P210/1
HISTORY
Paper 1
2026
3 hours

Uganda Advanced Certificate of Education

RESOURCEFUL MOCK EXAMS 2026

HISTORY P210/1

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 on a **fresh** page*

SECTION A

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

Item 1

Before European colonialism, Africans engaged in the Trans-Saharan trade that connected North Africa and West Africa through the Arab and Berber traders. These exchanged salt, gold, ivory and slaves, while introducing Islam to African communities.

The Trans-Atlantic Trade linked Africa, Europe and the Americas through European merchants trading mainly in slaves, gold and agricultural products despite the insecurity, harsh desert journeys and diseases.

The spread of Islam inspired Islamic revolutions and jihads led by Usman dan Fodio in the Hausa states, Seku Amadu of Massina and Al-Hajj Umar Tall that promoted Islamic beliefs, education and justice. The jihads also enriched Africa's cultural diversity through scholarship and new systems of leadership.

Today, Africa still faces religious intolerance, extremism and cultural conflicts which require effective and well-coordinated measures to create harmony and minimize such societal challenges.

Task:

a) Analyze the challenges which were faced by the trade systems mentioned in the scenario.

b) Propose the strategies to be used to address the African societal challenges borrowing lessons from the jihads.

Item 2

Uganda has made significant efforts to transform its education system from the colonial model to one that promotes national development. During the colonial period, education mainly served the interests of the colonial government and missionaries leading to unequal access to education, it limited practical skills and shortage of skilled manpower.

After Independence, the government of Uganda nationalized education and introduced reforms such as expanding schools, promoting the Universal Primary Education (U.P.E) in 1997, the Universal Secondary Education (U.S.E) that came up in 2007, the science, technology and vocational education to modernize the country among others; however, corruption, unemployment and other development challenges continue to exist which affect the government education programmes.

In many communities today in Uganda, graduates struggle to secure employment despite completing school. Cases of misuse of education funds, bribery in recruitment, inadequate practical skills remain common. As a result,

many young people remain unemployed, poverty persists and national productivity is slowed down and these require immediate intervention.

Task.

a) Examine the causes of unemployment and corruption as in the scenario.

b) Using Uganda's education reforms and history, suggest measures that can be adopted to address the challenges of the young graduates.

SECTION B.

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

Item 3

In the 19th century, the peoples of Italy and Germany were divided into many states, the Italian had the states of Duchy of Parma, Tuscany, the papal states and the Kingdom of Piedmont Sardinia, while Germany had Prussia, Bavaria, Hanover among others, these states were eventually united through the efforts of leaders such as Camillo di-Cavour, Victor Emmanuel II, Garibaldi and Otto von Bismarck, Frederick William IV of Italy and Germany respectively. These leaders provided effective leadership and pursued strategies that overcame political divisions.

To the contrary, parts of Africa shortly after independence experienced ethnic nationalism and separate conflicts including the war in Biafra led by Ojukwu against the government of Yakubu Gowon of Nigeria (1967–1970), the Katanga civil war in Congo between 1960 and 1963 and the Sudan civil wars. These wars were fueled by resource-based grievances and religious differences.

Today, some African countries continue to face ethnic divisions, violent conflicts and weak national unity and these have bothered the leaders to seek for lasting solutions to address such challenges.

Task:

a) Analyze the causes of the wars in African countries mentioned in the scenario.

b) Suggest ways how the African countries can overcome their challenges, drawing lessons from the unification in Europe.

Item 4

During colonial rule, European colonial masters controlled African Political, economic and social affairs, denied Africans self-rule and fundamental rights. These colonial masters included Britain that took over Gold Coast and Nigeria in West Africa, France took over most areas of West Africa also to include Mali, Senegal, Ivory Coast among others.

In response, African nationalists like Kwame Nkurumah, Nnamdi Azikiwe,

Patrice Lumumba and ex-servicemen like Ahmed Ben Bella mobilised the masses through Political Parties, strikes and protests to demand independence despite the repression and imprisonment.

Similarly, Pan Africanism championed by the blacks in the diaspora like W.E.B Du Bois, William Sylvester and George Padmore promoted African unity through the Pan African congresses such as the 1945 Manchester, condemned colonialism, racial discrimination and European exploitative Policies.

Today, the community of Adema faces Political divisions, ethnic conflicts, external interference and weak democratic institutions which undermine national unity and development. This has forced the local leaders to organize a meeting to address the concerns of the community.

Task.

a) Examine the factors that contributed to the rise of nationalism as reflected in the scenario.
b) Suggest the ways the Adema community can address their challenges drawing lessons from Pan Africanism.

END