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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.2 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. He grew up in an orphanage after losing all his immediate relatives in a tragic accident. He has no photographs of his parents, no record of his ancestral village, and no knowledge of his family lineage.

During a class visit to the **Nyero Rock Paintings** and the **Uganda National Museum**, Kato saw ancient tools, writings, and cultural artifacts. He began to wonder: “*Can history help me discover where I come from?*” He realized that history is not just a list of dead people—it is a living record that connects individuals to their roots.

Kato now wants to explore **sources of history** to understand his background and why places like **Kasubi Tombs** and **Fort Lugard** are protected by the government.

Tasks

- Using Kato’s situation, explain the meaning of history to someone who thinks it is just about dead people.
- Identify and describe three sources of history that could help Kato learn about his family and Uganda’s past.
- Discuss three reasons why it is important to preserve historical sources and sites in Uganda.

ITEM 2

A group of Senior two 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.

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

SECTION B

Respond to one item in this section.

Item 3

In Mbale town, a regional cultural festival was organized where families from Uganda, Kenya, and Tanzania gathered to showcase their traditions. During the event, elders discussed how cultural practices and gender roles influence family responsibilities such as inheritance, marriage, and child upbringing. Youth participants noticed that different ethnic groups presented unique dances, foods, and customs, yet all emphasized the importance of culture in shaping identity.

Government officials attending the festival explained that such cultural events are supported because they strengthen unity and contribute to East Africa's social and economic development.

Tasks

- (a) Using the Mbale cultural festival as a guide, explain the role of culture and gender in family matters.
- (b) Identify at least five ethnic groups in East Africa that could have participated in such a festival.
- (c) Discuss the importance of culture in the growth and development of East Africa.

Item 4

In 1958, a public debate was held in Kampala where teachers, traders, and chiefs gathered to discuss the future of East Africa. Some participants argued that colonial governments had introduced systems such as indirect rule, settler rule, and assimilation, which changed the way societies were organized. Others complained that colonial policies had disrupted African traditions and created divisions.

At the same meeting, youth leaders asked why East African countries were demanding independence if colonial administration had brought schools, hospitals, and roads. The elders responded that independence was necessary for Africans to manage their own affairs and protect their culture.

Tasks

- (a) Using the Kampala debate as a guide, explain the importance of the different colonial administrations that were used in East Africa.
- (b) Discuss the contribution of colonisation to East African societies.
- (c) Explain why independence was considered necessary despite some benefits of colonial rule.

END