

P210/1
HISTORY
Paper 1
2026
3 hours



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Advanced Certificate of Education

HISTORY

Paper 1

(World Socio-Economic and Political History Since 1800)

3 hours

INSTRUCTIONS TO CANDIDATES:

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

*Section **A** has two **compulsory** items.*

*Section **B** has two items. Respond to **one** item.*

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

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

Begin each item on a fresh page.

SECTION A

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

Item 1

Before colonial rule in Africa, many communities were stable and well organised. Communities were built on strong traditional foundations: the clan, age groups and community production. These systems ensured daily survival, maintained peace and order and transferred vital cultural knowledge and work ethics across generations which contributed positively to society.

Today, many traditional foundations have either declined or been abandoned. As a result, areas of moral decay have emerged among some young people in communities. Some young people have become lazy, violent, disrespectful, use vulgar language, and drugs, which threatens community peace and development. In response, cultural leaders in some communities are advocating for strategies aimed at reviving these foundations to restore moral values among young people today.

Task:

- (a) Analyse the traditional foundations in addressing the community challenges.
- (b) Examine the strategies that cultural leaders can use to revive the traditional foundations as a means to restore moral values among young people.

Item 2

The colonial powers in East Africa introduced formal education system specifically designed to produce low-level clerks, interpreters, artisans, and teachers to serve colonial interests. This system prioritised vocational training over intellectual empowerment and undermined critical thinking about the exploitative nature of colonial rule.

Since independence in 1962, the Ugandan government has implemented a series of transformative educational reforms designed to overhaul the colonial education system. These reforms include the integration of vocational studies, localisation of language instruction in early years of primary, and most recently, the rollout of the Lower Secondary Competence Based Curriculum. All these curriculum reforms aim to align education with Uganda's national development goals.

However, some critics across the country consider these reforms as a “trial-and-error experiment” and a financial burden on parents. In response, education stakeholders including the Local Council leaders, school administrators and Ministry of education officials have organised sensitization programmes to bridge this gap and demonstrate how modern education corrects the shortcomings of the colonial past.

Task:

- (a) Analyse ways in which the colonial education system created long-term socio-economic challenges on East Africa to date.
- (b) Evaluate the post-independence educational reforms identified in the scenario in transforming education into an instrument for national socio-economic development.

SECTION B

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

Item 3

During the 19th Century, European countries such as Britain, France and Germany partitioned Africa among themselves. The 1884-1885 Congress of Berlin gave effective occupation of the African territories to Europeans without considering the ethnic, cultural and political realities of Africans.

Different colonial masters administered their colonies differently. Britain used indirect rule in Uganda and Nigeria, France applied assimilation policy in Ivory Coast, while Germany used direct rule in Tanzania. All these administrative systems created some dependence of the Africans on their colonial masters until their independence. Despite attainment of independence, Africans continued depending on their former colonial masters as opposed to the original dreams of the first African presidents.

When the Organisation of African Union (OAU) was formed, it advocated for self-rule, shared economic development among African countries and elimination of foreign influence. However, member states still experience internal financial weaknesses, political disunity, effects of modern neo-colonialism, and a heavy foreign debt burden.

Task:

- (a) Analyse ways in which the colonial administrative systems identified in the scenario created dependence in Africa today.
- (b) Evaluate strategies that the Organisation of African Union (OAU) should adopt to address the challenges in the scenario.

Item 4

The drafting of independence constitutions was a great step in defining national identity and governance structures in Uganda and Kenya during the post-independence era. Parliaments in both nations were intended to be the "voice of the people". Later, the media emerged as a key platform through which citizens engaged in political affairs thus bridging the gap between the government and the governed. Over time, however, these institutions often struggled against executive interference and corruption.

In Uganda, recent public concerns show that Parliament has had problems with transparency, weak institutional policies, and does not adequately represent citizens' views.

In one of the districts, the Auditor General's report shows a shortage of teachers and textbooks in government schools. Community members also complain of missing drugs and other medical supplies in health centres. These service delivery gaps have prompted Civil Society Organizations (CSO) and Non Governmental Organisations (NGOs) to advocate for access to budget allocation data from education and health officers so that they can track if funds are actually reaching schools and health facilities.

Task:

Using the information in the scenario:

- (a) Examine ways through which Parliament and the media can ensure that the advocacy by NGOs and CSOs succeeds.
- (b) Evaluate strategies that the Parliament of Uganda should adopt to address the problems it is facing.