



UGANDA NATIONAL EXAMINATIONS BOARD
Uganda Advanced Certificate of Education

P210/1 HISTORY

SCORING GUIDE
FOR THE SAMPLE PAPER

P210/1 History

Item 1 (a)

Indicators of Achievement:

To attain the highest level of achievement, a candidate is expected to;

- *Read the scenario or context provided and writes an essay well organized with introduction, body and conclusion*
- *Clearly identify and state the problem/challenge specified in the scenario/context.*
- *Present the responses with **three** attributes: **Identify** the traditional foundations, **Explain** how it can address a particular community challenge and **Outcome**.*
- *Presents responses supported with multiple evidence/examples.*

POSSIBLE RESPONSES

Problem in the scenario:

Decline or abandoning of traditional foundations: the clan, Age groups and community production which has resulted into a lazy, violent and disrespectful generation which threatens community peace and development.

Introduction

In traditional African societies, clans organised people through family ties, age groups divided labour and taught skills, and community production ensured everyone worked to meet basic needs. These foundations kept the community peaceful, promoted hard work, and safely passed down culture to generations. Today, modernisation, urban migration and western-style economies have changed how Africans live. Traditional foundations have evolved into modern systems which can still address areas of moral decay in communities.

Body

The clan; in traditional Africa, clan elders taught young people oral history, proverbs and values through story telling. Through this, young people learnt discipline. Today, clan elders can host regular family meeting to teach morals, respect, consequences of vulgar language and the value of hard work.

Clan elders can interfere in violent disputes through family dialogue rather force to restore peace. Successful clan members can mentor youths to build good character and strong morals.

Age groups; in traditional Africa, age groups were used to teach hard work through initiation rites and ceremonies, members transitioned into new stages of life and acquired specific societal values. Today, age groups inform of Youth Associations

and age-mates can guide behaviour by promoting health peer pressure. Positive peer groups can encourage youth to avoid drug abuse, vulgar language and violence. Age groups can organise sports, drama and games. These activities keep youth busy and out of trouble.

Community production; people farmed, built houses and hunted together. Laziness was not accepted because the whole group needed everyone's effort to have enough food. Today, communities can create small businesses or farming projects which can employ the youth. When youth work and earn money, they are less likely to steal or even use drugs.

Encourage vocational skills. Youth can learn skills like carpentry, welding, tailoring or modern farming. This will build self-esteem and independence among the young people hence limiting idleness which is a source of evil.

Conclusion

Today, traditional foundations have evolved, with some elements remaining highly influential while others have declined due to urbanization and modern economies.

1(b)

Indicators of Achievement:

To attain the highest level of achievement, a candidate is expected to;

- *Present the responses with three attributes: **Identify** a strategy to revive the traditional foundations, **Explain** how the strategy will restore moral values and **Outcome/Impact** or show the cause-effect on young people today.*
- *Presents responses supported with multiple evidence/examples.*

Introduction

Modern cultural leaders are faced with a growing challenge in guiding young people through a rapid shift towards individualism, globalization and a decline in traditional moral values. Therefore, cultural leaders are looking at the past. Reviving traditional foundations; clan, age groups and community production, will provide young people with clear mentorship, peer accountability and shared economic purpose.

Body

The clan: The youth often experience a sense of isolation or lack of direction which can lead to anti-social behaviour. Therefore, cultural leaders can encourage organisation of cultural festivals in a modern way which can preserve heritage and identity e.g. Kabaka Birthday run. These will attract youth participation, hence making them active hence contribute positively to society.

Age groups: young people are heavily influenced by peers, through social media platforms which can sometimes promote negative habits. These can be revived through transforming modern peer networks into positive age groups like school, university alumni associations, youth clubs and church groups, cultural camps like *Ekisaakate* to act as modern age-sets within these groups. Peers hold each other accountable, making drug use and violence socially unacceptable among their friends.

Community production: unemployment and individualism can leave the youth feeling idle, which sometimes leads to crime. Therefore, cultural leaders can spearhead government programs aimed at poverty eradication such as Parish Development Model, encouraging community members to view every homestead as a unit of production

Cultural leaders can support the creation of local savings groups or a cooperative, ensuring that capital is available for reinvestment in the local community. This will ensure availability of employment for the young people in communities.

Cultural leaders can encourage community-based economic activity like agricultural cooperatives, collective farming, and craft initiatives.

Conclusion:

Restoring traditional foundations is not about rigid return to the past, but about reimagining traditional wisdom to solve modern challenges. The restored systems provide the social bind necessary for community resilience, ensuring that as societies advance, they do so with a clear sense of who they are and where they come from.

Item 2 (a)

Indicators of Achievement:

To attain the highest level of achievement, a candidate is expected to;

- *Read the scenario or context provided and writes an essay well organized with introduction, body and conclusion*
- *Clearly identify and state the problem/challenge specified in the scenario/context.*
- *Present the responses with **three** attributes: **Identify** the colonial education feature, **Explain** the socio-economic challenge it caused and **Impact** or show the long-term effect today.*
- *Presents responses supported with multiple evidence/examples.*

POSSIBLE RESPONSES

Problem/challenge in the scenario:

The effectiveness of the post-independence educational reforms in transforming education from a colonial tool of control into an instrument for national socio-economic development.

Introduction

Colonial education in east Africa was not designed to develop African societies but to serve colonial interests. It focused on producing a small class of clerks, interpreters and manual workers to support the colonial administration and plantations. Because of this purpose, the system created structural weaknesses that continue to affect Uganda, Kenya and Tanzania even after independence.

Body

Colonial education was elitist and restricted to a small minority in urban centres. This created a socio-economic challenge of inequality because the majority of Africans remained uneducated and unskilled. This still affects Uganda today through shortage of skilled manpower and uneven development between rural and urban areas.

Colonial education devalued local languages, history and traditions. This created a socio-economic challenge of loss of cultural identity because learners were taught to despise their own heritage. This still affects Uganda today through weak nation-building and over-dependence on Western culture.

Colonial education focused on vocational training to produce clerks and plantation workers. This created a socio-economic challenge of lack of innovation because it did not develop critical thinkers and entrepreneurs. This still affects Uganda today through continued dependence on foreign experts for technical and managerial roles.

Colonial education was a tool to control population and prevent critical thinking about exploitation. This created a long-term socio-economic challenge of poor leadership because citizens were not trained to question bad governance. This continues to challenge post-independence democracy and accountability.

Conclusion

Colonial education created long-term socio-economic challenges for East Africa because it was designed for colonial interests and not for African development. This is evidenced by the devaluation of culture, vocational focus, suppression of critical thinking and dependency that it created still affects East Africa.

2(b)

Indicators of Achievement:

To attain the highest level of achievement, a candidate is expected to;

- *Take a stand: To a large extent or To some extent, the reforms have been effective.*
- *Present the responses with **three** attributes: **Identify** the reforms from the scenario, **Explain** how the reform fixes colonial gaps and **Impact/Outcome** of the reform.*
- *Consider limitations/ criticism of the people in the scenario: trial-and-error experiment and financial burden on parents.*
- *Presents responses supported with multiple evidence/examples.*
- *Justify your stand.*

Sample responses

Introduction

Uganda's post-independence education reforms since 1962 were introduced to correct the socio-economic gaps left by colonial education, which created inequality, cultural loss and dependence. Reforms like localization of languages, UPE, USE, vocational integration and CBC aimed to shift from an elitist, labour focused system to an inclusive, functional education for national development. However, communities criticize them as "trial-and-error" and a financial burden. But to a larger extent, the reforms have been effective.

Body

Localisation of language in early primary values local culture, reversing colonial devaluation of African languages and traditions. This promotes identity and inclusive learning. Though parents complain of financial burden, the reforms still address colonial inequality by expanding access through UPE and USE and therefore, it is largely effective.

Integration of vocational studies produces functional skills for socio-economic transformation, unlike colonial focus on clerks and labour for plantations, hence addressing skills gaps. However, they have not fully solved dependency because Uganda still relies on Western expertise and donor support for curriculum rollout. So effectiveness is limited to skills only.

The Lower secondary CBC develops critical thinking and problem-solving, correcting the colonial system that suppressed questioning. However, critics see it as "trial-and-error experiment", showing implementation gaps still exist. Therefore, effectiveness is partial.

The reforms shifted education from colonial control to national development goals, promoting sovereignty. The sensitization program organized shows community participation, correcting colonial exclusion. But the criticism in communities shows that citizens don't trust the system yet. Therefore, effectiveness depends on community acceptance.

However, the reforms are not fully effective because critics call them a "financial burden on parents". This mirrors colonial elitism where only a few could afford education. Despite CBC and vocational studies, many poor learners still drop out. Therefore, socio-economic gaps of inequality inherited from colonialism persist.

Conclusion

Therefore, Uganda's post-independence reforms have been effective to a large extent in addressing socio-economic gaps inherited from colonial education because CBC and Vocational studies build critical thinking and functional skills, localization of language and UPE and USE corrected colonial elitism and cultural devaluation but community criticism shows implementation challenges still limit full impact and the need for more sensitization to achieve full transformation.

Section B

Item 3 (a)

Indicators of Achievement:

To attain the highest level of achievement, a candidate is expected to;

- *Read the scenario or context provided and writes an essay well organized with introduction, body and conclusion*
- *Clearly identify and state the problem/challenge specified in the scenario/context.*
- *Present the responses with **three** attributes: **Identify** the colonial administrative system from the scenario, **Explain** how it created dependence and **outcome** or evidence of manifestation of dependence in Africa.*
- *Presents responses supported with multiple evidence/examples.*

POSSIBLE RESPONSES

Problem/challenge in the scenario:

Continued foreign influence in African countries OR continued African dependence on foreign countries.

Introduction

Indirect rule in Uganda and Nigeria; Britain used existing traditional rulers as agents of colonial administration. They collected taxes, maintained order, and delivered colonial policies e.g. Kabaka Daudi Chwa II of Buganda, Emir of Sokoto in Nigeria. This created several forms of dependence: political, economic, administrative and legal

Political dependence for example the Kabaka of Buganda and Emirs of Northern Nigeria could only rule with British approval. Dependence created was that, Africans lost power to make independent decisions. Chiefs depended on British approval to keep power. Africans were denied training in modern governance, so at independence, African leaders lacked experience in full self-governance hence continued reliance on British advice.

Administrative dependence, where by the appointed chiefs were trained to follow British orders, not to solve African problems. Dependence created was that Africans never developed their own modern administrative systems. After independence, new governments still copied colonial structures because there was no alternative.

Economic dependence, whereby the chiefs collected hut and poll tax for the British. This created dependence whereby local economies were tied to the colonial cash economy. Chiefs and people depended on colonial money and markets. This started the cycle of export of raw materials and import of British goods that still causes foreign debt burden today.

Judicial or legal dependence, for example, Emirs applied Islamic law and British native authority law in Northern Nigeria. Kabaka's courts followed Buganda Agreement rules set by the British. This created dependence whereby African legal systems became dependent on colonial codes. Even today many African countries use legal systems inherited from Britain.

Germany used direct rule where Europeans directly controlled and governed Africans. This created different forms of dependence such as political, economic, and administrative dependence.

Political dependence whereby Africans were denied experience in self-governance and leadership. After independence, there was heavy reliance on foreign experts because locals lacked training in running government.

Direct rule also created economic dependence; Germans used forced labour, plantations like sisal, coffee and took land from Africans for settler farms. All resources were controlled by Germans. This created dependence whereby Tanzania's economy was structured to export raw materials and import German manufactured goods. This created a cycle of dependence that continues to today through export of unprocessed minerals and debt burden.

Assimilation policy in Ivory Coast forced Africans to adopt French language, culture, laws and ways of life. Forms of dependence created; cultural, economic and political.

Cultural dependence; French language, education, dress, and culture were made superior. African customs, languages and values were discouraged and labelled backward. This created dependence because Africans lost cultural identity and relied on French culture for civilization. Even today, this shows up as preference for French language over local languages, and copying the French lifestyle.

3(b)

Indicators of Achievement:

To attain the highest level of achievement, a candidate is expected to;

- *Make a judgement of the strategies.*
- *Present the responses with **three** attributes: **Identify** the strategy, **Explain** how the strategy addresses the challenge from the scenario and **outcome** of the strategy.*
- *Consider limitations of the strategies as well.*
- *Presents responses supported with multiple evidence/examples.*
- *Justify your stand.*

Introduction

The Organisation of African Union (OAU) was formed to promote self-rule, shared economic development, and elimination of foreign influence in Africa. However, a number of states still face challenges of internal financial weaknesses, political disunity, forces of modern neo-colonialism and a heavy foreign debt burden despite independence and alliances with China and India. Therefore, the OAU should adopt the following strategies to address these challenges.

OAU should strengthen regional trade blocks like the African Continental Free Trade Area (AfCFTA) to create shared economic development among member states. This will address internal financial weaknesses because African countries will trade more with each other instead of exporting raw materials to US, China, India. This strategy will be effective because it reduces reliance on foreign markets, but it may be limited by political disunity if member states protect their own borders.

OAU should negotiate as one block with IMF, World Bank, and foreign powers (collective bargaining) to reduce foreign debt burden. This will address the heavy debt burden because individual states are weak when negotiating alone. This strategy will be effective if AU speaks with one voice, but neo-colonialism may limit it if foreign powers divide African leaders.

OAU should enforce democracy, good governance, and conflict resolution to reduce political disunity among member states. This strategy is effective in theory, but it may fail if member states refuse to give up sovereignty.

OAU should regulate alliances with China, India to ensure technology transfer and fair trade instead of new dependency. This will address modern neo-colonialism. This strategy will be effective if OAU sets conditions, but financial weaknesses may force states to accept unfair deals.

OAU should encourage financial sovereignty by establishing home grown institutions like the African Central Bank. This will reduce dependency on the US dollar.

Conclusion

For the Organisation of African Union to achieve its goal of self-rule and shared development, member states should adopt strategies such as economic integration, collective bargaining, political unity and building internal capacity. This is by addressing both colonial legacy and current challenges.

Item 4 (a)

Indicators of Achievement:

To attain the highest level of achievement, a candidate is expected to;

- *Read the scenario or context provided and writes an essay well organized with introduction, body and conclusion*
- *Clearly identify and state the problem/challenge specified in the scenario/context.*
- *Present the responses with **three** attributes: **Identify** the role of Parliament and the media, **Explain** how that role promotes transparency and **Outcome**.*
- *Presents responses supported with multiple evidence/examples.*

POSSIBLE RESPONSES

Problem/challenge in the scenario:

Post-independence governance challenges OR Failure of parliament and the media to execute their duties.

Introduction

Advocacy by NGOs and CSOs alone often lacks enforcement power and public reach. For their demand for transparency to succeed, they require support from both the parliament and the media. Parliament provides the legal authority and oversight power through access to information laws, committee scrutiny, and budget control,

which compel officers to release data and answer for gaps while the media provides public visibility and pressure by publicising CSO findings, investing claims, and keeping service delivery failures. Examining how each institution acts shows how they can turn NGO and CSO demands into actual government accountability.

Body

The Parliament

Enforcing access to information, parliament can strengthen access to information laws and compel education and health officers to release budget data.

Through committees like Public Accounts or sector committees on education and health, parliament can summon district officers, review Auditor General Reports and question discrepancies between budget allocations and missing teachers and drugs.

Budget approval and monitoring; parliament approves district budgets and tracks expenditure. If CSOs show that funds for textbooks and medical supplies did not reach schools and health centres, Members of parliament can withhold approvals, reallocation of funds or demand corrective action.

The media

The media can publicise information. Media outlets can broadcast CSO's findings, publish budget data and explain why citizens should care about missing textbooks and drugs.

Investigate; journalists can follow up on CSO's claims by visiting schools, health centres, cross-check delivery records and interview communities. This independent verification adds credibility and forces officials to respond.

The media creates continuous accountability. Through radio talk shows, TV reports or articles, the media keeps the issue alive. Sustained coverage means parliament and district officers face on going scrutiny, not just one-time complaints.

Conclusion

Parliament and the media are critical enablers of NGOs and CSOs in advocating for education and health budget accountability. Parliament provides the legal authority and oversight power through access to information laws, committee scrutiny, and budget control, which compel officers to release data and answer for gaps. On the other hand, the media provides public visibility and pressure by publicising CSO findings, investing claims, and keeping service delivery failures. Therefore, the NGO and CSO advocacy succeeds when backed by parliament's enforcement and the media's ability to mobilise public accountability.

4(b)

Indicators of Achievement:

To attain the highest level of achievement, a candidate is expected to;

- *Make a judgement and weigh both sides.*
- *Present the responses with **three** attributes: **Identify** the strategy, **Explain** how the strategy addresses the challenge from the scenario and **Long-term impact** on democracy.*
- *Consider limitations of the strategies as well.*
- *Presents responses supported with multiple evidence/examples.*
- *Justify your stand.*

Introduction

Parliament should adopt a comprehensive strategy focusing on digital transformation, legal reforms to strengthen oversight and institutionalizing citizen participation. The strategies may include the following;

Enhancing Transparency and Accountability; Parliament should adopt long-term transparency strategies like making parliamentary information publically accessible e.g. voting records, committee proceedings and budget details online. This will work by allowing media and CSOs to monitor Parliament's actions easily. In the long-term, this will strengthen democracy because openness will build public trust and reduce corruption.

Parliament should adopt reforms to strengthening weak institutional policies and legal frameworks. This will work by creating clear laws on transparency, accountability, and oversight of the executive. In the long-term, this will strengthen democracy and strong rules will reduce executive interference and corruption.

Enhancing citizen participation and representation; Parliament should adopt strategies to increase citizen participation through regular "people's parliament" forums and constituency feedback systems. This will work by giving youth and special groups continuous power to share views as provided by the 1995 Constitution. In the long run, this will strengthen democracy because it addresses poor representation by ensuring Parliament always reflects citizens' views.

Ensure financial and administrative independence from the executive. Parliament should adopt measures to secure its own budget and staffing independence of the executive. This will work by reducing executive interference in Parliament's operations. In the long run, this will strengthen democracy because it will allow better checks and balances.

Build capacity and integrity of members through civic education. Parliament should adopt long-term training programs for MPs on constitutionalism, ethics, and legislative skills. This will work by improving members' understanding of their roles as "voice of the people". In the long run, this will strengthen democracy because trained representatives will make better laws and resist corruption.

Conclusion

By implementing these strategies, parliament can shift from top-down decision-making to a more inclusive, responsive and trustworthy institution.