

553/1  
History and  
Political Education  
Paper 1  
(Theory)  
April 2026  
2 $\frac{1}{4}$  Hours



ASK INTEGRATED TEACHERS' EXAMINATIONS BUREAU LTD

Uganda Lower Secondary Certificate of Education

S.1 END OF TERM I ASSESSMENTS 2026

HISTORY AND POLITICAL EDUCATION

PAPER 1

2 Hours 15 Minutes

**INSTRUCTIONS TO CANDIDATES:**

*This examination paper consists of **two** Sections; **A** and **B**.*

*It has four items. Section **A** is compulsory.*

*Respond to **one** item from Section **B**.*

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

*Responses to each part of the item must be started on a fresh page.*

*Any additional item(s) responded to will not be scored.*

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

## SECTION A

*Respond to both items in this section*

### ITEM 1

Kato is a Senior One student at Nabingoola Secondary School. When he was very young, he lost all his immediate relatives in a tragic accident. Having grown up in an orphanage, Kato has no photographs of his parents, no record of his ancestral village, and no knowledge of his family lineage.

Recently, Kato's class visited the **Nyero Rock Paintings** and the **National Museum**. While looking at the ancient tools and writings, Kato realized that history is like a puzzle. He began to wonder if he could use historical methods to find out where he came from and why certain places are protected by the government. He now understands that without a record of the past, both individuals and nations lose their way.

### Tasks

- (a) Using Kato's situation as a guide, explain the **meaning of history** to a person who thinks it is just a list of dead people.
- (b) Discuss five reasons why it is important for students like Kato to **study our past**.
- (c) Kato noticed that the government spends a lot of money protecting places like the Kasubi Tombs and Fort Lugard. Explain the **benefits of historical sites** to a country like Uganda.

### ITEM 2

**Cross-Border Ventures Ltd**, a consultancy firm that specializes in labor migration and historical research, is conducting a study on modern movement. They are currently assisting **Zahara**, a young woman who lost all her relatives in a tragic accident years ago. With no family left to support her and no records of her ancestral land to claim, Zahara has decided to migrate to **Saudi Arabia** in search of employment and a new beginning.

The researchers at **Cross-Border Ventures Ltd** noticed a pattern: just like the ancestors of Ugandans who moved across Africa centuries ago, Zahara is moving in search of better opportunities. However, the firm discovered that many recruitment agencies and local offices have lost the records of previous migrants due to poor documentation and a lack of centralized archives. The firm believes that by understanding the **past migrations** of groups like the Bantu and Nilotes, the government can better manage and protect modern migrants like Zahara.

## Tasks

(a) Drawing parallels from Zahara's journey, explain five reasons why ethnic groups in the **past** migrated and settled within East Africa.

(b) What professional advice would **Cross-Border Ventures Ltd** give to the government of Uganda on how to better **preserve the records and history of migration** to ensure that people like Zahara do not lose their identity or connection to their roots?

## SECTION B

Respond to one item in this section.

### Item 3

A group of Senior One students in Uganda were tasked by their History teacher to investigate how different communities explain the **Origin of Man**. During their discussions, they discovered that some people believe in the **Creation theory** while others support the **Evolution theory**.

The students also realized that many of their classmates were confused because the two explanations seemed very different. They agreed that something should be done to help learners understand and respect both perspectives.

#### Task.

You are one of these students.

- a) Explain the two main theories about the origin of man.
- b) Compare the similarities and differences between them.
- c) Suggest ways schools can help learners appreciate both scientific and religious explanations.

### Item 4

The people of Kawuku village are wondering why the missionaries they have today are not as committed as those who worked in Uganda before independence in 1962. This concern has made Reverend Joseph and his team reflect on how to change the negative attitude people have towards them.

To find solutions, Reverend Joseph decides to study the **sources of history** about missionaries in Uganda. He believes that by learning from written records, oral traditions, and physical remains of missionary work in the past, his team can borrow lessons that will help them improve their service today.

## Support Material



## Task

- a) Identify the sources of history that Reverend Joseph and his team can use to learn about past missionaries.
- b) Explain the lessons they can draw from these sources to improve their work today.
- c) Suggest how communities can preserve these sources for future generations.

**END**