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HISTORY AND
POLITICAL EDUCATION
Paper 1
Oct./Nov. 2026
2½ hours

UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

HISTORY AND POLITICAL EDUCATION

Paper 1

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES:

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

Section **A** is **compulsory**.

Respond to **one** *item from Section* **B**.

Respond to **three** *items* **in all**.

Responses to each part of an item **should** *be started on a* **fresh** *page.*

Any additional item responded to will **not** *be scored.*

All *responses* **must** *be written in the answer booklet(s) provided.*

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SECTION A

Respond to **both** *items in this section.*

Item 1

During the 19th Century, slave trade was introduced in East Africa. The major aim of this trade was to find cheap labour to work on plantations and industries in America. Slave trade caused suffering and misery to the people of East Africa. Despite the suffering and misery caused by this trade, many African societies supported it. However, it was abolished by 1900.

Similarly, in Uganda today, there are middlemen exporting people to work in countries abroad. It is alleged that some of the exported people end up being treated as slaves. Many people have argued that this is another form of slave trade. However, some people do not agree with this view. They instead think that this is normal paid employment. This has become a major concern in Uganda.

A group of young people wishing to get recruited by the middlemen into employment abroad need to be briefed on the reality of this matter and have sought your advice.

Task:

(a) Compare the two forms of trade.

(b) Advise that group on the measures to be taken before being recruited.

Item 2

In 1892, the British embarked on the construction of the Uganda Railways to open up the interior to solve the socio-economic problems and connect the East African region to the greater world. This project affected the local communities where the railway passed. For instance, there was loss of land, displacement of people, and destruction of property among others.

Over the last 20 years, the government of Uganda has been taking similar infrastructural developments. Many roads have been developed, old ones widened and paved and major railway lines are being rehabilitated. In the same way these projects are affecting communities socially and economically.

The Uganda Railways Corporation, intends to extend the railway lines from their current destinations to borders with neighbouring countries, passing through settled communities. This is feared to affect those communities.

Task:

(a) Explain ways in which the infrastructural project of the British addressed the socio-economic problems of East Africa.

(b) Drawing from the British experience, recommend measures that the Uganda Railways Corporation can take to ensure a successful project.

SECTION B

Respond to **one** *item in this section.*

Item 3

The 1995 Constitution re-introduced the multi-party system of governance in Uganda. As a result, a number of political parties have been formed and have taken part in the political life of the country. However, most political parties still face many challenges which include; inter-party rivalry, leadership wrangles, lack of clear ideologies, limited funds and lack of internal democracy. This has limited their role in contributing to national development, democracy and good leadership in the country.

For the People (FP), one of the political parties has organised a youth leadership conference to discuss strategies that should be undertaken by political parties to address those challenges. You are one of the youth leaders going to attend that conference.

Task:

Prepare a document;

(a) explaining ways in which those challenges limit political parties in Uganda in performing their roles.

(b) suggesting strategies for addressing the challenges in the scenario.

Item 4

Most African countries gained independence during the 20th Century from their colonial masters with the hope of establishing democratic and independent self-sustaining economies. However, within the first ten years of their independence, democracy had not yet been achieved and economies were declining. The newly independent states tried a lot of approaches to solve these problems but without much success.

In 1972, Uganda passed a policy of Africanisation of the economy. By this policy, the business people of mostly Asian origin were expelled and their businesses taken over by Ugandans. However, after Africanisation, the economic decline worsened. There was decline in the sectors of agriculture, retail businesses, trade, investment and export.

The Patriotic Club of your school has organised a workshop to analyse the 1972 policy of Africanisation of the economy and discuss strategies that should be adopted to strengthen the participation of Ugandans in the sectors of the economy so as to make the country self-reliant.

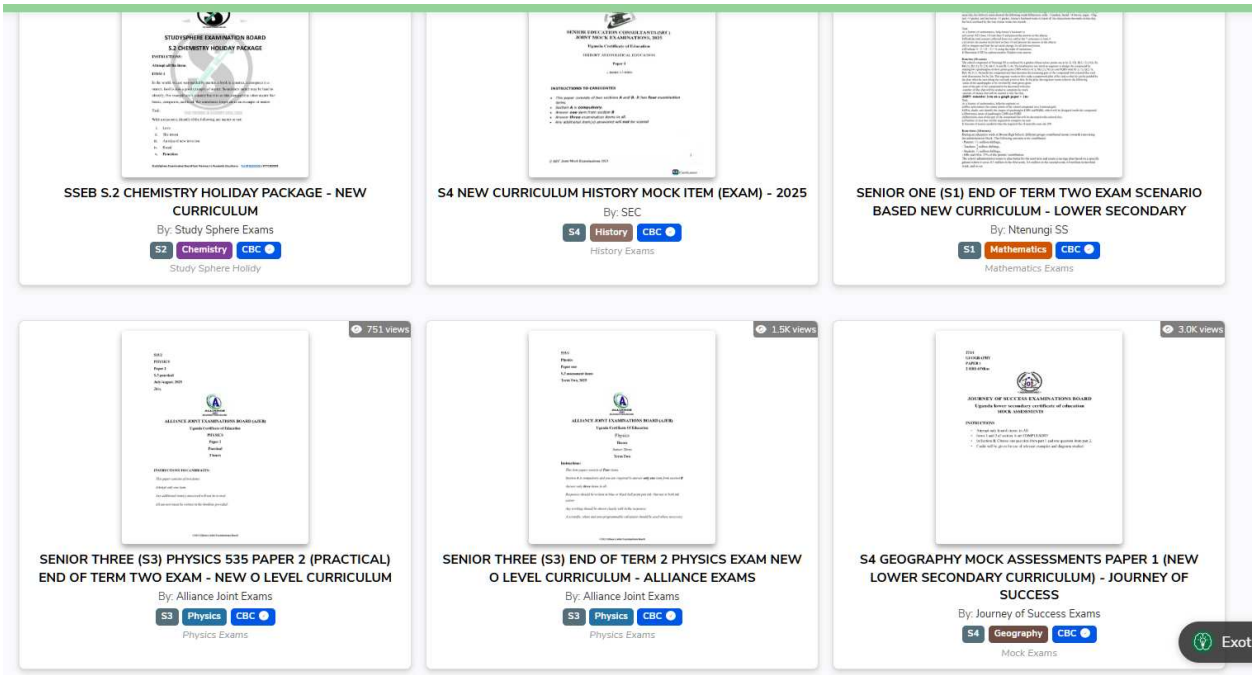
Task:

(a) Explain ways in which the 1972 policy affected those sectors of Uganda's economy.

(b) Suggest strategies that should be adopted at the workshop.

END

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