

**P241/2**

**HISTORY &**

**POLITICAL EDUCATION**

**Paper 2**

2 hours



**SHAPTA JOINT ASSESSMENT BOARD**

**Uganda Certificate of Lower Secondary Education**

**HISTORY AND POLITICAL EDUCATION 2023**

**SET 1**

**Paper 2**

2 hours

**INSTRUCTION TO LEARNERS**

The Paper has **Five Scenario** Items.

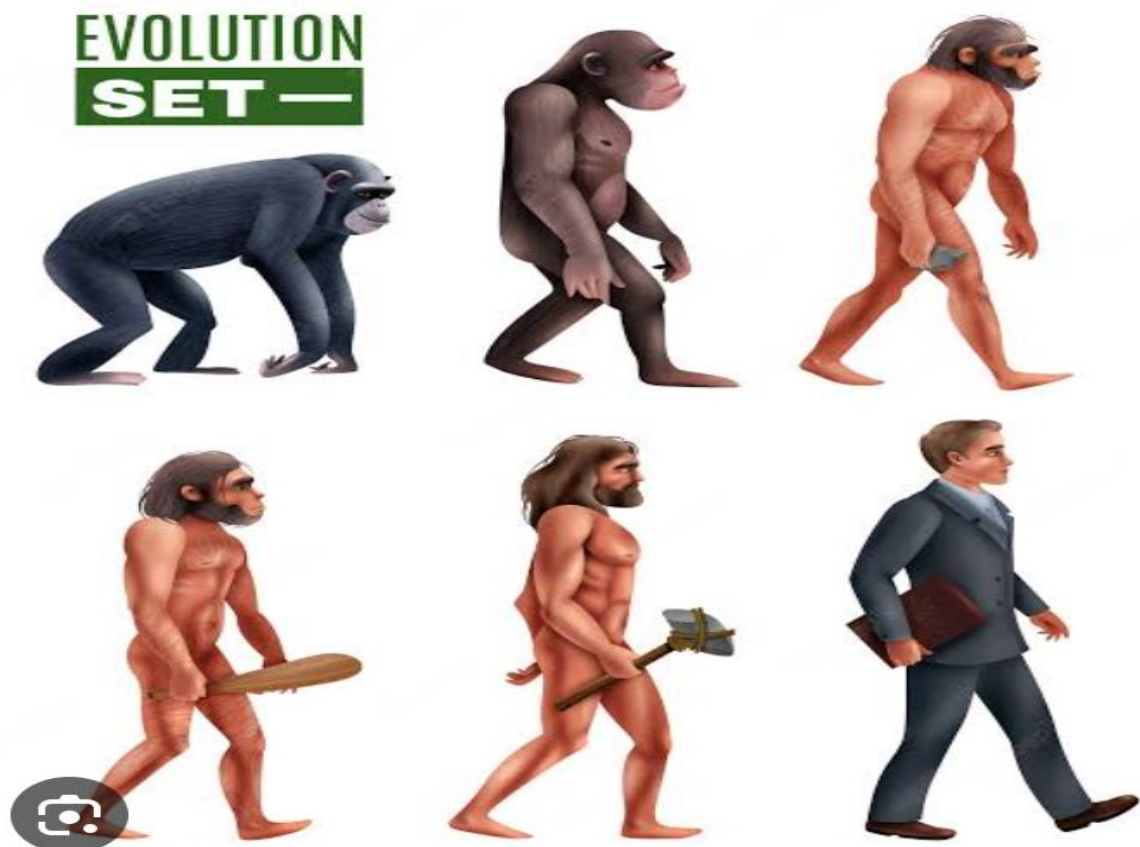
The Learner should respond to **two** Items only.

**All** Items carry equal scores.

Any additional Item(s) responded too will **have no** scores.

## SCENARIO ITEMS.

1. A history and Political Education facilitator gave an activity to his history and Political Education learners to research and find out how human beings came into existence. While carrying out research, One of the learners went to the oldest Askri at school who told her that human beings evolved from gorillas. Some learners went to a School Reverend who told them that humans were created in God's image and likeness. Others asked the Mr. Lumu Moses who is a Biology teacher and narrated to them that they evolved from a single-cellular animal which later became multi-cellular. From a multi-cellular organism, it developed into an ape (chimpanzee, baboon and monkeys) which finally evolved into man.



- a) Identify the different theories about origin of man in the story. Explain at least two problems associated with each of them. (10 scores)
- b) As a Learner of History and Political Education, which theory about the origin of man do you agree with? **Support your answer.** (07scores)

c) In the puzzle below, identify the words related to the concept of human evolution

(08scores)

P	E	D	I	C	R	O	M	A	G	N	O	N	I	L	I
R	G	O	I	S	T	I	C	H	U	M	A	N	B	O	Y
I	H	O	M	O	E	E	N	E	S	T	R	I	O	S	O
M	O	G	U	W	A	R	O	U	N	D	E	D	I	E	R
A	U	O	S	N	N	S	E	S	E	S	A	P	I	E	N
T	S	H	T	E	Y	T	D	C	E	A	P	E	S	H	H
E	S	O	E	R	T	I	I	U	T	R	U	T	H	I	I
S	E	M	R	S	H	C	N	T	I	U	G	I	N	A	M
I	N	O	R	I	I	L	E	E	D	U	S	H	I	N	S
A	U	S	T	R	A	L	O	P	I	T	H	E	C	U	S
A	M	A	E	B	S	E	R	A	S	W	E	E	T	U	M
R	O	P	I	R	O	N	A	G	E	S	T	A	G	E	S
E	N	I	A	H	O	M	O	H	A	B	I	L	I	S	F
G	I	E	S	C	I	E	N	T	I	F	I	F	I	C	R
A	C	N	A	B	C	D	E	F	G	H	I	J	K	L	I
P	U	S	L	S	H	O	M	O	E	R	E	C	T	U	S

2. Read the above dialogue in groups, then answer the questions that follow;

### A DIALOGUE BETWEEN JOCY AND SHAKIE

**Jocy:** Hey Shakie!

**Shakie:** Jocy! Nice to meet you. How are you?

**Jocy:** I'm fine and you?

**Shakie:** I'm ok. Just worried about these many outsiders migrating into our community.

**Jocy:** Eh? Are they really so many?

**Shakie:** indeed. All the idle land is now occupied.

**Jocy:** Don't worry. They must have at least come with some new ideas.

**Shakie:** Oh, no doubt about that! I'm impressed with their skills of iron smelting; their use of short stabbing spears and their royal regalia like drums and shields. The whole neighbourhood is now copying them.

**Jocy:** Imagine they are approachable and friendly.

**Shakie:** well, some have married some sons and daughters from our own people; they even have children now. But there are others! Those are the ones causing us no worry! They came in so arrogantly and spreading chaos everywhere: they force people out of their homes and cause some to end up homeless and landless.

**Jocy:** Oh no! That is so sad. Do they have leaders?

**Shakie:** I can't really say. But they have caused our community to set up their own leaders.

**Jocy:** A lot of challenges: they have displaced us from our land, our area has become over-populated, there was famine due to limited land for cultivation, destruction of property, loss of lives and some came with epidemic diseases.

**Shakie:** Anyway, you know that every change comes with a positive and negative effects.

**Jocy:** Ah my friend. Such are the times. We can only hope for things to get better.

**Shakie:** Indeed. Thank you so much for your time. Good bye

- a) Give a suitable title for the dialogue. (02 Scores)
- b) From the dialogue between Jocy and Shakie, discuss the effects of migration on a community. (07 Scores)
- c) What causes migration of people in our communities today? (08 Scores)
- d) How does migration affect people in your community today? (08Scores)

3. People in Wakiso district originated from different background. For instance, the Baganda, South Sudanese, Kenyan Luo, Acholi, Bamasaaba, Dinkas, Madi, Lugbara, Congolese, Alur, Kakwa and others. A number of people in different districts of Uganda have been forced to move to Wakiso district following the disastrous landslides in Bududa district that killed over 500 and displaced over 65,000 people, locust invasion of the North and ADF rebel attacks on Congo – Uganda borders.



- Draw a sketch map showing the origin of the various ethnic groups found in Wakiso district.( 10 scores)
- Using the knowledge of migrations into East Africa, discuss the reasons why you think your community could be forced to migrate. (08 scores)
- What would be the effects of this migration on your community? (07 scores)

- On 29<sup>th</sup> Oct 2022, s S.1 and S.2 Learners carried out a field work tour in Uganda museum as one of the student who visited Uganda Museum prepare a written document showing.



- (a) How pre- colonial states were politically, economically and socially organized with clear examples from Uganda museum.  
(10 scores)
- (b) List 5 art facts found in Uganda museum.  
(05 scores)
- (c) Explain the importance of Uganda museum to the Ugandan government.  
(10 scores)



5. When NRM government took over power, it restored kingdoms and chiefdoms without political powers, people of different kingdom welcomed this idea with a lot of expectations from them up to now the kings have attempted to serve their people but with a number of difficulties that hamper their progress.



- (a) Giving reasons explain why Buganda kingdom was able to expand during the 19<sup>th</sup> century.  
(13 scores)
- (b) Identify ways how kingdoms and chiefdoms can fulfill their responsibilities towards their subjects.  
(12 scores)

**END**