

**241/1**  
**HISTORY AND**  
**POLITICAL**  
**EDUCATION**  
**Paper 1**  
**2024**



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**HISTORY AND POLITICAL EDUCATION**

**Paper 1**

# ***SCORING GUIDE***

# SCORING GUIDE FOR HISTORY AND POITICAL EDUCATION 241/1 2024

## UNDERSTANTDING THE PRE-COLONIAL HISTORY OF EAST AFRICA

### Item 1

#### Task:

Explain to the above members the steps they can follow to clear this doubt.

#### Likely responses

##### Introduction

(01 score)

- Five generations (100 – 150 years) is a period long enough for people to lose track of their past.
- However, using sources of history, the current generation can still find out whether they are of the same ancestry or not.

##### Body

(04 scores)

If the sources of history say a common thing about the three groups, then it is probable that they are of the same ancestry. If the sources differ about the three groups, then it is probable that they are not of the same ancestry.

These sources include;

- **Oral tradition:** Here, they can ask various people about what the previous generations have been telling them about their origins.
- **Archaeology:** They can study the commonalities in the artefacts of the three groups over a long period of time.
- **Anthropology:** They can study and compare the cultural ways of life of the three groups.
- **Genetics/DNA:** They can also use modern scientific methods of comparing the genes of sampled members of the group.
- **Written Records:** They can study articles, books, and other written information about their origins/past.
- **Linguistics:** They can study the commonalities in their accents, dialects, etc.

|  |              |
|--|--------------|
| (Any 5 and above well explained points         | (04 scores)) |
| (Any 3 – 4 well explained sources/points       | (03 scores)) |
| (Any 2 well explained sources                  | (02 scores)) |
| (Any 1 well explained source/point             | (01 score))  |
| (No relevant explanation/No explanation at all | (00 scores)) |

**Conclusion:***(01 score)*

In conclusion, where the sources of History explained above are used correctly the members can be able to trace/find out/confirm/clear their doubt about their origin/whether they originate from the same great grandparents or any other acceptable conclusion as deemed correct by the examiner **but** must be related to the demands of the item.

**Total score****(06 scores)****UNDERSTANDING THE COLONIAL HISTORY OF AFRICA****Item 2:****Task:**

Explain the factors that determine choice of response in the situation above.

**Introduction:***(01 score)*

- The wide spread forceful acquisition of land in Uganda today can, on a small scale, be compared to the establishment of foreign rule in the past.
- The community in scenario is faced with options similar to what the ancestors had during the establishment of colonial rule in East Africa.
- It is therefore important that they consider the factors that influenced the choice of action in the past.

**Body***(04 scores)*

The chosen action can be either resistance or collaboration. Resistance can be defended by the following reasons:

- Need to defend the independence and heritage of the community.
- When the new comers acquiring the land ally with enemies of the rightful owners of the land.
- When the original land owners feel strong enough to sustain and win the resistance.
- When religious and spiritual beliefs of the land owners are negative towards foreign invasion of their land.
- When the community has a history of handling foreign interference by force.
- When the people acquiring the land are known to be exploitative.
- When the people acquiring the land approach the land owners violently.
- etc.

Collaboration can be defended by the following reasons:

- When the people acquiring the land offer support against enemies of the land owners.
- If people acquiring the land come with some social and economic benefits to the members of the community.

- If community need to avoid the consequences of conflict/war.
- When the community is unable to sustain and win outright war.
- When the people acquiring the land were resisted by enemies of the owners of the land.
- When the people acquiring the land use agents that are friendly to the owners of the land.
- When the religious and spiritual beliefs of the owners of the land favours peaceful coexistence with foreigners.
- etc.

### **Resistance:**

|  |              |
|--|--------------|
| (Any 5 and above correct responses on resistance | (04 scores)) |
| (Any 3 – 4 correct responses                     | (03 scores)) |
| (Any 2 correct responses                         | (02 scores)) |
| (Any 1 correct response                          | (01 score))  |
| (No explanation / irrelevant explanation         | (00 scores)) |

### **Collaboration:**

|   |              |
|---|--------------|
| (Any 5 and above correct responses on collaboration | (04 scores)) |
| (Any 3 -4 correct responses                         | (03 scores)) |
| (Any 2 correct responses                            | (02 scores)) |
| (Any 1 correct response                             | (01 score))  |
| (No explanation / irrelevant explanation            | (00 scores)) |

### **Conclusion**

|                          |             |
|--------------------------|-------------|
| (Any relevant conclusion | (01 score)) |
|--------------------------|-------------|

|              |                    |
|--------------|--------------------|
| <b>Total</b> | <b>(06 scores)</b> |
|--------------|--------------------|

## **UNDERSTANDING THE POST-COLONIAL HISTORY AND POLITICAL AFFAIRS OF AFRICA**

### **Item 3**

#### **Task:**

Giving examples from only one East African country, explain the situations in the above scenario and suggest possible solutions.

#### **Introduction:** (01 score)

- From the above scenario, it is true that independent East African countries have been experiencing a number of political social and economic challenges which have hindered their progress.
- These challenges are similar among all the East African countries.

## Body

(08 scores)

These challenges include;

- Neo-colonialism. Indirect control of the East African countries by former colonial masters and other foreign countries. (The candidate should give relevant examples from the chosen country.)
- Foreign debts with very stringent conditions against the borrowing East African countries.
- Poor governance.
- Political instability and civil wars.
- Poverty.
- Poor infrastructure.
- Debt burden.
- Corruption and mismanagement of public funds.
- Loss of cultural values.
- Widening income inequality.
- Famine and hunger.
- High level of illiteracy and ignorance.
- Unemployment.
- Brain drain.
- etc.

|  |              |
|--|--------------|
| (Any 5 and above correct responses       | (04 scores)) |
| (Any 3 – 4 correct responses             | (03 scores)) |
| (Any 2 correct responses                 | (02 scores)) |
| (Any 1 correct response                  | (01 score))  |
| (No explanation / irrelevant explanation | (00 scores)) |

### Possible solutions to the problems

- Strengthening regional bodies/economic integrations/continental bodies like AU (African Union) and joining the Non-Aligned Movement (NAM) can strengthen their negotiating power in world affairs.
- Leaders should ensure good governance practices/ systems that promote accountability and transparency , rule of law, equity and inclusiveness, participation.
- Capacity building should be encouraged in order to promote efficiency and effectiveness.
- Prioritising of key sectors of the economy like health and education in budget appropriation should be practiced.
- Respect of the constitution and the rule of law should be upheld in order to avoid situations where the incumbent takes advantage of their position.
- Income inequality should also be addressed.
- Conflict resolution mechanisms should also be encouraged, such as mediation, arbitration and dialogue in order to avoid conflicts from escalating into war.

- Poverty can be addressed through improving household productivity by promoting agricultural production through using modern agricultural practices, improved seeds and breeds.
- East African governments should also invest in skills-based education that promotes creation of jobs rather than job seekers.
- Provide access to affordable credit through microfinance institutions.
- Encourage Public Private Partnership (PPP) in critical sectors that require heavy fundings. Besides, government should prioritise in their budgets the building of feeder roads to enable rural people to access local markets.
- Domestic borrowing should be encouraged in order to manage problem of foreign debt burden.
- East African governments should negotiate favourable terms of borrowing with lenders.
- Government should also control public spending by avoiding expenditure on unproductive areas.
- There is also need for government to widen the tax base through promoting the Private sector development.
- Government should invest in social security sectors to secure the social welfare of the people by providing affordable quality health care and education services.

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| (Any 5 and above correct responses       | (04 scores)) |
| (Any 3 – 4 correct responses             | (03 scores)) |
| (Any 2 correct responses                 | (02 scores)) |
| (Any 1 correct response                  | (01 score))  |
| (No explanation / irrelevant explanation | (00 scores)) |

**Conclusion** (01 score)

In conclusion, while independent East African countries face a number of political, social and economic challenges, the government needs to implement widespread comprehensive policies that promote the growth and development of the Education, Health sectors besides promoting regional co-operation among others, to enhance effective and efficient service delivery that contribute to a more prosperous and independent East Africa or any other acceptable conclusion related to the demands of the item.

**Total score** (10 scores)

#### Item 4

##### Task:

Give your opinion about the level of success of any one district local government or urban authority in Uganda using information in the scenario and the strategic objectives above and explain the factors limiting its success.

**Introduction:**

(01 score)

Local government refers to administration of a specific local areas such as district council, subcounty, a parish/village. It derives its power from the central government.

**Body**

(08 scores)

Levels of success of a given local government depends on;

- its identified revenue base, revenue target, the amount collected and how it is spent.
- schools/educational institutions built, school enrolment, retention, staffing and academic performance.
- health facilities built, its staffing, usage, level of public health, vaccination etc.
- adult literacy, community mobilisation participation in government programs aimed at poverty eradication, promotion of employment. etc.
- Infrastructural development e.g. opening and maintaining feeder roads, markets, public buildings etc.
- Promotion of food security through promoting agriculture and produce marketing.
- Protection and conservation of natural resources such as wetlands and heritage sites, forests etc.
- Encourage production of goods and services, promotion of cultural values, games, sports, etc.
- Encourage public participation in elections, making bylaws holding leaders accountable etc.

(Any 5 and above correct responses (04 scores))

(Any 3 – 4 correct responses (03 scores))

(Any 2 correct responses (02 scores))

(Any 1 correct response (01 score))

(No explanation / irrelevant explanation (00 scores))

Factors limiting success of local governments and urban authorities include:

- under staffing.
- low quality staff.
- low revenue base.
- low tax collection.
- poor accountability.
- delayed release of funds from the central government.
- excessive state control.
- low level of people/public/citizen's participation.
- limited public understanding of working and purposes of local government.
- political interference in the work of technocrats.

|  |              |
|--|--------------|
| (Any 5 and above correct responses       | (04 scores)) |
| (Any 3 – 4 correct responses             | (03 scores)) |
| (Any 2 correct responses                 | (02 scores)) |
| (Any 1 correct response                  | (01 score))  |
| (No explanation / irrelevant explanation | (00 scores)) |

**Conclusion**

Dependant on the assessment/analysis of the candidate (01 score)

**Total (10 scores)**

SAMPLE