems

- *Infrastructure Development, colonial governments-built roads, railways, ports, and communication networks mainly to exploit resources. For example, the Kenya-Uganda Railway (built between 1896 and 1901) connected Mombasa to Lake Victoria, and parts of it still serve as important links today economic links today.*
- *Introduction of Modern Education Systems. Missionaries and colonial governments introduced Western-style education, producing the first African elites who later led independence movements and national development. Notably, Makerere University in Uganda was founded in 1922 and became an important center for higher education in East Africa.*
- *Formation of Administrative Units and Governance Structures. Colonies introduced centralized systems of government with districts, provinces, and regions, creating administrative boundaries that still exist. For example: Tanzania's current administrative divisions trace back to German and British colonial systems.*
- *Introduction of Cash Crop Economies. Colonies introduced commercial farming of crops like coffee, tea, and cotton, integrating East Africa into the global economy/ Cash crop economy. Even today, coffee and tea remain major export commodities in Kenya, Tanzania, and Uganda.*
- *Introduction of Legal and Judicial Systems. European-style courts and laws were introduced to maintain order and resolve disputes. For example, the British colonial courts in Tanganyika (now Tanzania) replaced traditional justice systems with formal legal procedures.*
- *Urbanisation /Administrative Centers. Colonial rule led to the growth of towns and cities as centers of administration and trade. For example, Cities like Nairobi, Kampala, and Dar es Salaam developed as colonial administrative capitals and are now major urban centers.*
- *Introduction of Currency and Taxation Systems. Unified currencies and tax systems were introduced, integrating East African economies. For example: The use of hut tax in Kenya and Uganda forced Africans into the cash economy and wage labour, stimulating market development.*
- *Led to formation of Regional Cooperation frameworks. Colonies under the same power often shared administrative policies and infrastructure. For example, the East African Railways and Harbours Corporation and the East African Community (EAC) began with British-coordinated efforts during the colonial period.*
- *Indirect system of administration preserved cultural institutional by utilizing traditional leaders and preserving traditional authority especially in Buganda*
- *The colonial administrative systems led to development of western cultural in East Africa such as Western education, languages, marriage styles, nuclear families among others.*
- *The systems of administration influenced industrial development in East Africa through infrastructure development, cash crop growing among others.*
- *Systems of administration contributed to the spread of Christianity in several ways like missionary activities namely schools, hospitals, churches, missionaries also built some roads etc.*
- *The administrative systems influenced legitimate trade in East Africa by establishing law and order which made trading safer.*
- *Currency and weights were also standardized, which reduced losses in trade.*
- *The colonial administrative systems influenced technological advancement in East Africa. Through technological transfer, British built roads, railways and ports. The British also established telegraph and communication systems hence faster communication. Agricultural, medical technologies were also introduced.*

Negative Impacts of Colonial Administrative Systems

- *Focus on Exploitation Rather than Local Development. Infrastructure like railways and roads were built to move resources out of Africa to Europe, not to develop local industries or improve African livelihoods.*
- *Destruction of Traditional Governance Systems. Colonial powers undermined or destroyed traditional African systems of leadership and justice. For example, the British imposed "indirect rule" in places like Uganda, using some chiefs but side-lining many traditional structures, causing long-term political instability.*

- *Creation of artificial borders and ethnic divisions. Colonial borders divided ethnic groups and forced rival groups into the same territories, leading to future conflicts (e.g. tensions in Rwanda and Burundi partly rooted in colonial ethnic manipulation).*
- *Unequal Development. Colonial administrations favoured certain regions over others, leading to imbalanced development. For example, parts of Kenya's Central Highlands were heavily developed for settler farming, while Northern Kenya was neglected.*
- *Led to land alienation which resulted into many Africans losing their land to colonialists. This is largely a reason for continued land conflicts today.*
- *Paved way for exploitation of African resources such as minerals that has had a long-term impact on colonial development of East Africa.*
- *Conclusion:*
- *In conclusion, while colonial administrative systems did contribute to certain aspects of infrastructure, education, and governance, these contributions were secondary to the main goal of exploitation.*
  The long-term negative impacts — including economic inequality, political instability, and underdevelopment — show that the colonial system was not designed to promote sustainable East African development.
- *Led to cultural erosion/ decline by imposing foreign values and practices, suppression of local languages, loss of traditional knowledge and practices.*
- *Led to loss of independence by imposing foreign rule, disempowerment of local leader, loss of control over land and resources, economic exploitation, cultural assimilation.*
- *Led to brutality and harshness thus forced labour, over taxation, imprisonment without trial, land grabbing among other evils.*

Historical conclusion: *Therefore, while some foundations were laid during colonial rule, true development in East Africa must be based on correcting colonial injustices and building governance systems that prioritize African people's needs.*

OR

Historical Conclusion*: While these contributions aided development in certain ways, it's important to note they were primarily designed to benefit the colonial powers. Most of the development was exploitative in nature, and many systems excluded local participation or traditional structures.*

OR

Historical conclusion: *While colonial administrative systems had several negative impacts on the people of East Africa, there were more positive effects which have laid a foundation to the modern development of East Africa, politically, socially and economically.*

Item 8.

In the late 19th century, European powers established their presence in East Africa. Scholars and Historians continue to debate the nature of their influence some argue that the impact was shaped by the systems of governance they imposed, while others believe it stemmed mainly from their underlying motives and objectives. This has resulted to disagreements among many East Africans. As a result, there is a growing call to raise public awareness about the realities of colonial rule. A radio talk show has been organised and students from various schools have been invited to take part in open debates on this issue. You have been chosen to speak on behalf of your school.

Task:

Write an essay that can clearly educate the People in your area.

a) *According, to the scenario, there is lack a clear understanding among some scholars and historians in East Africa about colonial rule in East Africa.*
b) *Colonial rule was a period of time when East African countries were under foreign control. Following the scramble and Partition of East Africa by the British and Germans.*
c) *The European colonialists were interested in East Africa due to political, social and economic factors;*

d) The Industrial revolution in Europe created need for;
e) Raw materials to feed the industries
f) Market for finished products due to surplus production.
g) Machines had replaced manual labour, hence European colonialists were looking for employment opportunities
h) Due to accumulation of capital, there was need to invest it in new areas thus leading to colonisation of East Africa.
i) The discovery of minerals in South Africa, also attracted a number of European colonialists to colonise African territories.
j) Need to settle the excess European population
k) Demand for cheap labour from the colonies.
l) Politically, the 1884-85 Berlin conference which provided clear guidelines during the scramble for and partition of Africa.
m) Leopold's activities in Congo
n) Strategic importance of the of the Nile and other key areas
o) The rise of nationalism and jingoism, the more the colonies you have the more powerful you were.
p) Need to eradicate slave trade in Africa.
q) They were interested in spreading Christianity I Africa.
r) Need to introduce western civilisation in Africa. etc
s) Colonial administration in East Africa;
t) The British used indirect rule in their colonies (Uganda and Kenya). This was a system of local administration in which traditional rulers were allowed to rule their people were ruled by traditional chiefs
u) This means that the conquered kings, and chiefs used to administer their subjects on behalf of the British.
v) This means that the conquered kings, and chiefs used to administer their subjects on behalf of the British.
w) Aspects of application of indirect rule
x) On the other hand, the Germans used direct rule. This was a colonial system of administration used by the Germans.
y) It involved the use of only European administrators at all levels with the use of their agents, the Akidas and Jumbes.
z) Direct rule meant that the colonised would not be included in the administration of the areas at any level.
aa) It was started by Carl Peters.
bb)Aspects of application of Direct rule
cc) Impact of colonial rule; It affected East African countries positively and negatively as explained below;
dd) Colonial rule led to eradication of slave trade through introducing legitimate trade.
ee) Led to stopping of inter- tribal wars thus promoting peace in East Africa.
ff) Led Western civilisation through building schools, this promoted literacy
gg) Led to introduction of western cultures such as ways of dressing, dancing, mannerism and marriage etc
hh) Colonial rule led to spread of Christianity, undermined the African traditional religions
ii) Health facilities in East Africa were improved upon through the construction of health centres hence led to better living conditions
jj) The colonialists introduced a monetary economy and use of currency in East Africa which facilitated transactions and other economic activities.
kk) The colonialists also built roads, railway lines and communication to provide easy transport for the exploited resources.
ll) Promoted agriculture through introduction of new crops and better farming methods. Such crops included, cotton, coffee, pyrethrum rubber
mm) Establishment of processing industries meant to process cash crops.
nn) East Africans were able to access new items manufactured in Europe

oo) Led to urbanization, towns which started as administrative centres for colonial governments developed into modern towns notably Nairobi, Kampala and Bagamoyo.
pp) Opened East Africa to the outside world

qq) Negatively;
rr) Colonial rule led to loss of independence of East African states.
ss) Led to economic exploitation of the East African resources such as minerals and other resources
tt) Colonial rule led to rebellions that resulted from resistances such as Maji-maji among others that led to loss of lives of Africans.
uu) Colonial rule made East African countries to remain underdeveloped and dependent up to today.
vv) Undermined African cultures
ww) Led to divisionism rivalry among some Africans.
xx) A viable conclusion/Relevant conclusion is required

AREA CONSTRUCT THREE (POST COLONIAL HISTORY)

Item 9

- A new country called Velmora has just gotten independence. The citizens who were selected on the transitional committee have been invited for a meeting to decide on which system of Government to adopt as a country. You have been hired to educate the committee on various systems of Governance used in post independence Africa such that they can make an informed choice.

Task
- **Prepare a presentation that you will use.**
- **Problem statement**: In the scenario, there is a need to educate the citizens of Velmora, the systems of government to adopt after their independence.
- **Historical introduction:** Systems of government refer to the structures, institutions and processes that govern a country. These systems determine how power is distributed, exercised and how leaders are held accountable.
- Therefore, the citizens of Velmora can adopt one of the systems of government below to administer their newly independent state.

HK	HT	HA
Velmora citizens can adopt a **Democratic** system of government	Here power is held by the people either directly or through their elected representative. For Example in Mauritius, Botswana, etc.	Hence the citizens of Velmora can choose to adopt a democratic governance system
Another system of government the Velmora citizens can adopt is a **Monarchy**	In this type of system power is held by a king/ queen and it is normally inherited, For Example, Kingdom of Morocco, Eswatini, Lesotho etc	Velmora citizens can therefore think about the Monarchical arrangement
Dictatorship can be one of the systems of government	Here power is concentrated in the hands of one person or one group of people. Under this systems, a constitution and parliament is not respected. For example; Uganda (1971 – 1979) During Amin's regime, Zaire- Mubutu Sese Seko's regime.	Hence Velmora citizens can choose to adopt dictatorship as a governance system
Federal system of government	In this type of government, power is shared between the Central government and other smaller units such	Therefore the Velmora citizens

	as states, provinces, zones or regional governments. This system is very common in Nigeria, Ethiopia, South Africa .	can decide to adopt federal government
Military government.	This type of government military offices come to power after over throwing a Democratic elected government normally through a coup. Under this government, all civilian institutions are by passed (neglected) Leadership is by Martial laws /decrees. These governments have been common in Burkina Faso, Ghana, Mali, Nigeria after independence	Hence Velmora citizens can therefore decide to form a military government.
Single party government.	In this type of government, only one political party exists in the country by law Therefore, all the citizens of that country belong to one political party e.g. in Eritrea they have one political party called PFD (People's Front for Democracy and justice)	Hence a system of government which Velmora citizens can adopt
A unitary government.	This system of government, ultimate power and authority are concentrated in a central national government. Local and regional governments exist but are subordinate to the central authority Examples, Uganda, Tanzania, Gambia among others	Thus Velmora state can become unitary in nature after independence
Totalitarian government.	In this type of government, there is extreme control over all aspects of society by a single ruler or political party. In such a society, political opposition is completely suppressed example Eritrea, Uganda during Amin's regime	This can be another type of government independent Velmora can adopt
Velmora state can also become a **Republican government**	This type of government is one in which political authority comes from people's power and authority of government is given by citizens through elected representatives as written in the constitution. Example, Central African Republic, Ghana, Tanzania, Kenya among others.	This can be another type of government independent Velmora can adopt

- **Historical conclusion:** Basing on the advantages and disadvantages of the above government systems in Africa, the transitional committee can choose to adopt one of the above leadership systems for the effective administration of independent Velmora state.

Item 10.

Since the 1960s, following the wave of independence across the East African nations, a number of Western and Asian developed countries have continued to influence the region's political, social, and economic affairs. This raises concern among many East Africans, who attribute East Africa's socio-economic challenges to Western and Asian domination. And majority of Africans have stopped recognizing independence celebrations in their countries, claiming that they lost it.
In response, East African leaders have organised public lectures across the region seeking ways to reclaim full independence for development.
You have been tasked to represent your district as one of the key speakers in this national conversation.

Task:

Prepare a written essay, with specific, relevant examples from your country, you will use in the above public lecture.

Expected Responses:

- *According to the scenario, there is need to educate people in my district about ways they can overcome the continued domination of western and Asian developed countries in East African affairs (Neo-Colonialism)*
- *This is termed as Neo-colonialism which refer to the indirect rule through which the economic, political and social sectors of an independent country are controlled by another country which is usually more powerful or more developed.*
- *East Africa has continuously been dominated and influenced by western and Asian powers and their multinational companies such as Britain, USA, France, China and others.*
- *In order to reclaim full independence, the following should be done;*
- *East African nations must strengthen domestic financing of elections and development projects.*
- *We must build strong, independent institutions that uphold democracy without foreign pressure.*
- *Governments must invest in local industries to process and add value to raw materials.*
- *Land laws must be strengthened to protect citizens from unfair land deals.*
- *Encourage regional trade within East Africa instead of depending heavily on exports to Europe and Asia.*
- *Promote and strengthen African culture in schools, media, cultural festivals, African games which can bring African together.*
- *Support local artists, filmmakers, writers, and musicians to tell African stories.*
- *Encourage African-centered education that teaches history, values, and pride in African identity*
- *Strengthen Regional Cooperation: Initiatives like the East African Community (EAC), COMESA, IGAD must be supported to create powerful economic and political blocs.*
- *Invest in Science and Technology: Build our own capacity in research, innovation, and digital industries so we are not always relying on foreign technology.*
- *Empower Youth and Women: Ensure that all citizens are involved in decision-making, because an empowered people are harder to exploit.*
- *They should put in place an education system that aims at producing job creators in order to meet the demands of the time.*
- *East African countries should aim at having self-sustaining economies to reduce dependency on foreign assistance.*
- *East African countries must strengthen the spirit of Non-Aligned movement against neo-colonial tendencies.*
- *East African countries should fight against corruption and all its evil to reduce massive borrowing and misuse of the already small economic resources.*
- *Emphasise the use of local languages/regional languages like Kiswahili to strengthen African culture and regional integration hence fostering a sense of pride and identity of East Africans.*
- *East African countries should develop and strengthen joint African peace keeping forces to resolve East African crises instead of relying on western powers to solve their political conflicts.*
- *The agricultural sector should be modernized to improve output since most economies in East Africa are agro-based. People in the agricultural sector should be given quality seeds, machinery and this will increase output.*
- *East African states should encourage the development of African technology to suit their demands, add value to the products to effectively compete on the world market.*
- *Poverty eradication programmes should be supported through giving of financial, material and moral support to the people. This will enable them start up self-supporting projects and small-scale industries.*

- *East African governments should Africanise human resource and decision making in all spheres as a way of getting rid of foreign expatriates who are colonial agents.*
- *Traditional institutions should be supported through which African values and culture can be promoted. Theatre activities should be encouraged to promote African values such as songs, poems and dances. Etc*
- *Through economic diversification in East Africa by reducing dependence on single industries, such as agriculture, investing heavily in infrastructure, promoting entrepreneurship and innovation, encouraging region trade and cooperation thus reducing the vulnerability to neo-colonialism.*
- *Through import substitution, we can overcome neo-colonialism. This will reduce dependence on imported goods, promote self-sufficiency, create enough jobs locally thus leading to economic independence.*
- *East African government should carry out mass sensitization in order to end neo-colonialism*
- *This will raise awareness among people about the effects of neo-colonialism, empower local communities to take control of their own development thus leading to self-determination*
- *Through heavy investment in infrastructure, this will lead to economic competitiveness, increase regional connectivity, boost industrialization thus East Africa will be able to build a more robust and independent economy*

Historical conclusion: *True independence is not just about flying a national flag or singing an anthem. It is about having full control over our politics, economy, and culture.*
East Africans must now rise to the challenge: reclaim our destiny by building strong economies, promoting African values, and standing united.
The dream of real freedom is still alive — and it is our responsibility to make it real for future generations.

Item 11.

Today's world is more interconnected than ever before. People across the globe now interact more physically and through information technology than previously thought of. In Uganda, majority of the people, especially the youths, are excited about this trend (dot.com era), while the elderly is associating it with a lot of uncertainty, hence they are negative about it. Because of this, schools have embarked on sensitising the public about this increased interconnectedness.

In your school, the History and Political Education Club has organised a debate in which your class will participate, with a theme; "The increased interconnectedness has not benefited Ugandans."

Task:

Prepare a speech you hope to present in the above debate, taking one side of the above theme.

Expected Responses:

- *In the scenario, there are divergent views about the increased global interconnectedness, with the youth excited about it while the elderly people are not happy with it. Hence there is need to educate them about the benefits or negative effects associated with it.*
- *This global interconnectedness is the same as globalisation in Uganda.*
- *It refers to the growing interconnectedness of countries through trade, communication, technology, culture, and movement of people. Uganda, like many developing nations, has experienced both positive and negative effects due to increased globalisation.*

EITHER;

- *I strongly believe that increased interconnectedness has greatly benefited Ugandans in many ways — socially, economically, and politically. Allow me to explain (with examples).*
- *It has created more opportunities in Uganda to tap into more and larger markets. Globalisation has opened up Uganda to international markets, boosting exports like coffee, tea, and fish,*

for example: Uganda is one of Africa's leading exporters of coffee, selling to Europe, the U.S.A and Asia. Hence leading to economic growth

- *It has promoted foreign Investment through global companies are investing in Uganda, creating jobs and improving infrastructure. Case in point are Telecommunications firms like MTN and Airtel have invested heavily, creating jobs and improving connectivity. This has increased the people's standards of living.*
- *It has improved technology and communication, Many Ugandans are able to know what happens around the world, thus promoting*
  access to global tech has improved communication and efficiency in Uganda. For instance, through social media, direct calls, internet Mobile money services like MTN Mobile Money and Airtel Money are now widespread.
- *The increased interconnectedness has led to cultural exchange and awareness. Since Ugandans now have access to global music, fashion, education, and ideas through the internet and media. Youths in different parts of the country mix western fashion with traditional styles, influenced by global trends.*
- *It has enabled development of Uganda's education system. Many Ugandans have got access to International Education and Scholarships thus benefitting from foreign education opportunities and online learning platforms for example, Scholarships to China, the U.S.A and Europe have increased due to international partnerships. This has increased literacy rates in Uganda.*
- *It has boosted tourism in Uganda, through internet adverts as many foreigners have known about Uganda's natural beauty and wildlife which has attracted international tourists. for example, Gorilla trekking in Bwindi and safaris in Murchison Falls attract thousands yearly.*
- *It has increases NGO and donor support to Ugandans through International NGOs providing funding and expertise in health, education, and infrastructure, e.g. GAVI and WHO support Uganda's vaccination programs; USAID supports rural education hence promoting development.*
- *It has promoted innovation and startups. Global networks have helped Ugandan youth develop tech solutions and startups.*
  Example; SafeBoda, a Ugandan ride-hiring app, was inspired by global tech like Uber.
- *Globalisation has helped Ugandans to benefit from many healthy opportunities, as a result of increased sharing of knowledge about diseases and how to avoid them using social media and internet.*
- *Through use of internet and travels, many Ugandan farmers have been exposed to modern farming methods which have increased food production. It has also increased access to global agricultural markets.*
- *It has led to improvement in infrastructural development in Uganda in terms of roads, airports, hotels industries etc*
- *It has led to increased economic growth by increasing access to foreign markets, attracting foreign investments, promoting trade and economic integration, creating new opportunities for businesses etc.*
- *Uganda can access a variety of goods through increased interconnectedness.*
- *These goods can be acquire from international markets, reduced trade barriers, thus leading to increased customer choice and better quality of life for Ugandans*
- *Ugandans will enjoy improved standards of living through increased access to goods and services worldwide, increased access to international technology*
- *Improved global infrastructure like ports, airports, global health care services etc*
- *it has increased employment opportunities among Ugandans by creating export-oriented jobs, attracting foreign investors into Uganda, encouraging regional trade and markets thus reducing poverty among the citizens*
- *increased interconnectedness will minimize consume exploitation of Ugandans by increasing their access to information, promoting competition, providing access to international markets, encouraging consumer protection laws which will increase consumer confidence and reduce complaints*

Historical conclusion: *In conclusion, increased interconnectedness has greatly benefited Ugandans socially, politically and economically as explained above. The elderly of Uganda need to appreciate the value attached to globalization.*

OR

- *The increased interconnectedness is associated with negative effects in Uganda (with examples)*
- *It has led to loss of Local Industries as cheaper imported goods often outcompete local products, hurting domestic industries, for example Imported second-hand clothes ("mivumba") have affected Uganda's textile industry.*
- *The increased interconnectedness has led to cultural erosion. Western values and lifestyles are replacing traditional Ugandan cultures and languages notably, young Ugandans increasingly adopt western music, fashion, and even accents.*
- *It has led to increased unemployment and Job insecurity, as global companies sometimes prefer automation or bring in foreign experts, limiting local job opportunities. E.g. Some foreign-owned factories bring few long-term jobs to Ugandans.*
- *Globalisation has contributed to environmental degradation with its associated impacts. Increased industrial activity and demand for exports can harm Uganda's environment. For example: Overfishing in Lake Victoria due to global demand for Nile perch.*
- *The increased interconnectedness has led to brain drain. This is common when skilled Ugandans often leave for better opportunities abroad, reducing the local talent pool. Notably, many Ugandan doctors and engineers work in the UK, U.S.A, and South Africa, which has led to underdevelopment of the country.*
- *It leads to increased inequality as benefits of globalisation often go to urban elites, leaving rural populations behind.*
  For example: Internet and tech businesses thrive in Urban centres but are absent in remote villages.
- *It increases dependence on Foreign Aid and markets. Uganda becomes reliant on external funding and trade, making the economy vulnerable. For example, a drop-in coffee prices globally directly hurts farmers in Uganda.*
- *It has accelerated the spread of harmful content and ideas. Exposure to global media sometimes promotes violence, drug use, or unhealthy lifestyles. For example: Some youths mimic violent /promiscuous behaviours from foreign films and music which leads to moral degeneration.*
- *Many Ugandans have been exposed to foreign cultures through extension of internet, thus undermining African traditional culture language and customs.*
- *It has led to loss of sovereignty of Uganda to foreigners. This is because they have to heed to international decisions and adopt policies and laws that are not beneficial to the country.*
- *It has led to exploitation of workers in Uganda example low wages and poor working conditions in multi-national cooperations thus leading to poverty, inequality and social unrest among Ugandan workers.*
- *It has also caused tax evasion in Uganda because of the complex international tax laws, illicit financial flows like money laundering leading to loss of government revenue*
- *Through increased interconnectedness, Uganda's resources have been exploited example, oil, minerals, timber which are highly demanded by foreigners. Local communities have also been displaced in the name of foreign investment*
- *It can also lead to increased cyber-attacks and fraud against Ugandans.*
- *This is due to increased digital network making Ugandans vulnerable to cyber-attacks. It has also led to cross board cybercrime, sophisticated cyber groups which has leads to financial losses among Ugandans.*

Historical conclusion*: In conclusion, increased interconnectedness has not benefited Ugandans because of the above arguments thus the youth should be conscious while exploring the global trends.*

Item 12.

Land is an important resource for Uganda's economic development. Before colonialism, land ownership was clear and well-organized, but colonial rule disrupted this system.

After 40 years abroad, your United Kingdom (UK) -based family returned to find strangers occupying their land. Although they have proof of ownership, the occupants claim they bought the land. This situation led to disputes, prompting clan leaders to organise a sensitisation meeting to educate members about the land tenure system and its importance. You have been identified by your clan leaders to educate the clan members in this meeting.

Tasks:

a) Explain the ways how people in Uganda acquire/own the above resource in the scenario.

Expected responses for task a)

a) *In the scenario, there are increasing land disputes among Ugandans due to lack of knowledge about the ways people own land/land tenure system in the country. Understanding how land is owned and acquired today is important to avoid conflicts and protect what is rightfully ours.*
b) *Land is one of the most valuable resources in Uganda. It is tied to our identity, livelihood, and heritage*
c) *Land tenure system refers to the system of how land is owned. It determines who can use land, for how long and under what condition.*
d) *It defines the ways in which rights to land are allocated, transferred, used or managed in a particular society. In Uganda, there are four main land tenure systems that determine how land is owned. These are provided for by the 1995 Uganda Constitution and the land Act of 1998 which vest the land in the citizens of Uganda:*
e) ***Customary Tenure**, this refers to land owned communally by a clan or a group of people in a given geographical area. It is based on traditional practices, where land is owned communally by families or clans.*
    a. *Rights to use or inherit land are passed through family or clan lineage. Although it may not be formally registered, customary land ownership is legally recognized. Most rural land in Uganda falls under this system.*
f) ***Freehold Tenure**, is a type of land tenure that gives someone ownership of land forever. It was passed in the 1900 Buganda agreement as they were given the ownership (title) of certain lands with which they could do whatever they liked such as rent, lease or sell at will.*
    a. *The owner of under this tenure has full and permanent rights over the land. They can use it, sell it, lease it, or pass it on to heirs. To acquire this, one must apply and get a freehold title from the government. It is considered the most secure form of ownership.*
    b. *However, a person who obtains a land title through fraud are rarely challenged in courts of law*
g) **Leasehold Tenure,** *this is where land ownership and usage is for a specified/ fixed period (e.g. 49 or 99 years) under agreed terms. The landowner (individual, government, or institution) remains the original owner.*
    a. *There are usually agreed terms and conditions given to the lease on the use of land. The conditions are written down as an agreement and the two parties are supposed to abide by them.*
    b. *Many times it is based on trust and faith. This type is common in urban areas for business or residential use.*
h) ***Mailo land Tenure,** it describes a situation where ownership of land belongs to land lords who acquired it through the 1900 Buganda agreement. It was introduced during colonial times, especially in central Uganda. Owners have permanent rights, but sometimes the land*

is occupied by tenants who also have rights under the law. It can cause confusion when both the landowner and tenant claim overlapping rights.

i) Other Ways People May Acquire Land:

j) Inheritance: Passed from parents or relatives to children or other family members.

k) Purchase: Land can be bought from another person or institution.

l) Donation or Gifts: Land can be given as a gift from relatives, clan leaders, or the government.

m) Government Allocation: Especially in resettlement or public land cases.

n) In the situation of the returning family in the scenario, although they have proof of ownership, it is possible that the land was wrongfully sold by someone else, or the buyers were unaware of the true ownership. That's why proper documentation, registration, and sensitisation are key

b How is this resource important to the development of your clan members?

Expected responses;

a) In the scenario, some people in Uganda are ignorant about the importance of land to economic development of their families.

b) Land is not just soil!, it is the foundation of our survival and progress. Here's why it is important for development of clan members in the scenario:

c) Agriculture and Food Security, most clan members depend on farming for food and income. Land allows families to grow crops, rear animals, and feed their households.

d) It is a source of economic empowerment. Land can be used as collateral to get loans for business or education. It is a long-term investment that can increase in value.

e) Land is an important factor in industrial development as industries and factories are constructed on land.

f) Land is a source of employment opportunities that can be carried out on land such as animal keeping, real estate industry land brokers builders, surveyors etc.

g) Land facilitates infrastructural development such as roads, railway lines, pipelines airports that facilitate the movement of people, goods and services for the development of clan members.

h) Land is important for settlement and shelter. Clan members build homes, schools, and places of worship on land. Having secure land provides stability for families.

i) Cultural and Ancestral Value. Land connects us to our ancestors. Clan ceremonies, burials, and cultural practices are tied to specific land areas.

j) Inheritance and Generational Wealth. Land passed from one generation to the next ensures the future of children and grandchildren.

k) Land is used for provision of minerals. Valuable mineral deposits have been got on land.

l) It provides raw materials like sand for construction, clay for artwork, bricks, pottery which directly leads to development especially to those who use them in the economic activities.

a) Conflict Prevention. When members are educated on rightful ownership and documentation, land disputes can be avoided.

b) Respect for the land system strengthens unity in the clan.

c) In a nutshell, the clan members need to be wise and vigilant when it comes to land matters. They should know their rights, document their land, and respect the systems in place. Land is not only a gift from their ancestors but a key to their future.

Item 13.

In recent times, the Uganda Police together with Civil Society Organisations and Non-Governmental Organisation (NGOs), have registered increasing conflicts in different communities. These conflicts pose a threat to national security. This has prompted the Regional Officers to embark on a sensitisation campaign on how to resolve such occurrences. In your area, a meeting has been convened to educate the people and you have been appointed to represent them.

Task;

Giving relevant examples, write an essay you will use in the above scenario.

Expected responses:

a) *The learner identifies the problem as lack of knowledge among Ugandans about how to resolve the increasing conflicts in different communities in Uganda.*
b) *Conflict resolution refer to methods/mechanisms used by trained neutrals to help people to communicate, clearly, negotiate effectively and find solutions to their conflicts or resolve conflicts.*
c) *Inter -ethnic dialogue.*
d) *Encourage individual people and groups to forgive and ask for forgiveness. This means letting go of the desire to revenge.*
e) *Application of diplomatic activities like negotiations which will make recognition of different sides as equal.*
f) *Through community mediation by local leaders*
g) *Alternative dispute resolution, such as mediation, arbitration and negotiation*
h) *Through Uganda human rights commission which investigates and resolves human rights violations*
i) *Through media campaigns to promote peace and reconciliation*
j) *Truth telling processes*
k) *Use of District peace committees, through local leaders and stakeholders to resolve conflicts*
l) *Through judicial system such as courts of law which provide a platform for dispute resolution.*
m) *Through traditional courts which use traditional laws and practices*
n) *Through sensitisation, whereby the indigenous people should learn to accept each other despite their differences.*
o) *Strong caution to those who divide people by advocating superiority of one tribe over the other.*
p) *Effort should be put to encourage national unity through preaching trust, togetherness and equality.*
q) *Government should handle well the issue of land disputes and land grabbing.*
r) *Religious leaders have a big role to play through preaching peace, harmony and peaceful co-existence.*
s) *Where ethnic clashes have gone out of hand, a military intervention by the state would provide the solution.*
t) *Peace talks and dialogue with neutral cultural leaders may reduce ethnic clashes.*
u) *Promotion of sports activities that cut across different ethnic groups and regions in the country can bring people together and forget about ethnic differences.*
v) *A learner should give a relevant conclusion in line with the scenario.*

Item 14.

In the early 1960s, East African countries attained their independence from their Colonial masters. However, until today, a number of Western and Asian developed nations have continued to influence the political, social, and economic affairs of East African states. This ongoing foreign involvement has raised concern among different East Africans who attribute the socio-economic challenges in the region to this domination.

In response, East African political leaders have organized a public lecture in their respective countries to educate the citizens about the negative effects of this continued domination and how to overcome it. In your country, you have been identified to represent your district as one of the key speakers at this lecture.

Task:

a) **With specific relevant examples, explain how this domination in the scenario has affected the region?**

Expected responses:

a) In the scenario most people and political leaders in East Africa lack clear information about the negative effects of the continued foreign domination on People of East Africa
b) This is termed as Neo-colonialism which refer to the indirect rule through which the economic, political and social sectors of an independent country are controlled by another country which is usually more powerful or more developed.
c) This continued domination has negatively affected East African countries in the following ways;
d) It has led to insecurity and political instability as these developed countries support the outbreak of civil wars.
e) It has led to increased debt burden in most East African states. This is as a result of continued borrowing from these developed countries. This continued foreign domination has led to creation of puppet leaders who are ready to take on the policies of the developed countries'
f) The continued dominance has led to over exploitation of East Africa's natural and human resources, which has led to development.
g) It has led to inter-state conflicts among the developing countries, instigated by the imperialists
h) It has led to brain drain where by the promising Africans have been taken to work and develop the imperial countries
i) It has divided Africans as the Commonwealth members find it difficult to associate with the Francophone countries because of their attachment to their colonial masters
j) It has led to deculturalisation as Africans have undermined their culture in terms of dressing, religion language etc. leading to moral degeneration.
k) As a result of western influence there is wide spread poverty, refugee crisis, unemployment, and famine as a result of western interference in African affairs as they dictate programs
l) Neo-colonialism has promoted a dependency syndrome where East African countries believe that they depend on these developed powers to support their budgets
m) As private investment is encouraged, foreign capital is used for exploitation rather than development of the less developed countries. This has increased the gap between the rich and poor.
n) A viable conclusion is required.

b) **Explain ways how this domination can be overcome in East Africa**.

Expected Responses:

a) According to the scenario, most East Africans are ignorant about ways they can overcome the continued domination of western and Asian developed countries in East African affairs (Neo-Colonialism)
b) This is termed as Neo-colonialism which refer to the indirect rule through which the economic, political and social sectors of an independent country are controlled by another country which is usually more powerful or more developed.
c) East Africa has continuously been dominated and influenced by western and Asian powers and their multinational companies such as Britain, USA, France, China and others.
d) In order to reclaim full independence, the following should be done;
e) East African nations must strengthen domestic financing of elections and development projects.
f) We must build strong, independent institutions that uphold democracy without foreign pressure.
g) Governments must invest in local industries to process and add value to raw materials.
h) Land laws must be strengthened to protect citizens from unfair land deals.
i) Encourage regional trade within East Africa instead of depending heavily on exports to Europe and Asia.
j) Promote and strengthen African culture in schools, media, cultural festivals, African games which can bring African together.
k) Support local artists, filmmakers, writers, and musicians to tell African stories.
l) Encourage African-centered education that teaches history, values, and pride in African identity
m) Strengthen Regional Cooperation: Initiatives like the East African Community (EAC), COMESA, and IGAD must be supported to create powerful economic and political blocs.
n) Invest in Science and Technology: Build our own capacity in research, innovation, and digital industries so we are not always relying on foreign technology.
o) Empower Youth and Women: Ensure that all citizens are involved in decision-making, because an empowered people are harder to exploit.
p) They should put in place an education system that aims at producing job creators in order to meet the demands of the time.
q) East African countries should aim at having self-sustaining economies to reduce dependency on foreign assistance.
r) East African countries must strengthen the spirit of Non-Aligned movement against neo-colonial tendencies.
s) East African countries should fight against corruption and all its evil to reduce massive borrowing and misuse of the already small economic resources.
t) Emphasise the use of local languages/regional languages like Kiswahili to strengthen African culture and regional integration hence fostering a sense of pride and identity of East Africans.
u) East African countries should develop and strengthen joint African peace keeping forces to resolve East African crises instead of relying on western powers to solve their political conflicts.
v) The agricultural sector should be modernized to improve output since most economies in East Africa are agro-based. People in the agricultural sector should be given quality seeds, machinery and this will increase output.
w) East African states should encourage the development of African technology to suit their demands, add value to the products to effectively compete on the world market.
x) Poverty eradication programmes should be supported through giving of financial, material and moral support to the people. This will enable them start up self-supporting projects and small scale industries.

y) East African governments should Africanise human resource and decision making in all spheres as a way of getting rid of foreign expatriates who are colonial agents.
z) Traditional institutions should be supported through which African values and culture can be promoted. Theatre activities should be encouraged to promote African values such as songs, poems and dances. Etc.
aa) ***In conclusion, true independence is not just about flying a national flag or singing an anthem. It is about having full control over our politics, economy, and culture.***
East Africans must now rise to the challenge: reclaim our destiny by building strong economies, promoting African values, and standing united.
The dream of real freedom is still alive — and it is our responsibility to make it real for future generations.

Item 15.

In Uganda, a recent survey revealed a significant lack of awareness among citizens about their constitutional rights, especially in preparation for the upcoming general elections. In response, a dedicated group of educators is organizing a nation-wide awareness campaign. This campaign aims to empower individuals by increasing their understanding of constitutional rights, and you have been tasked with participating in this important initiative.
Task: Write an essay with key aspects to educate the people in the above nation-wide campaigns.
Expected responses for item 3.
Introduction;

- Identify the problem in the scenario; Lack of awareness among citizens about their constitutional rights
- Constitutional rights are individual freedoms and protections guaranteed by the country's constitution, which is the supreme law of the land. These rights are inherent to all citizens and are designed to protect individual liberties, promote social justice and limit government power.
- Freedom of speech and expression (Article 29
- Right to privacy (Article 27)
- Freedom from discrimination Article 21
- Right to fair trial and due process (Article28
- Right to freedom of religion and conscience (Article 29)
- Freedom of assembly and association (Article 30)
- Right to vote and participate in democracy
- Freedom from torture and cruel treatment 24
- Right to life, Article22
- Right to liberty and security of person Article 23
- Right to equality 21
- Right to movement and residence 31
- Right to access information 41
- Right to clean and healthy environment 39
- Right to participate in cultural life 30
- Right to access to justice 44
- Right to education 30
- Right to health 34
- Right to work 32

Item 16.

The Chairperson of the Economic Community of West African States (ECOWAS) would like an independent evaluation of how East Africans view the operation of this regional integration. This follows the common belief that it has failed to fulfill the aims and objectives of its founders. The Ugandan Government, through the Ministry of Education and Sports, has tasked secondary school students of History and Political Education to conduct this evaluation. In your district, the local authorities have identified you to represent your school.

Task: Prepare a written evaluation report about the above organization.

Expected responses for item 4.

Introduction

- Identify the challenge/need in the scenario as; the need by the Chairperson of ECOWAS to evaluate the operation of this regional integration (ECOWAS).
- The Economic
- It is a regional political and economic union of fifteen countries located in West Africa. The main aims of ECOWAS are to promote economic integration and cooperation among its member states, ensure regional stability and peace, and foster socio-economic development.
- Below is an independent evaluation of how East Africans perceive the operations and achievements of ECOWAS, based on the belief that it has failed to fulfill the aims and objectives of its founders.
- This is based on its aims and objectives which include;
- To create a single large trading bloc through the elimination of trade barriers and the establishment of a common external tariff.
- To maintain regional peace and stability through conflict prevention, management, and resolution.
- To ensure the free movement of goods, capital, and people among member states.
- To develop regional infrastructure, including transportation, communication, and energy networks.
- To harmonize monetary, fiscal, and industrial policies to foster economic growth and development.

Achievements;

- Economic Integration;
- ECOWAS has frozen all customs and tariffs on goods originating from within West Africa, thus promoting trade and created market for goods and services produced with in the community
- Promoted free movement of people within the community in search for employment, education and better living conditions
- ECOWAS member states have secured a large foreign market for their products.
- Peace and Security
- ECOWAS has made significant strides in maintaining peace and security in the region. Its peacekeeping missions in conflict zones such as Liberia, Sierra Leone, and Mali have been widely acknowledged.
- Free Movement;
- Infrastructure Development
- Infrastructure development is important for regional integration, and ECOWAS has undertaken several initiatives in this regard.
- Harmonization of Policies
- The harmonization of monetary, fiscal, and industrial policies is essential for economic integration.
- However, East Africans perceive ECOWAS's efforts towards economic integration with mixed feelings. While some acknowledge the potential benefits of a large trading bloc, there are concerns about the effectiveness of its implementation. Key issues highlighted include:

Challenges/weaknesses/failures

- Trade Barriers: Despite efforts to eliminate trade barriers, many non-tariff barriers persist, hence affecting trade among member states.
- Economic Differences: Significant economic disparities among member states make uniform economic integration challenging. Wealthier nations often dominate the economic landscape, leaving poorer nations behind.
- Infrastructure Deficiencies: Inadequate infrastructure continues to be a major challenge in achieving true economic integration.
- Political Resistance: There is often political resistance to ceding national control over economic policies to a regional body.
- ECOWAS's peacekeeping efforts are often affected by limited financial and logistical resources.
- The political will of member states to support ECOWAS's initiatives can sometimes be lacking, leading to delayed or ineffective responses to conflicts.
- The protocol on free movement of persons, goods, and services is one of ECOWAS's most ambitious projects.
- Implementation Gaps: There are inconsistencies in the implementation of the protocol across member states, leading to confusion and delays.
- Security Concerns: The free movement of people has raised security concerns, particularly in the context of terrorism and transnational crime.
- Diverse Economic Policies: The diverse economic policies of member states make harmonization difficult.
- Funding Constraints: Many infrastructure projects face funding constraints, leading to delays and incomplete projects.
- Coordination Issues: Coordination among member states is often poor, resulting in fragmented and inefficient infrastructure networks.

HISTORICAL CONCLUSION

While acknowledging the organization's achievements, particularly in peacekeeping and regional stability, there are significant concerns about its effectiveness in economic integration, infrastructure development, and policy harmonization. The perceived shortcomings are often attributed to resource

Constraints.

FEATURES OF AN EXCELLENT ESSAY;

Excellence (Maximum score) - 3

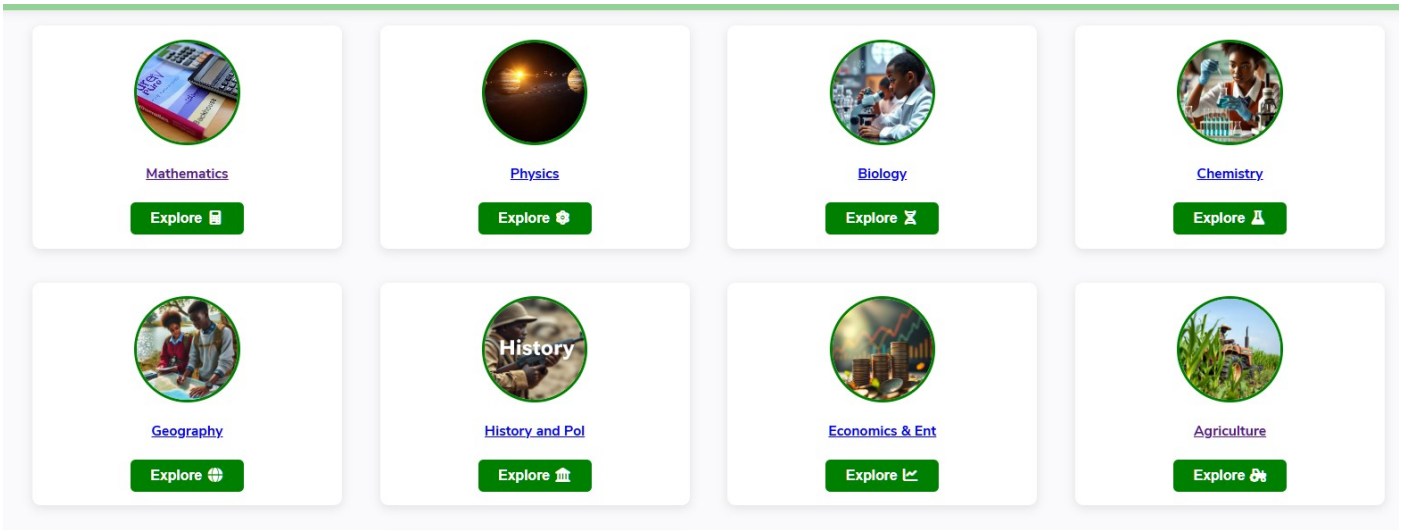
- Learner's work/essay should clearly identify and explain the problem in the scenario.
- Clearly define key historical/ political terms in the item.
- Explain correctly key historical terms/ideas in the scenario as required.
- Clearly relate your responses/ideas to the scenario.
- Explain your points/ideas/answers correctly, logically/coherently.
- Back your explanations with correct relevant examples.
- Give a relevant conclusion/ in line with the item/question.

Score considering the following Historical abilities:

- Point identification (Historical Knowledge) (HK)
- Point explanation (Relevant explanations) (Historical Thinking/Historical Understanding) (HT)
- Examples (Relevant examples) if any.
- Link/Relate the explanations to the scenario/Problem in the scenario (Historical Application) (HA)

END

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