

**241/1**  
**History and**  
**Political education**  
**Paper 1**  
**2024**  
2¼ hours



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**HISTORY AND POLITICAL EDUCATION**

**Paper 1**

2 hours 15 minutes

**INSTRUCTIONS TO CANDIDATES:**

*This paper consists of sections A and B. It has **four** examination items.*

*Section A is **compulsory**.*

*Answer **one** item from Section B.*

*Answer **three** examination items in all.*

*Any additional item answered will **not** be scored.*

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

## SECTION A

*Answer all items in this section.*

### **Item 1.**

Descendants of the same great grandparents (ancestry) who have lived in three distant areas for five generations decided to hold a clan reunion. During the reunion all members from the three groups were expected to share their origins. However, conflicting stories about their ancestry came up, resulting into doubts about whether they truly originated from the same great grandparents.

### **Task:**

Explain to the above members the steps they should follow to confirm their origins.

### **Item 2.**

Forceful acquisition of land is a common occurrence in Uganda today. This is commonly done by powerful, well organised and financially stable individuals of foreign origins with commercial interests against the relatively poor, illiterate and disorganised natives.

Your community is severely affected by land acquisitions of this type which has caused the traditional leaders to hold a meeting with the community members to address this threat. In the meeting, members learned that the first threat of this type was in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries and it was resisted. In that meeting some members proposed use of force against the forceful land acquirers while others suggested peaceful means to address this threat.

### **Support Material**



*Fig. 2 A land conflict scene in Uganda. Published in The Daily Monitor, Sunday July 4<sup>th</sup>, 2021.*

**Task:**

Defend the choice of action you would recommend to the community in this situation.

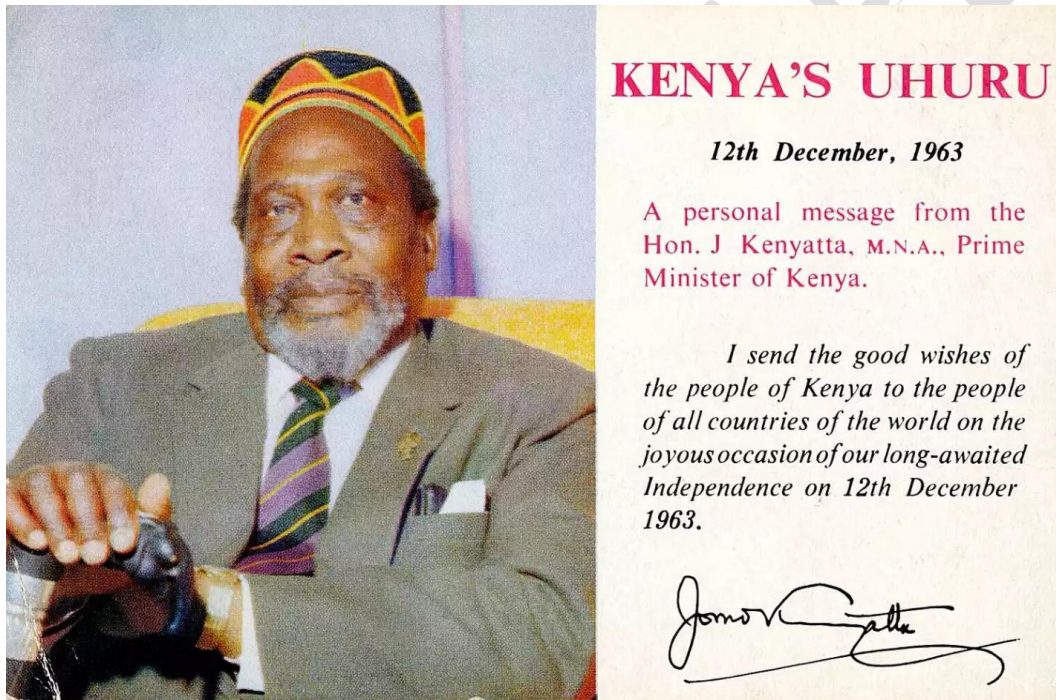
**SECTION B**

*Answer one item in this section.*

**Item 3.**

Most African countries commemorate the days they attained independence with celebrations. Africans felt by attaining independence, they were finally free from their oppressive colonial masters in order to manage their own political, economic and social affairs, and develop themselves. However, after decades of independence, their conditions are not any better. In many cases it has even got worse. This has resulted into public grievances against their governments.

**Support material (a)**



Available from: [https://www.thoughtco.com/thmb/29VTXMnMhxnripqUGWUd9UqGZ9o=/1500x0/filters:no\\_upscale\(\):max\\_bytes\(150000\):strip\\_icc\(\):format\(webp\)/Kenyan-uhuru-card-5895b9fb3df78caebca3a1b3.png](https://www.thoughtco.com/thmb/29VTXMnMhxnripqUGWUd9UqGZ9o=/1500x0/filters:no_upscale():max_bytes(150000):strip_icc():format(webp)/Kenyan-uhuru-card-5895b9fb3df78caebca3a1b3.png)

**Support material (b)**

***Veteran politician and political analyst Njeru Kathangu's opinion (on Kenya's 60<sup>th</sup> independence – December 2023) about the future of independent Kenya:***

“Two generations have now passed since the birth of Kenya as a nation, but there's nothing to show for it. If Kenya cannot change at the beginning of this third generation, then we will not be a state at all.”

*(Published in AP News. <https://apnews.com/article/kenya-economy-debt-britain-colony-independence>)*

**Task:**

Giving examples from any **one** East African country, explain the situation in the above scenario and suggest possible solutions.

**Item 4.**

In Uganda, the Central Government shares much of its legal and political powers with the Local Governments. In some cases, these powers are transferred all together to serve citizens better. To ensure minimum standards, these powers are guided by the strategic objectives for the District Local Governments and Urban Authorities. However, in most Districts and Urban areas, public opinion is divided about the level of success of the local government system. Some members of the public think the system is very successful, while others think it is a total failure. The support information below gives a standard of measure of performance of District Local Governments and Urban Authorities.

**Support material**

Strategic Objectives for District Local Governments and Urban Authorities in Uganda.

- (i) To identify and collect sufficient revenue for service delivery;
- (ii) To increase the level of education and literacy;
- (iii) To provide adequate and accessible health services to the people;
- (iv) To avail community based services to all people according to needs;
- (v) To put in place infrastructure/ facilities including feeder roads, water supplies and public buildings;
- (vi) To ensure food sufficiency and food security and effective marketing of agricultural produce;
- (vii) To facilitate and promote appropriate use, utilisation and maintenance of natural resources;
- (viii) To raise levels of economic and social development;
- (ix) To promote democracy and performance accountability.

*Adopted: Ministry of Public Service (Uganda), Comprehensive review of Local Governments, May, 2016, P 14.*

**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.