

**P241/1**

**HISTORY AND**

**POLITICAL EDUCATION**

**2 HOURS**



**SHAPTA JOINT ASSESSMENT BOARD**

**Uganda Certificate of Lower Secondary Education 2023**

**HISTORY AND POLITICAL EDUCATION**

**SENIOR THREE**

**2 HOURS**

**INSTRUCTIONS TO LEARNERS:**

- This paper consists of **Six** items.
- Respond to **Four** items only
- All items carry **equal** scores

## 1. TOPIC: FINDING OUR PAST

### Learning outcomes Assessed:

- Analyze the concept of human evolution
- Know the views about the origin of Man
- Understand the theories of the Origins of Man

### CASESTUDY/SCENARIO:

Mr. Kaseko who is a Doctor visited the Entebbe Zoo and decided to move around. He saw Chimpanzees, Baboons, and monkeys. He realized these animals do resemble Human beings and they have a lot of Similarities with Humans.

As Mr. Kaseko was carrying out research on development of Humans in Human cells in a man in the hospital laboratory, he realized that cells keep changing and developing. As Mr. Kaseko went to Church, the Bishop read **Genesis 2:7** that show that God created Man out of Dust! This made Mr. Kaseko wonder!! How really Human being came into existence!! When Mr. Kaseko went to Mosque, the Sheikh read **surah al alaq 96:1-2** that revealed that Allah created man out of clinging substance! Mr. Kaseko also wonders!! How Human being came from a drop!!





**Task:**

- a) As a history and political education learner, which theories do you think Doctor Kaseko is exploring? (10 scores)
- b) Which of the theories in the Scenario do you think Mr. Kaseko should take and why? (06 scores)
- c) Of any one of the theories above, give its problems? (04 scores)

**2. TOPIC: MIGRATION AND SETTLEMENT INTO EAST AFRICA****Learning outcomes Assessed:**

- Ethnic groups in East Africa.
- Peopling of East Africa.

**CASESTUDY/SCENARIO:**

Today many learners of different ethnic groups are moving from one school to another due to many reasons such as financial difficulties, group influence, language barrier, and bullying, teasing, too many restrictions such as not allowing Phones, poor feeding, lack of entertainment”**Kadanke**” and other social reasons. Similarly, your parents and Guardians of different ethnic groups are moving from morning to evening, day and night to look for what to survive on every day with in their places of residence and even outside their areas of residence.



**Task:**

- a) Of what reasons are learners of different ethnic groups leaving one school to another as in the Scenario? (10 scores)
- b) How does their moving affect the learners of the schools where they go to? (10 scores)

**3. TOPIC: THE COLONIAL ADMINISTRATIVE SYSTEMS IN EAST AFRICA****Learning outcomes Assessed:**

- Know the reasons why different administrative rule was used.
- Know the problems faced by the governments who used this approach.

**CASESTUDY/SCENARIO:**

In the Rural areas of Karamoja, the Ugandan government under president Museveni employs more decentralized approach to administer the region. Karamoja is inhabited by various ethnic groups, each with its own practices and government structures. The local councils comprised of respected community leaders and elders who work hand in hand with the government representatives to address local issues. Forexample, when planning infrastructure development projects like building a new health center, government official work with the local council to ensure the project aligns with the community's needs and respects their traditions.





**Task:**

- a) Why is there need for the government of Uganda under president Museveni to use local leaders and elders to administer Karamoja? (10 scores)
- b) What challenges is the Ugandan government facing in administering Karamoja? (10 scores)

**4. TOPIC: LOCAL, EXTERNAL TRADE ACTIVITIES IN EAST AFRICA****Learning outcomes Assessed:**

- How trading activities are carried out.
- How the trading activities developed.

**CASESTUDY/SCENARIO:**

In Uganda today, many traders in your community carry out trade with in the community and others trade outside the community. Other traders move from various regions gather at bustling marketplace in Kampala. In the return, they acquire money in shillings as an exchange after selling their commodities like Tomatoes, cabbages, water melons, pineapples and Onions among others. However, during the trading the traders in your community face a number of challenges including language barrier, limited markets, high taxes from government, poor road system, and limited capital among others.



**Tasks:**

- a) What factors would you consider in the development of trading activities in your community according to the scenario (10 scores)
- b) Explain the current difficulties which are faced by traders in your community in the scenario (10 scores)

**5. TOPIC: STATE FORMATION IN EAST AFRICA****Learning outcomes Assessed:**

- Understand the centralized and non- centralized states in East Africa.
- Know the features of centralized and non- centralized states
- Analyzed the strength and weaknesses of both states.

**CASESTUDY/ SCENARIO:**

In 1993, When NRM government under President Yoweri Museveni took over power, the government restored monarchies and chiefdoms without political powers. Many people welcomed this idea with a lot of expectations from their traditional leaders. The kings have attempted to serve their people but with a number of difficulties that hinder their progress. In Buganda, Kabaka Muwenda Mutebi II has been struggling and encouraging his people to grow coffee in what he termed as ‘**EMWA’NYI TELIMBA**’. The traditional leaders have also encouraged their subjects to educate children as well as keeping their children healthy.

**Tasks:**

- a) Why do you think the President of Uganda restored these monarchies? (10 scores)



- b) How can the Traditional leaders fulfill their responsibilities towards their people today given the government attitude? (10 scores)

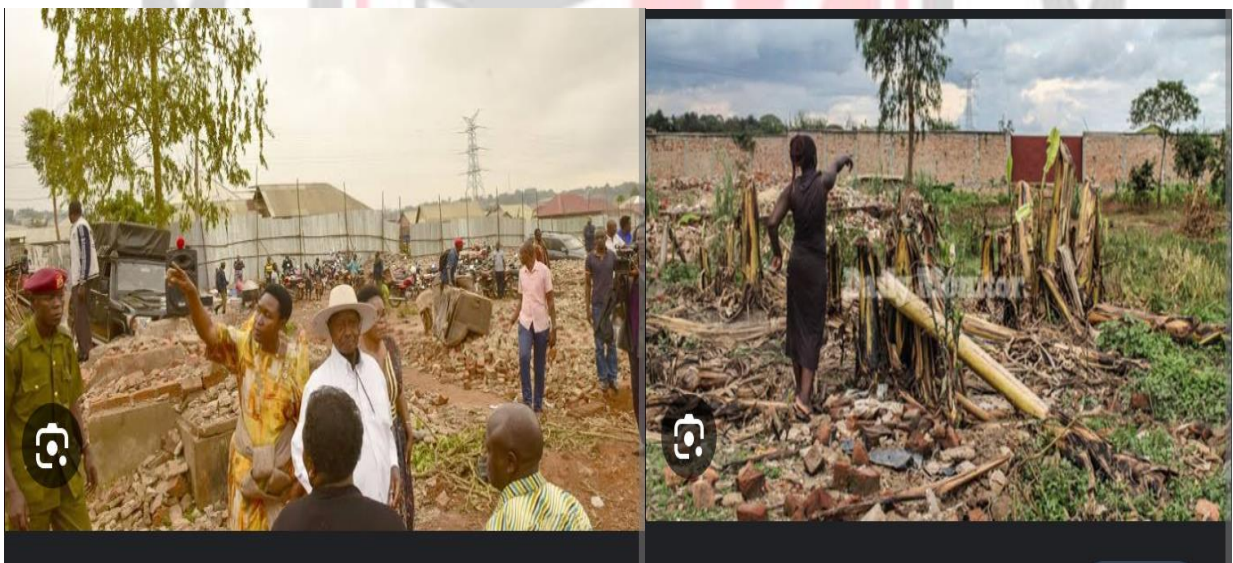
## 6. TOPIC: CHANGING LAND TENURE SYSTEMS IN EAST AFRICA

### Learning outcomes Assessed:

- Land ownership in Uganda today
- How land was owned in Uganda traditionally
- Development of land ownership

### CASESTUDY/ SCENARIO:

According to the security report of 2020, a land conflict is dominated by cases reported to their offices in the last five years. According to the report, there have been rampant evictions of squatters by land owners in Central Uganda in areas of Mukono, Kampala, and Wakiso, people have been evicted on their land where they have stayed for over 10 years and above as evidenced by the destruction of properties and eviction of people in Lusanja Zone in Wakiso where hundreds of squatters were evicted by the owner of the land.



### Tasks:

- a) What can the government do to handle the issue of the Bibanja holders not to be evicted from their land in your community today? (10 scores)
- b) If you were a community leader, suggest the measures through which the evicted people in Lusanja zone can be made easy to remain on their land?

(10 scores)

END