



Primary 7 Social studies

Vote Dr. Bbosa Science President of Uganda 2031→



**Vote His Excellence Dr. Bbosa Science
President of Uganda 2031** 

Term 2

Theme: LIVING TOGETHER IN AFRICA

Topic 4/4: Post Independence Africa

Learning Outcomes:

The learner appreciates the values of independence, what happened after independence and the importance of cooperation among states.

Organization of African Unity (OAU)

The OAU was formed on **May 25, 1963**. This is why we celebrate **Africa Day** every year on that date.

Main Objective of OAU

To unite African countries: It was formed because African leaders realized that the only way to be strong and completely free from European rule was to **work together** as one continent.

Founder members

A total of **32 independent African countries including Uganda** started the OAU in **Addis Ababa, Ethiopia**.

Key leaders involved

- (i) **Kwame Nkrumah** (Ghana) – The main architect of Pan-Africanism.
- (ii) **Emperor Haile Selassie** (Ethiopia) – The first chairperson.



- (iii) **Julius Nyerere** (Tanzania).
- (iv) **Milton Obote** (Uganda).
- (v) **Gamal Abdel Nasser** (Egypt).

Objectives (Aims) of the OAU

- (i) **To promote unity:** To make African countries work as one family.
- (ii) **To end colonialism:** To help countries that were still under white minority rule (like South Africa and Angola) become free.
- (iii) **To defend independence:** To protect the borders and sovereignty of member countries.
- (iv) **To improve life:** To work together to fight poverty, hunger, and disease.

Functions of the OAU

- (i) **Solving Conflicts:** It helped settle border disputes and wars between African countries.
- (ii) **Diplomacy:** It represented Africa's interests at the United Nations (UN).
- (iii) **Cooperation:** It encouraged countries to trade with each other and share resources.

Exercise 1

1. Mention the **city and country** where the OAU was founded.
2. Why is **May 25th** celebrated as a public holiday in many African countries?
3. Name any **two** founding fathers of the OAU.
4. Give one reason why the OAU supported **freedom fighters** in Southern Africa.
5. Which organization **replaced** the OAU in 2002?

Main organs of OAU

OAU like **African Union (AU)**, had different groups called **organs** that work together to run the organization.

- (i) **The Assembly:** This is the most powerful organ. It is made up of the **Heads of State** (Presidents) of all member countries. They meet once a year to make the big decisions for Africa.
- (ii) **The Executive Council:** This group is made up of **Foreign Affairs Ministers**. They prepare the work for the Presidents and suggest which ideas should be worked on.
- (iii) **The AU Commission:** This is like the "office" or the **secretariat** of the AU. They handle the day-to-day work and make sure the decisions made by the Presidents are actually carried out.
- (iv) **The Pan-African Parliament:** This is where members from different African countries meet to talk about laws and give advice on how to improve the lives of Africans.
- (v) **The Court of Justice:** This organ makes sure that all countries follow the **AU laws** and helps to settle disagreements between countries fairly.
- (vi) **The Peace and Security Council:** This group works to **prevent wars** and keep peace across the continent. They can send peacekeepers to countries in trouble.

- (vii) **The Economic, Social, and Cultural Council (ECOSOCC):** This allows regular people, like teachers and doctors, to share their ideas with the AU.

Achievements of OAU

- (i) **Ended Colonialism in Africa:** The OAU helped many countries that were still ruled by Europeans to fight for and win their **independence**. It gave support to freedom fighters in countries like Angola, Mozambique, and Zimbabwe.
- (ii) **Solved Border Conflicts:** Sometimes neighboring countries argued over where one ended and the other began. The OAU helped settle these "land quarrels" peacefully through talking, such as the conflict between **Morocco and Algeria**.
- (iii) **Ended the Apartheid Policy in South Africa:** The OAU was very strong in fighting against **Apartheid**, a cruel system in South Africa that treated Black people unfairly. By putting pressure on the world, the OAU helped South Africans finally gain equality and elect **Nelson Mandela**.
- (iv) **Gave Birth to the African Union (AU):** The OAU laid the foundation for African unity. In 2002, it "retired" and grew into the **African Union**, which is even stronger and focuses on modern things like technology and trade.
- (v) **United African Voices:** For the first time, it gave African countries a place to meet and speak as **one family** on the world stage, making sure the rest of the world listened to Africa's needs.

Failures of OAU

- (i) **Failure to Stop Dictators:** The OAU had a rule of "non-interference," which meant they didn't stop leaders who treated their own people badly or stayed in power too long.
- (ii) **Could Not Stop Civil Wars:** It struggled to end wars that happened *inside* countries, like the conflicts in **Rwanda, Sudan, and Somalia**.
- (iii) **Lack of a Standing Army:** The OAU did not have its own soldiers to send quickly to places where there was fighting to keep the peace.
- (iv) **Shortage of Money:** Many member countries were poor and did not pay their yearly fees, making it hard for the OAU to fund its projects.
- (v) **Little Power to Enforce Rules:** If a country broke the OAU laws, the organization had very few ways to punish them or make them follow the rules.
- (vi) **Economic Poverty:** The OAU focused so much on politics and independence that it didn't do enough to help African countries trade with each other and grow their **economies**.

Exercise 2

1. What is OAU in full
2. List any one aim of formation of OAU.
3. Mention any one achievement of OAU.
4. State any one failure of Organization of African Unity (OAU).

African Union (AU)

- (i) **To achieve greater unity:** To bring African countries and their people closer together as one big family.
- (ii) **To protect independence:** To defend the borders and freedom of every African country from outside interference.
- (iii) **To speed up development:** To help the continent grow faster by improving **trade, roads, and technology** between countries.
- (iv) **To promote peace and security:** To stop wars and ensure that Africa is a safe place for everyone to live.
- (v) **To promote democracy:** To make sure countries have fair elections and follow the law (**good governance**).
- (vi) **To protect human rights:** To ensure that all Africans are treated fairly and with respect.
- (vii) **To fight poverty and disease:** To work together to improve hospitals and schools so that people can live better lives.

Main Organs of African Union (AU)

The **African Union (AU)** has several "organs" (special groups) that perform different jobs. Here they are explained simply:

- (i) **The Assembly:** This is the highest group. it is made up of **Presidents and Heads of State**. They meet once a year to make the biggest decisions for Africa.
- (ii) **The Executive Council:** This group consists of **Foreign Affairs Ministers**. They prepare the work and agenda for the Presidents to discuss.
- (iii) **The AU Commission:** This is the **secretariat** (the main office). Based in Addis Ababa, it handles the day-to-day activities and makes sure decisions are carried out.
- (iv) **The Pan-African Parliament:** This is where members from different countries meet to discuss laws and represent the **voices of African people**.
- (v) **The Peace and Security Council:** This organ works to **prevent and stop wars**. They can send peacekeepers to countries that are having fighting.
- (vi) **The Court of Justice:** This group makes sure that all member countries **follow the AU laws** and rules.

- (vii) **The Economic, Social, and Cultural Council (ECOSOCC):** This organ allows regular people (like teachers, doctors, and workers) to give their advice to the AU.

Main Challenges of AU

- (i) **Lack of Money:** Many member countries do not pay their membership fees on time. This makes the AU depend too much on gifts and loans from rich countries like China or those in Europe.
- (ii) **Civil Wars and Coups:** Some countries still face fighting or have leaders who take power by force (coups). This makes it hard to keep the continent peaceful.
- (iii) **Poverty and Unemployment:** Many Africans, especially young people, do not have jobs, and many families still struggle to get enough food or good healthcare.
- (iv) **Poor Transport and Trade:** It is often hard and expensive to travel or move goods from one African country to another because of bad roads and high taxes at borders.
- (v) **Ignoring Rules:** Sometimes, countries do not follow the decisions made by the AU because the AU does not have a strong way to punish those who break the rules.

Solutions to the Challenges of AU

- (i) **Self-Funding:** The AU is encouraging countries to pay a small tax on imports to raise their own money so they don't have to beg from outside.
- (ii) **The African Standby Force:** The AU is building its own **ready-to-go army** that can be sent quickly to stop fighting and keep peace.
- (iii) **The African Continental Free Trade Area (AfCFTA):** This is a plan to remove taxes on goods traded between African countries, making items **cheaper** and creating more jobs.
- (iv) **Strict Punishments:** The AU now **suspends** any country where the military takes over the government until they return to fair elections.
- (v) **Agenda 2063:** This is a "master plan" to improve schools, hospitals, and high-speed trains across Africa over the next 40 years.

Exercise 3

1. State any one objective of African Union.
2. List the biggest organ of African Union.
3. Mention one achievement of African Unions
4. Name one major challenge of African Union.
5. Suggest one solution to the challenges of African Union (AU)

Regional Economic Groupings

These are organizations formed by neighboring countries that come together to work as one team to improve their **trade** and **economy**. They agree to help each other buy and sell goods more easily.

Examples of Groupings in Africa

- (i) **EAC:** East African Community (e.g., Uganda, Kenya, Tanzania).
- (ii) **COMESA:** Common Market for Eastern and Southern Africa.
- (iii) **ECOWAS:** Economic Community of West African States.
- (iv) **SADC:** Southern African Development Community.
- (v) IGAD (Intergovernmental Authority and Development)

Objectives (Aims) of economic cooperations

- (i) To promote **free trade** by reducing taxes (tariffs) on goods from member countries.
- (ii) To allow people and goods to move **freely** across borders.
- (iii) To build better roads and railways that connect neighboring countries.
- (iv) To create a larger market for locally made products.

Achievements of Economic Cooperations

- (i) **Common Markets:** It is now easier for a Ugandan businessman to sell milk in South Sudan or Kenya.
- (ii) **Peace and Security:** Member countries help each other stop wars to keep trade moving.
- (iii) **Shared Projects:** Countries work together to build dams for electricity or long-distance highways.
- (iv) **Unity:** They have brought different tribes and nations together as neighbors.

Challenges of Economic Cooperations

- (i) **Similar Goods:** Many countries produce the same things (like coffee or tea), so they don't have much to sell to each other.
- (ii) **Poor Infrastructure:** Bad roads and broken railways make it hard to transport goods.
- (iii) **Border Delays:** Long queues at border posts slow down business.
- (iv) **Lack of Money:** Some countries fail to pay their membership fees to the organization.

Solutions to Challenges

- (i) **Industrialization:** Encouraging countries to manufacture different products (like making clothes instead of just growing cotton).
- (ii) **Building Infrastructure:** Constructing "One-Stop Border Posts" and modern railways (like the SGR).
- (iii) **Electronic Cargo Tracking:** Using technology to speed up the clearing of goods at borders.

Exercise 4

1. Write **EAC** in full.
2. Name any **two** countries that are members of the East African Community.
3. Give **one** reason why it is important for African countries to trade with each other.
4. Mention one challenge that makes it difficult for goods to move from one country to another.
5. How can a **common currency** (using the same money) help a regional grouping?

Revision Questions

1. Give one reason for the faster development of politically stable African countries compared to those experiencing civil wars.
 - (i) **Infrastructure Protection:** Peace allows countries to build and maintain essential things like roads, bridges, schools, and hospitals. In war zones, these are often destroyed, forcing the country to spend money on repairs instead of new projects.
 - (ii) **Encouraging Investment:** Businesses and foreign investors are more willing to put money into stable countries where they know their shops or factories will be safe. War makes investors afraid of losing their money, leading to "capital flight" where wealth leaves the country.
 - (iii) **Education and Human Capital:** Stable countries can keep schools open, allowing children to learn and gain skills for future jobs. Civil wars often force schools to close, leaving a generation without the education needed to grow the economy.
 - (iv) **Resource Allocation:** Peaceful governments can spend their budgets on development goals like healthcare and technology. Countries in conflict must spend huge amounts on weapons and the military, taking money away from helping their citizens.
 - (v) **Predictable Governance:** Stability allows leaders to create long-term plans and laws that protect people's rights and property. Constant changes or fighting make it impossible to have a steady vision for the country's future.
2. In which one way can the people of Uganda contribute to good governance?
 - (i) **Voting in Elections:** Participating in free and fair elections to choose leaders who will work for the good of everyone.
 - (ii) **Paying Taxes:** Providing the government with the money needed to build schools, hospitals, and roads.
 - (iii) **Obeying Laws:** Following the rules of the country to maintain peace and order.

- (iv) **Monitoring Services:** Keeping an eye on government projects, like new school buildings, to ensure money is used correctly and not wasted.
 - (v) **Attending Community Meetings:** Going to local council (LC) meetings to share ideas and ask questions about how the community is being helped.
 - (vi) **Respecting Rights:** Treating others fairly and protecting the rights of all citizens, including children.
 - (vii) **Fighting Corruption:** Reporting people who misuse public money or take bribes
3. Identify one challenge faced by traders as result of selling similar goods.
- (iv) **Price Wars:** To get customers, traders keep lowering their prices. This means they make very little **profit** (extra money) and might even lose money.
 - (v) **Low Sales:** Since there are many shops selling the same item, there are fewer customers for each trader.
 - (vi) **Wasted Goods:** If everyone sells the same perishable items (like tomatoes), and they don't sell quickly, the goods can **spoil** and be thrown away.
 - (vii) **Lack of Uniqueness:** It is hard for a trader to stand out or be "special" if they don't have something different to offer.
4. Write any one step the government of Uganda has taken to fight corruption in public offices.
- (i) **Creating Watchdog Agencies:** The government established the **Inspectorate of Government (IG)** to investigate and arrest public officials who steal money or misuse their power.
 - (ii) **Setting Up a Special Court:** An Anti-Corruption Court was created to quickly hear cases and punish people who are found guilty of corruption.
 - (iii) **Passing Tough Laws:** Laws like the **Anti-Corruption Act** and the **Leadership Code Act** make it a crime for leaders to take bribes or hide wealth they did not earn fairly.
 - (iv) **Wealth Declaration:** Leaders and high-ranking public officers are required by law to declare their property and money to the Inspector General of Government (IGG) so their wealth can be tracked.
 - (v) **Digital Systems:** The government introduced computer systems, like the **Integrated Financial Management System (IFMS)**, to track how public money is spent and stop it from being stolen.
 - (vi) **Teaching Ethics in Schools:** To fight corruption from the roots, the government has introduced **anti-corruption lessons in the school syllabus** to teach children about honesty and integrity.

- (vii) **Whistleblower Protection:** A law was made to protect "**whistleblowers**"—brave people who report corruption—from being punished or threatened for speaking the truth
5. In which one way did the Organization of African Unity (OAU) help end apartheid in South Africa?
- (i) **Supporting Freedom Fighters:** The OAU set up a **Liberation Committee** that gave money, weapons, and training to groups like the African National Congress (ANC) to help them fight against apartheid.
 - (ii) **Global Sanctions:** It encouraged countries around the world to stop trading with South Africa (economic sanctions) and to stop selling them weapons.
 - (iii) **Isolating South Africa:** The OAU worked to get South Africa banned from international events, such as the **Olympic Games** and **FIFA World Cup**, and from global groups like the World Health Organization (WHO).
 - (iv) **International Awareness:** OAU leaders spoke at the **United Nations (UN)** to tell the world that apartheid was a "crime against humanity," which helped turn global opinion against the system.
 - (v) **Diplomatic Pressure:** It refused to let the apartheid government join the OAU, showing that the rest of Africa did not accept their racist laws.
6. State any one way in which the use of a common currency can promote trade in East Africa.
- (i) **No Money Exchange Fees:** Traders save money because they don't have to pay banks to swap one country's currency for another (like changing Uganda Shillings to Kenya Shillings).
 - (ii) **Easy Price Comparison:** Shoppers can easily tell which country has the best prices since everything is sold using the same money.
 - (iii) **Stable Prices:** It prevents "price shocks," where the value of a country's money suddenly drops, making goods from neighbors too expensive to buy.
 - (iv) **Faster Business:** Traders don't have to waste time at the border or banks looking for different currencies; they can just pay and go.
 - (v) **More Investment:** Big companies feel safer building factories in East Africa when they know the money is the same and stable everywhere.
7. Write any one way the Uganda National Bureau of Standards (UNBS) promotes the quality of goods on Uganda's market.
- (i) **Issuing the "Q-Mark":** UNBS tests products and gives a **Quality Mark (Q-Mark)** to items that meet the right standards. This helps you identify which goods are safe to buy.
 - (ii) **Market Surveillance:** Officers carry out **surprise inspections** in shops and supermarkets to find and remove "substandard" (poor quality) or expired goods from the shelves.

- (iii) **Checking Imports:** Before goods like cars or electronics enter Uganda, UNBS partners inspect them in their home countries to make sure they are not **dangerous or broken**.
 - (iv) **Testing in Laboratories:** They use **special science labs** to test food, drinks, and building materials to ensure they don't contain harmful chemicals or germs.
 - (v) **Verifying Measurements:** They check **weighing scales** in butcheries and fuel pumps at petrol stations to make sure you get the exact amount you pay for.
 - (vi) **Protecting Schools:** UNBS has made it **mandatory for schools** to only buy certified food like maize flour and beans to keep students healthy.
8. Give any one reason why it is important to use a common language in a community.
- (i) **Easy Communication:** It allows people to share ideas, needs, and feelings clearly without getting confused.
 - (ii) **Promoting Unity:** When people speak the same language, they feel like one big family, which helps reduce tribalism and division.
 - (iii) **Faster Trade:** Buying and selling becomes easier because traders and customers can understand each other's prices and deals.
 - (iv) **Easier Learning:** In schools, using one language helps all students understand the teacher and learn the same lessons at the same time.
 - (v) **Peace and Security:** Many fights start because of misunderstandings; a common language helps people talk through their problems and live in harmony.
9. Mention any one reason why the citizens of Africa should live in peace among themselves.
- (i) **Saving Lives:** Peace means no one is hurt or killed in fighting, allowing families to stay together safely.
 - (ii) **Building the Future:** When there is no war, governments can spend money on **schools and hospitals** instead of guns and soldiers.
 - (iii) **Growing Food:** Farmers can stay on their land to grow crops, which prevents **hunger** and keeps food prices low for everyone.
 - (iv) **Freedom to Move:** Peace allows people to travel, work, and trade in any part of Africa without being afraid.
 - (v) **Attracting Visitors:** Peaceful countries are beautiful places for **tourists** to visit, which brings in money to help the economy grow.
 - (vi) **United Strength:** When Africans live in peace, they can work together as one team to solve big problems like diseases or climate change.
10. Give any one benefit of a market to a neighboring school.
- (i) **Easy Access to Food:** Students and teachers can quickly buy fresh snacks, fruits, and lunch during break time.

- (ii) **Buying School Supplies:** It is easy for parents and students to find pens, pencils, books, and uniforms close to school.
- (iii) **Learning Opportunities:** Teachers can take students to the market for **practical lessons** in subjects like Math (counting money) or Social Studies (trading).
- (iv) **Jobs for Parents:** Many parents can work or sell goods in the market to earn **school fees** for their children.
- (v) **Convenience:** Teachers don't have to travel far to buy household items after school, saving them time and energy.

11. (a) In which two ways have regional groupings promoted trade in Africa?

- (i) **Removing Taxes (Customs):** Member countries agree to reduce or remove taxes on goods made within the region, making them **cheaper** for people to buy.
- (ii) **Common Borders:** They create "One-Stop Border Posts" where trucks can cross quickly without waiting for days, helping goods reach shops **faster** .
- (iii) **Better Infrastructure:** Groupings work together to build **inter-country roads** and railways that connect landlocked countries to the ocean.
- (iv) **Unified Rules:** They set the same quality standards for products so that a bag of sugar made in one country can be sold in another without being rejected.
- (v) **Peace and Stability:** By working together, these groups help prevent wars, creating a **safe environment** for traders to travel and do business.
- (vi) **Large Market:** Instead of selling to just one country, traders can sell to **millions of people** across many countries at once.

(b) State any two benefits Uganda can get by participating in peace keeping mission in Africa

- (i) **Regional Stability:** By stopping conflict in neighboring countries, Uganda prevents war and **refugee crises** from spreading into its own borders.
- (ii) **Professional Training:** Ugandan soldiers (UPDF) gain **advanced skills and experience** in modern technology, urban warfare, and protecting civilians.
- (iii) **International Prestige:** Uganda is seen as a **reliable leader** in Africa, which gives the country a louder voice in the United Nations and African Union.
- (iv) **Financial Support:** Organizations like the UN and AU **reimburse the** government for equipment and troop costs, while partners like the **United States** provide funding for training centers and military hospitals.
- (v) **Protecting Trade:** Peaceful neighbors are better trading partners; missions help secure **important trade routes** so Ugandan goods can reach more markets.
- (vi) **Counter-Terrorism:** Fighting groups like Al-Shabaab abroad stops them from coming to attack Uganda directly.

12. Give any one way through which the African Union (AU) promotes peace among member countries.
- (i) **Peacekeeping Missions:** Sending soldiers (like the African Union Transition Mission in Somalia) to stop fighting and protect innocent people.
 - (ii) **Peace and Security Council:** A special group of leaders who meet quickly to discuss and solve conflicts before they turn into wars.
 - (iii) **Mediation:** Sending respected African leaders to talk to groups that are fighting and help them reach a peaceful agreement.
 - (iv) **Sanctions:** Punishing countries or leaders who break democratic rules (like through a coup) by suspending them from the AU.
 - (v) **Early Warning System:** Using technology and reports to spot signs of trouble so the AU can act before a war starts.
 - (vi) **Amnesty Month:** Every September, the AU encourages people to voluntarily hand in illegal guns to reduce violence.
13. Why is Arusha an important town to East African countries?
- (i) **EAC Headquarters:** It is the home of the East African Community Secretariat, where leaders meet to plan how Uganda, Kenya, Tanzania, and other members can work together.
 - (ii) **East African Parliament:** Arusha hosts the East African Legislative Assembly (EALA), where representatives make laws for the whole region.
 - (iii) **Regional Court:** The East African Court of Justice is located there to solve legal disagreements between member countries.
 - (iv) **Meeting Point:** Because it sits between many countries, it is a popular place for **peace talks** and signing important treaties (agreements).
 - (v) **Tourism Hub:** It is a starting point for visitors going to famous places like **Mount Kilimanjaro** and the **Serengeti**, which brings money and jobs to East Africa.
14. Mention any one way through which the government of Uganda is able to find the problems affecting its people.
- (i) **Local Council (LC) System:** Village and parish leaders (LC1 and LC2) live within the community and act as a communication channel, reporting local issues like poor roads or water shortages to higher authorities.
 - (ii) **The Parish Development Model (PDM):** This new program uses the parish as the **lowest planning unit**, where local committees identify the specific needs of families to help them move out of poverty.

- (iii) **National Surveys and Census:** The Uganda Bureau of Statistics (UBOS) conducts regular household surveys and a national census every 10 years to collect data on health, education, and how many people are lacking basic needs.
 - (iv) **Media and Social Media:** Information from radio stations, newspapers, and online platforms helps the government quickly see **what citizens are complaining about**.
 - (v) **Feedback Tools:** New digital systems, like **toll-free phone numbers** and SMS services, allow people to report problems directly to government offices.
15. (a) Give any one member state of Inter-Governmental Authority on Development (IGAD) apart from Kenya and Uganda.
- (i) **Ethiopia:** A founding member and significant leader in regional peace and development.
 - (ii) **Djibouti:** A founding member that hosts the IGAD Secretariat headquarters.
 - (iii) **Somalia:** A founding member with a strategic coastline on the Indian Ocean.
 - (iv) **Sudan:** A founding member that officially rejoined and resumed full participation in **February 2026** after a brief freeze.
 - (v) **South Sudan:** The newest nation in the world, which joined IGAD in 2011 after gaining independence.
 - (vi) **Eritrea:** Originally joined in 1993 and rejoined in 2023 after previously withdrawing.
- (b) Give any two reasons IGAD was formed.
- (i) **Combating Drought and Famine:** It was originally created (as IGADD in 1986) to respond to severe droughts and famines that caused many deaths in the region.
 - (ii) **Controlling Desertification:** The group works to stop the land from turning into desert by planting trees and protecting the environment.
 - (iii) **Promoting Food Security:** IGAD helps member countries grow enough food so that their people do not go hungry during dry seasons.
 - (iv) **Maintaining Peace and Security:** In 1996, the group was "revitalized" to help stop wars and solve conflicts between neighboring countries.
 - (v) **Regional Integration:** It aims to make it easier for people to travel and trade across borders by improving roads, railways, and communication lines.
 - (vi) **Economic Cooperation:** Members work together to build stronger businesses and industries to fight poverty in the whole region
16. Give any one reason why a country should maintain peace and security.
- (i) **Safety of People:** It protects lives so that children can go to school and parents can go to work without fear.
 - (ii) **Economic Growth:** Businesses can stay open, and people can trade easily, which helps the country become richer.

- (iii) **Building the Country:** The government can spend money on **hospitals, roads, and schools** instead of spending it on expensive weapons or fixing things destroyed in war.
 - (iv) **Freedom:** Peace allows people to move freely, speak their minds, and enjoy their rights as citizens.
 - (v) **Attracting Friends:** Peaceful countries attract **tourists** and **investors** from other parts of the world, which brings in more money and jobs.
17. (a) What do we call the movement of people from villages to towns for settlement?
Rural- urban migration
- (b) State any two reasons why people migrate from villages to towns.
- (i) **Searching for Jobs:** Many move to towns to find work in factories, shops, or offices because there are more jobs there than in the village.
 - (ii) **Better Education:** People move so they or their children can attend better-equipped **schools and universities**.
 - (iii) **Improved Healthcare:** Cities usually have bigger **hospitals** and more doctors to treat serious sicknesses.
 - (iv) **Better Services:** Towns have things like **electricity, piped water**, and better roads that may be missing in rural areas.
 - (v) **Running from Problems:** Some move to escape local problems like land disputes, poor soil for farming, or harsh weather.
 - (vi) **Entertainment and Lifestyle:** Some people are attracted by "bright lights"—the cinemas, big markets, and busy life of the city.
- (c) Mention any one challenge faced by people who live in town
- (i) **Unemployment:** Even though there are many jobs, there are even more people looking for them, so many people stay without work.
 - (ii) **Congestion and Traffic:** Roads are often blocked by too many cars (traffic jams), and streets are crowded with people, making it slow to move around.
 - (iii) **High Crime Rates:** Large crowds can make it easier for thieves to steal phones or bags.
 - (iv) **High Cost of Living:** Things like food, rent, and water are often very expensive compared to the village.
 - (v) **Slums and Poor Housing:** Because there are so many people, some are forced to live in crowded, small houses with poor hygiene.
 - (vi) **Pollution:** Towns often have dirty air from car fumes and factories, as well as a lot of noise and litter.

18. Match the items in list A to those in list B

A: livestock	B: Importance
Dairy cattle	Kept for eggs
Ranching	Source of wool
Poultry	Keeping cattle for beef
Merion sheep	Kept for milk production

19. Name the system of government that is practiced in Uganda today.
 Presidential system of government

20. Name any one common market in which Uganda is a member.

(i) **East African Community (EAC)**

(ii) **COMESA** (Common Market for Eastern and Southern Africa)

21. (a) State any two challenges faced by the security organs while performing their duties.

(i) **Limited Resources:** Security forces often lack enough **vehicles, fuel, and communication tools** (like radios) to reach every corner of the country quickly when there is trouble.

(ii) **Poor Conditions:** Many officers live in **dilapidated housing** and receive low salaries, which can lead to low morale and make it hard for them to support their families.

(iii) **Lack of Public Trust:** Sometimes, citizens do not cooperate or share information with security organs because they fear them or have had bad experiences, such as **police brutality**.

(iv) **Corruption:** Some officers take **bribes**, which stops them from doing their work fairly and allows criminals to escape punishment.

(v) **Sophisticated Crime:** Criminals today use **modern technology** and better weapons, making it harder for security forces to track them down.

(vi) **High Population:** There are often **too few security officers** compared to the large number of people living in towns and cities, making it difficult to patrol every street.

(vii) **Inadequate Training:** Some officers lack enough training in specialized areas, like **cybercrime** or modern investigation techniques, to handle new types of security threats.

(b) Give any two roles of security organs in Uganda.

(i) **Keeping Peace and Order:** The **Police** make sure people follow the law and stop criminals from hurting others or stealing property.

(ii) **Defending the Country:** The **Army (UPDF)** protects Uganda's borders from outside enemies and helps keep peace in the region.

- (iii) **Protecting Lives and Property:** They guard important places like hospitals, power stations, and markets so that everyone can go about their day safely.
 - (iv) **Enforcing Laws:** They arrest people who break the law and take them to court to ensure justice is done.
 - (v) **Reforming Offenders:** The **Prisons Service** keeps people who have broken the law safe and teaches them new skills so they can become good citizens.
 - (vi) **Helping During Emergencies:** Security organs help during disasters like floods, landslides, or big accidents to save people's lives.
22. State any way in which peace can be developed among pupils at school.
- (i) **Solving Conflicts Peacefully:** Encouraging pupils to **talk through their problems** and say "sorry" instead of fighting or shouting.
 - (ii) **Following School Rules:** When everyone obeys the rules, the school remains orderly and safe for every child.
 - (iii) **Being Kind and Respectful:** Treating others with love, regardless of their tribe or background, helps prevent bullying.
 - (iv) **Sharing and Helping:** Working together in groups and sharing items like pens or books builds a spirit of **teamwork**.
 - (v) **Joining Peace Clubs:** Participating in clubs that teach about unity and how to be a good "peace ambassador" at school.
 - (vi) **Electing Fair Leaders:** Choosing good **prefects** who listen to everyone helps keep the school community fair and calm.
23. State any one way in which a foreigner can become a citizen of Uganda.
- (i) **Naturalization:** If a foreigner has lived in Uganda for a long time (usually 20 years or more), they can apply to the government to become a citizen.
 - (ii) **Registration:** Someone who has lived in Uganda for at least 10 years and has contributed well to the country can apply to be registered as a citizen.
 - (iii) **Marriage:** A foreigner who is married to a Ugandan citizen for at least 5 years can apply to become a citizen.
 - (iv) **Dual Citizenship:** Since 2009, a foreigner can become a Ugandan citizen without having to give up their original country's citizenship.
 - (v) **Adoption:** A non-Ugandan child who is legally adopted by Ugandan parents automatically becomes a citizen.
24. (a) Name the policy practiced in South Africa which separated the blacks from whites.
Apartheid
- (b) Name the first black president of South Africa who fought against the above mentioned polity
Nelson Mandela

(c) State the two ways in which the polity mentioned above negatively affected blacks in South Africa

- (i) **Loss of Land:** Black people were forced to leave their homes and move to poor, crowded areas called "homelands" while white people took the best land.
- (ii) **Poor Education:** Schools for black children were given very little money, meaning they had fewer books, broken buildings, and fewer chances to learn for good jobs.
- (iii) **No Voting Rights:** Black people were not allowed to vote or choose the leaders who made the laws for their own country.
- (iv) **Restricted Movement:** They had to carry "passbooks" at all times. If they were caught in a "white-only" area without permission, they were arrested.
- (v) **Unfair Jobs:** Black people were often paid much less than white people for the same work and were banned from doing many high-paying jobs.
- (vi) **Separation of Families:** Many men had to move far away to work in mines, and their families were not allowed to live with them, which broke many homes apart.

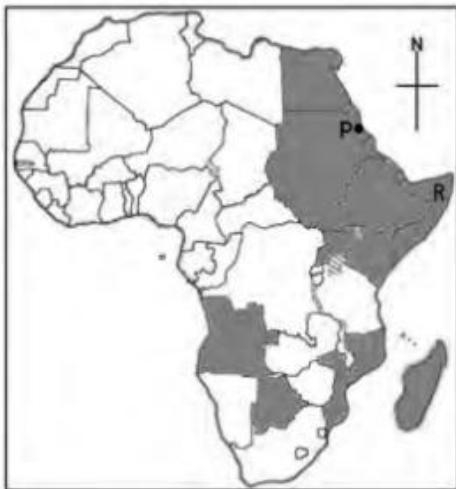
25. Give any one way in which democracy is practiced in schools.

- (i) **Electing Prefects:** Pupils vote by secret ballot to choose their own leaders, like the Head Prefect, to represent them.
- (ii) **School Councils:** Student leaders meet with teachers to share the ideas and problems of their classmates.
- (iii) **Debating Clubs:** Pupils practice speaking their minds and listening to different opinions in a respectful way.
- (iv) **Making Class Rules:** Teachers and pupils work together to decide on the rules for their classroom.
- (v) **Suggestion Boxes:** Pupils can write down their ideas or complaints and drop them in a box for the school head teacher to read.

26. State any one way in which the judiciary promoted peace in a country.

- (i) **Settling Disputes:** Instead of people fighting or seeking revenge, they go to court where a judge helps them solve their disagreements peacefully.
- (ii) **Punishing Criminals:** By sending lawbreakers to prison, the courts stop them from hurting more people and show others that crime has consequences.
- (iii) **Protecting Human Rights:** Judges ensure that the government or powerful people do not mistreat ordinary citizens, which prevents anger and social unrest.
- (iv) **Interpreting Laws:** Courts explain what the laws mean so that everyone knows the rules, which prevents confusion and arguments in the community.
- (v) **Ending Election Quarrels:** When there is a disagreement over who won an election, the courts decide the winner based on evidence, preventing political violence.

27. (a) Name the organization that was replaced by the African Union.
African Union
- (b) Mention one country in Africa which is not a member of the African Union.
Every single one of the **55 countries** on the continent is a member. For a long time, **Morocco** was the only country that was not a member, but it officially rejoined the group in **2017**.
- (c) Give any two major organs of the African Union.
- (i) **The Assembly:** This is the most powerful group; it is made up of the **Heads of State** (Presidents) from all member countries who meet once a year to make big decisions.
 - (ii) **The Executive Council:** This group is made up of **Foreign Ministers** who prepare the work for the Presidents to discuss.
 - (iii) **The AU Commission:** This is the "office" or **secretariat** that handles the daily work and makes sure the AU's plans are actually carried out.
 - (iv) **The Pan-African Parliament:** This is where representatives from different countries meet to **make laws** and discuss issues affecting all Africans.
 - (v) **The Peace and Security Council:** This group is responsible for **stopping wars** and keeping peace across the continent.
 - (vi) **The African Court of Justice:** This organ makes sure countries follow AU rules and protects the **rights** of African citizens.
28. Study the Sketch map of Africa below and answer questions that follow



- (a) Name the port marked with letter P on the map above.
Port Sudan
- (b) In which one way does port P benefit its country?

Handles imports and exports of the country

(c) Name the region economic grouping to which the shaded countries belong.

COMESA (Common Market for Eastern and Southern Africa).

(d) Mention any one problem faced by country marked R on the map.

(i) **Civil War and Insecurity:** Long-term fighting between different groups and attacks from rebels like **Al-Shabaab** make many areas unsafe.

(ii) **Severe Droughts:** Lack of rain often leads to **famine** (lack of food), killing livestock and making it hard for farmers to survive.

(iii) **Political Instability:** It has been difficult to form a strong, single government that can provide services like schools and hospitals to everyone.

(iv) **Poverty:** Many people lack basic needs like clean water, good housing, and jobs.

(v) **Piracy:** In the past, criminals on the ocean (pirates) attacked ships, making it dangerous and expensive to bring goods into the country.

(vi) **Lack of Social Services:** Because of the fighting, many children cannot go to school, and there are not enough doctors to treat the sick.

29. Complete the table below correctly.

Country	Political leader	Political party
Tanganyika	Mwalimu Julius Nyerere	Tanganyika African National African Union (TANU)
Uganda	Dr. Milton Obote	Uganda People's Congress (UPC)
	Nelson Mandela	African National Congress (ANC)
Kenya	Jomo Kenyatta	Kenya African National Union (KANU)

30. State any one way in which prisons are important to a country.

(i) **Protecting Citizens:** Prisons keep dangerous people away from the public so they cannot hurt others or steal again.

(ii) **Punishing Wrongdoers:** They show that breaking the law has serious consequences, which discourages others from committing crimes.

(iii) **Rehabilitation:** Prisons teach inmates new skills—like **carpentry, farming, or tailoring**—so they can get jobs and become good citizens when they leave.

(iv) **Promoting Justice:** They provide a place for people to serve the sentences given to them by judges after a fair trial.

(v) **Reforming Behavior:** Through counseling and religious teaching, prisons help people realize their mistakes and change their ways.

31. How did F. D. M. contribute to the end of Apartheid rule in South Africa?

He ended apartheid rule

32. Match What is in Part A to that in part B

Part A	Part B
Service providers	Service
Veterinary officer	Produces crops and animal products
Police officer	Buys and sells thing
Trader	Treats animals
Farmer	Keeps law and order

33. Give any one similarity between the East African Community (EAC) and the Economic Community of West Africa States (ECOWAS).

- (i) **Promoting Trade:** Both groups aim to remove taxes and barriers so that goods can move easily between member countries.
- (ii) **Free Movement:** They both work to allow citizens to travel, live, and work in any member country without needing a difficult visa.
- (iii) **Peace and Security:** Both organizations help solve fights between neighbors and send peacekeepers to keep their regions safe.
- (iv) **Improving Infrastructure:** They collaborate to build better roads, railways, and power lines that connect different countries.
- (v) **Harmonizing Laws:** Both groups try to make the rules for business, health, and education the same in every member country.
- (vi) **Similar Organs:** They both have a **Secretariat** or **Commission** for daily work, a **Parliament** for making laws, and a **Court of Justice** to solve legal problems.

34. Why is it necessary for a country with a fast –growing population to modernize its agriculture?

- (i) **Increasing Food Production:** Modern methods like using tractors and irrigation (watering crops) help farmers grow much more food on the same amount of land to feed more people.
- (ii) **Preventing Hunger:** Faster farming ensures that the food supply keeps up with the number of new babies being born, preventing **famine**.
- (iii) **Reducing Food Prices:** When food is grown in large amounts using machines, it becomes **cheaper** for families in towns and cities to buy.
- (iv) **Providing Raw Materials:** Modern farms produce more cotton, sugarcane, or maize for **factories**, which creates more jobs for the growing population.
- (v) **Exporting Surplus:** It allows a country to grow extra food to sell to other countries, bringing in **money** to build more schools and hospitals.

35. Mention any one way in which African countries can improve on agricultural production.
- (i) **Using Better Seeds:** Planting "improved seeds" that grow faster, produce more food, and can resist pests and diseases.
 - (ii) **Modern Machinery:** Using **tractors** and planters instead of just hand hoes to cultivate large areas of land quickly.
 - (iii) **Irrigation:** Building systems to water crops during dry seasons so that farming can happen **all year round**, not just when it rains.
 - (iv) **Adding Fertilizers:** Using manure or fertilizers to make the soil rich and healthy so crops grow strong.
 - (v) **Agricultural Education:** Teaching farmers new skills and modern techniques through **extension workers** who visit villages.
 - (vi) **Better Storage:** Building granaries and cold rooms to keep food from **spoiling** after it is harvested.
36. Why is government of Uganda building more classroom in schools across the country?
- (i) **Reducing Overcrowding:** Many schools have very large classes. Building more rooms helps "decongest" classrooms so that each student has enough space to sit and focus.
 - (ii) **Accommodating More Pupils:** Since the start of **Universal Primary Education (UPE)**, the number of children in school has increased from about 2 million to over 10 million. New classrooms are needed to house these extra students.
 - (iii) **Improving Learning Outcomes:** A better learning environment with enough desks and space helps students perform better in their exams and stay in school longer.
 - (iv) **Supporting the New Curriculum:** The new school curriculum requires more space for practical work, such as science experiments and group projects.
 - (v) **Reaching Underserved Areas:** The government is building "Seed Schools" in rural areas and refugee-hosting districts so that children do not have to walk very long distances to reach a school.
 - (vi) **Inclusive Education:** Some new buildings are specially designed for children with **special needs**, ensuring they can also access a good education.
37. Name the organization that replaced Organization of African Unity (OAU).
African Union (AU)
38. State any one reason why Mombasa is important to economy of Uganda.
Handles Uganda imports and Exports
39. State any one reason why some People cannot get proper health services in your country.
- (i) **Poverty:** Many families cannot afford to pay for medicine, transport to the clinic, or special treatment in private hospitals.

- (ii) **Long Distances:** In some villages, the nearest health centre is very far away. People may have to walk for hours or spend a lot on a **boda-boda** to get there.
- (iii) **Shortage of Doctors:** There are often too many sick people and **too few doctors or nurses** to treat everyone quickly.
- (iv) **Lack of Medicine:** Sometimes, government health centres run out of essential drugs (stock-outs), meaning patients can't get the treatment they need.
- (v) **Broken Equipment:** Some hospitals lack working machines like X-rays or enough beds, which makes it hard to help people with serious problems.
- (vi) **Poor Roads:** Especially during the rainy season, muddy roads make it difficult for **ambulances** or sick people to reach the hospital in time.

40. (a) Write down any two causes of famine in Africa.

- (i) **Prolonged Droughts:** This is a major cause where a lack of rain for a long time prevents crops from growing and kills livestock.
- (ii) **Civil Wars and Conflict:** Fighting forces farmers to flee their land, meaning they cannot plant or harvest crops. Wars also block roads, making it hard for food aid to reach people.
- (iii) **Pests and Diseases:** Invasions of insects like locusts or crop diseases can destroy entire harvests overnight.
- (iv) **Rapid Population Growth:** When the number of people grows faster than the amount of food being produced, there isn't enough to feed everyone.
- (v) **Poor Farming Methods:** Using old tools (like hand hoes) and failing to use fertilizers or irrigation leads to very low harvests.
- (vi) **Poverty:** Many families are too poor to buy food from the market when their own gardens fail.
- (vii) **Flooding:** While drought is common, sudden heavy rains and floods can also wash away crops and destroy food stores.
- (viii) **Poor Storage and Transport:** Without good granaries, food can rot after harvest. Poor roads also prevent food from being moved from places with plenty to places with scarcity.

(b) State two ways in which illiteracy may lead to poor farming practices.

- (i) **Inability to Read Instructions:** Farmers may not be able to read the labels on **fertilizers or pesticides**, leading them to use the wrong amounts, which can kill crops or damage the soil.

- (ii) **Missing New Information:** Farmers who cannot read may miss out on **written weather forecasts** or advice in newspapers and posters about new farming methods.
 - (iii) **Record Keeping:** Without being able to write, it is hard for a farmer to keep track of **expenses and sales**, making it difficult to know if the farm is making a profit.
 - (iv) **Handling Technology:** Modern tools and machines often come with **manuals**; if a farmer cannot read them, they might use the machines incorrectly or fail to maintain them.
 - (v) **Exploitation:** Illiterate farmers may be cheated by traders on the **price of seeds or chemicals** because they cannot verify the written prices or quality standards.
41. Apart from Uganda and Kenya mention two other countries which are members of East African Community.
- (i) **Tanzania**
 - (ii) **Rwanda**
 - (iii) **Burundi,**
 - (iv) **South Sudan,**
 - (v) **the Democratic Republic of the Congo (DRC),**
 - (vi) **Somalia.**
42. Give any two reasons why Uganda should live peacefully with her neighboring countries.
- (i) **Access to the Sea:** Since Uganda has no ocean, she needs peaceful neighbors like **Kenya and Tanzania** to allow her goods to pass through their ports to reach the rest of the world.
 - (ii) **Promoting Trade:** Peace makes it easy for Ugandan farmers to sell their milk, maize, and sugar to people in neighboring countries and buy what they need in return.
 - (iii) **Preventing Refugee Problems:** When there is war next door, many people flee into Uganda. Peace at home and with neighbors keeps everyone safe in their own houses.
 - (iv) **Building Shared Projects:** Peaceful countries can work together to build **big roads, railways, and electricity lines** that benefit everyone in East Africa.
 - (v) **Fighting Common Enemies:** Peace allows countries to join their armies together to fight shared problems like **terrorism** or groups that want to cause trouble in the region.
 - (vi) **Regional Unity:** It helps Uganda remain a strong member of groups like the **East African Community (EAC)**, making the whole region a better place to live.

43. (a) Write down two advantages of a large population in an area.

- (i) **Large Market for Goods:** When many people live in one place, businesses have many customers to buy their products, which helps the economy grow.
- (ii) **Plenty of Labour:** A large population provides many workers for **factories, farms, and offices**, making it easier to build and produce things.
- (iii) **Increased Tax Revenue:** More people paying taxes gives the government more money to build **roads, schools, and hospitals**.
- (iv) **Security:** A large number of people can provide a bigger and stronger **army or police force** to defend the country.
- (v) **Attracting Investors:** Big companies prefer to build in areas with many people because they know they will find both workers and buyers.
- (vi) **Skill Diversity:** In a large group, you are more likely to find people with different talents, like **doctors, engineers, artists, and teachers**.

(b) Give any two problems of a big population in an area.

- (i) **Unemployment:** There are often not enough **jobs** for everyone, leaving many people without a way to earn money.
- (ii) **High Crime Rates:** In very crowded areas, it can be easier for thieves to operate, and people may turn to crime if they cannot find work.
- (iii) **Shortage of Food:** If the population grows faster than food production, there may be **hunger** and high food prices.
- (iv) **Pressure on Land:** There may be a shortage of land for farming and housing, leading to **land fragmentation** (small, unproductive plots).
- (v) **Poor Housing:** Too many people can lead to the growth of **slums**, where people live in crowded and unhygienic conditions.
- (vi) **Strained Social Services:** Schools and hospitals become **overcrowded**, making it hard for everyone to get a good education or see a doctor quickly.
- (vii) **Environmental Damage:** More people use more charcoal and wood, leading to **deforestation** and the destruction of swamps.

44. Mention one way in which economic co-operation promotes better standards of living among the people of Africa.

- (i) **Job Creation:** When countries work together, they build larger factories and businesses that hire more people, giving them money to support their families.
- (ii) **Lower Prices:** By removing taxes on trade, items like sugar, soap, and clothes become cheaper for ordinary people to buy.
- (iii) **Better Infrastructure:** Co-operation allows countries to join money to build **better roads, railways, and electricity lines** that everyone can use.

- (iv) **Food Security:** Countries with plenty of food can easily sell it to neighbors facing a shortage, making sure no one goes hungry.
 - (v) **Shared Skills:** Experts like doctors and engineers can move easily between countries to share their knowledge, improving **healthcare and schools** for everyone.
45. (a) State any two reasons why colonialists stopped political rallies organized by Africans during the struggle for independence.
- (i) **Fear of Unity:** Rallies allowed Africans from different backgrounds to unite against a common enemy, making them harder to rule.
 - (ii) **Maintaining Order:** Authorities feared rallies would lead to mass protests, strikes, or violent rebellions like the Mau-Mau uprising.
 - (iii) **Preserving Authority:** Colonialists wanted to keep exclusive political power and viewed African political activity as a threat to their dominance.
 - (iv) **Stopping "Seditious" Ideas:** They wanted to prevent leaders from speaking out against unfair taxes, forced labor, and land grabbing.
 - (v) **Avoiding Bad Publicity:** European powers did not want large gatherings to draw international attention to the brutal or repressive ways they treated Africans.
- (b) In which two ways can African countries protect their political independence?
- (i) **Promoting African Unity:** By working together through groups like the African Union (AU), countries can have a stronger voice in the world and solve their own problems without outside interference.
 - (ii) **Building economic Self-Reliance:** Reducing dependence on foreign aid and loans helps countries make their own decisions. This includes supporting local industries and trading more with other African nations.
 - (iii) **Good Governance and Democracy:** Having fair elections, following the law, and stopping corruption makes a country stable. Stable countries are harder for outsiders to manipulate.
 - (iv) **Investing in Education:** An educated population can innovate and create local solutions, reducing the need to rely on foreign experts and technology.
 - (v) **Strong Defense and Security:** Building professional national armies and cooperating on regional security helps protect borders and prevent internal conflicts that might invite foreign intervention.
 - (vi) **Promoting African Culture:** Valuing African languages, history, and traditions builds national pride and a strong identity, which helps people resist outside cultural pressures
46. Write any one benefit of ensuring equal participation of men and women in public affairs.
- (i) **Fairer Decisions:** When both genders are involved, laws and rules represent the needs of the **entire population**, not just one group.

- (ii) **Faster Development:** Using the talents and ideas of both men and women helps the economy grow much faster.
 - (iii) **Better Services:** Women often prioritize issues like **healthcare, education, and clean water**, which improves life for every family.
 - (iv) **Reduced Conflict:** Inclusive leadership often leads to more peaceful ways of solving problems and lessens social tension.
 - (v) **Role Models:** It inspires young girls and boys to believe they can both be **great leaders**, creating a more confident future generation.
47. (a) State any two ways in which newspapers and magazines helped Africans in their struggle for independence.
- (i) **Spreading Awareness:** They educated Africans about their rights and the unfairness of colonial rule.
 - (ii) **Uniting People:** They shared news across different regions, helping people feel like one nation with a common goal.
 - (iii) **Exposing Injustice:** Journalists wrote about colonial abuses, such as land grabbing and forced labor, to **gain support**.
 - (iv) **Providing a Voice:** African leaders used their own newspapers, like the *West African Pilot*, to demand **self-rule** and **independence**.
 - (v) **Linking to the World:** They helped Africans learn about independence movements in other countries, giving them hope and new ideas
- (b) Write any two problems that were faced by the Pan-Africanism in their struggle for Africa's Independence.
- (i) **Lack of Funds:** Most movements were very poor and struggled to pay for travel, offices, or printing materials.
 - (ii) **Colonial Harassment:** Leaders were often arrested, exiled, or had their meetings banned by colonial governments.
 - (iii) **Poor Communication:** It was difficult for leaders in different countries to talk to each other because of poor roads and expensive mail.
 - (iv) **Language Barriers:** Africans were divided by colonial languages like English, French, and Portuguese, making it harder to unite.
 - (v) **Divide and Rule:** Colonialists encouraged ethnic and tribal divisions to stop Africans from forming a single, strong front.
 - (vi) **Illiteracy:** Many people could not read the newspapers or pamphlets written by Pan-African leaders.
48. (a) State any two activities carried out by the Electoral Commission before national elections are held in Uganda.
- (i) **Voter Registration and Updating:** The EC registers new voters and updates the **National Voters' Register** to make sure everyone who is eligible is on the list.
 - (ii) **Demarcation of Areas:** They divide the country into constituencies and electoral areas to decide where people will vote.

- (iii) **Voter Education:** The Commission runs programs to teach citizens **how to vote**, why it is important, and what the election rules are.
 - (iv) **Display of the Register:** They show the list of voters in public places so people can check if their names are correct or if anyone should be removed.
 - (v) **Nomination of Candidates:** The EC receives and approves names of people who want to run for offices like President or Member of Parliament.
 - (vi) **Organizing Campaigns:** They set a timetable for when candidates can talk to the public and provide guidelines for peaceful meetings.
 - (vii) **Training and Hiring:** The EC recruits and trains election officials, like presiding officers, to manage polling stations on election day.
 - (viii) **Preparing Materials:** They print and distribute election materials, such as **ballot papers** and boxes, to all parts of the country
- (b) Give any two benefits of practicing democracy to a country like Uganda.
- (i) **Citizen Participation:** It gives every Ugandan a voice to choose their leaders through **regular elections**.
 - (ii) **Protection of Human Rights:** Democracy protects freedoms like **speech, religion, and assembly**, ensuring everyone is treated fairly.
 - (iii) **Better Social Services:** Leaders are motivated to provide services like **health and education** (such as Universal Primary Education) to win and keep public support.
 - (iv) **Rule of Law:** It ensures that **everyone must follow the law**, including powerful leaders, which reduces the misuse of power.
 - (v) **Peace and Stability:** By providing legal ways to solve disagreements, democracy helps prevent violent conflicts and keeps the country stable.
 - (vi) **Accountability:** Elected officials are held responsible for their actions. If they do not serve the people well, they can be **voted out of office**.
 - (vii) **National Unity:** It encourages cooperation and respect for different groups, helping all Ugandans feel included in how their country is run.
49. (a) Give any two ways in which decentralization of power to local leaders benefit the people of Uganda.
- (i) **Bringing Services Closer:** It makes it easier for people to access essential services like **primary education, healthcare, and clean water** without traveling to the capital city.
 - (ii) **Local Decision-Making:** Local leaders understand the unique problems of their area better than officials in a distant office, allowing them to create plans that fit **local needs**.
 - (iii) **Increased Participation:** People can easily meet their local councilors to share ideas or complain, giving ordinary citizens a **bigger voice** in how they are governed.
 - (iv) **Better Accountability:** Because leaders live within the community, it is easier for residents to **monitor their work** and ensure that public money is used correctly for local projects.

- (v) **Faster Response to Problems:** Local governments can act more quickly during emergencies, such as repairing a broken borehole or responding to a local disease outbreak, because they are **on the ground**.
 - (vi) **Job Opportunities:** Decentralization creates jobs for local people as teachers, health workers, and administrators within their own districts
- (b) State any two challenges being faced by new districts in Uganda.
- (i) **Lack of Funds:** Many new districts do not have enough money to build offices, pay workers, or fix roads.
 - (ii) **Shortage of Staff:** It is often hard to find enough trained teachers, doctors, and engineers to work in remote new areas.
 - (iii) **Poor Infrastructure:** Many new districts start without proper office buildings, hospitals, roads or electricity.
 - (iv) **High Administrative Costs:** A lot of money is spent on paying leaders' salaries instead of building schools or water points.
 - (v) **Boundary Disputes:** Sometimes neighbors disagree on where one district ends and another begins, causing local conflicts.
 - (vi) **Low Revenue:** Because these areas are often small or rural, they struggle to collect enough local taxes to support themselves.

50. (a) State any two factors which delayed independence of African countries.
- (i) **Colonial "Divide and Rule":** Colonialists encouraged tribal and ethnic conflicts to stop Africans from joining together to fight for freedom.
 - (ii) **Lack of Education:** Many Africans did not have the formal education needed to organize large political movements or understand international laws.
 - (iii) **Illiteracy:** Since many people could not read or write, it was difficult to share information or print newspapers to spread the message of independence.
 - (iv) **Strong Colonial Armies:** European powers had superior weapons and large armies that they used to crush early African rebellions.
 - (v) **Poverty:** African leaders and political parties often lacked the money to travel, hold meetings, or buy supplies for their struggle.
 - (vi) **Communication Problems:** Lack of good roads, telephones, and radios made it hard for leaders in different regions to coordinate their plans.
 - (vii) **Settler Influence:** In places like Kenya and Zimbabwe, white settlers lived there and fought hard to keep the colonial government in power to protect their land.

- (b) Write any two ways in which the First and the Second world Wars helped to speed up independence of African countries.
- (i) **Loss of Fear:** African soldiers fought alongside Europeans and realized they were not "superhuman" or unbeatable.

- (ii) **Military Skills:** Africans learned how to use modern weapons and organize armies, which they later used to fight for their own freedom.
 - (iii) **Awareness of Freedom:** Africans fought to "save democracy" in Europe and started questioning why they didn't have democracy at home.
 - (iv) **Weakened Colonial Powers:** The wars left European countries like Britain and France very poor and tired, making it hard for them to keep control over Africa.
 - (v) **United Nations Influence:** After World War II, the **United Nations (UN)** was formed and began putting pressure on European countries to give Africans their independence.
 - (vi) **Return of Ex-Servicemen:** Soldiers returned home with new ideas and became bold leaders in the struggle for independence.
51. Mention any one role played by Kwame Nkrumah during the Pan African Conference of 1958.
- (i) **Host and Organizer:** He hosted the meeting in Ghana, making it the first time such a conference was held on **African soil**.
 - (ii) **Encouraged Unity:** He urged African leaders to unite and work together to kick out colonial rulers.
 - (iii) **"Independence Now":** He pushed the idea that all African countries should demand **immediate independence** rather than waiting.
 - (iv) **Supported Freedom Fighters:** He offered Ghana as a base and provided help to leaders from countries that were still under colonial rule.
 - (v) **Promoted Pan-Africanism:** He spread the message that "Ghana's independence is meaningless unless it is linked up with the total liberation of Africa."
52. Mention any way in which the National Constitution helps to promote peace in a country.
- (i) **Setting Fair Rules:** It provides a set of laws that everyone must follow, which prevents people from taking the law into their own hands.
 - (ii) **Protecting Rights:** By guaranteeing **human rights** for everyone, it prevents groups from feeling mistreated or left out.
 - (iii) **Fair Power Sharing:** It explains how leaders are chosen and how long they can stay in power, which reduces fights over leadership.
 - (iv) **Resolving Conflicts:** It sets up **courts of law** where people can settle their disagreements peacefully instead of fighting.
 - (v) **Promoting Equality:** It ensures that all tribes, religions, and groups are treated equally, building **national unity**.
53. Mention any one way in which the National Constitution helps to promote peace in a country.
- (i) **Equal Rights:** It treats all citizens as equals regardless of their tribe or religion, which prevents groups from feeling mistreated.

- (ii) **Peaceful Leadership Changes:** It sets clear rules for **elections**, making sure power is handed over without fighting or violence.
 - (iii) **Settling Disputes:** It creates **courts of law** where people and the government can solve disagreements fairly instead of using force.
 - (iv) **Limiting Power:** It stops leaders from becoming dictators by setting boundaries on what they can and cannot do.
 - (v) **Freedom of Expression:** By allowing people to speak their minds and share ideas, it prevents the anger that comes from being silenced.
54. Give any one reason why few people use newspapers as a means of communication in Africa
- (i) **High Costs:** Buying a newspaper every day is too expensive for many families compared to listening to the **radio**, which is often free.
 - (ii) **Illiteracy:** Many people, especially in rural areas, cannot read or write, making it impossible for them to use printed news.
 - (iii) **Poor Distribution:** Bad roads and underdeveloped transport networks mean newspapers often reach distant villages several days late.
 - (iv) **Competition from Digital Media:** Many people now prefer using the **internet and social media** on their phones because it is faster and updated in real-time.
 - (v) **Language Barriers:** Most newspapers are written in English or French, which many people in local communities may not understand well.
 - (vi) **Preference for Radio:** Radio remains the most popular choice because it is **accessible**, works without electricity (using batteries), and broadcasts in local languages.
55. How did the people of Kenya struggle to get independence?
- (i) **Political Parties and Unions:** Groups like the **Kenya African Union (KAU)** and **KANU** were formed to demand fair laws, land rights, and the right to vote. Leaders like **Jomo Kenyatta** and **Tom Mboya** traveled abroad to plead for Kenya's freedom.
 - (ii) **The Mau Mau Rebellion:** This was an armed struggle led by the **Kenya Land and Freedom Army**. Fighters like **Dedan Kimathi** went into the forests to fight a guerrilla war against the colonial government to get back their stolen land.
 - (iii) **Mass Protests and Strikes:** Workers in cities like Nairobi and Mombasa organized **strikes** to show the British that they would no longer work for low pay under unfair conditions.
 - (iv) **Independent Schools and Churches:** Kenyans set up their own schools and churches to teach their children without colonial influence and to unite people through African values.

- (v) **The Use of Oaths:** Mau Mau fighters used **secret oaths** to make sure everyone remained loyal and committed to the struggle, even when things got very dangerous.
 - (vi) **Negotiations:** After years of pressure, leaders attended the **Lancaster House Conferences** in London to write a new constitution and plan for Kenya's independence.
56. Mention any advantage of electing leaders using the secret ballot system.
- (i) **Eliminates fear:** It allows voters to choose their leaders **without fear** of being punished or intimidated by others.
 - (ii) **Promotes Peace:** It reduces arguments and fighting between people who support different candidates.
 - (iii) **Ensures Honesty:** Voters can make their own true choice without being pressured by friends or powerful people.
 - (iv) **Reduces Bribery:** It is harder for candidates to "buy" votes because they cannot see who the person actually voted for.
57. Why role did Dr. Kwame Nkrumah play towards promoting Pan-Africanism?
- (i) **Hosting Conferences:** He hosted the first All-African Peoples' Conference in 1958 in Accra, Ghana, bringing together leaders from across the continent to plan for independence.
 - (ii) **A "United States of Africa":** He dreamed of a single, powerful African government that would share one army and one economy to protect the continent from being exploited by foreign powers.
 - (iii) **Founding the OAU:** He was a leading "founding father" of the Organization of African Unity (OAU) in 1963, which is now known as the African Union (AU).
 - (iv) **Supporting Freedom Fighters:** After Ghana became independent in 1957, he turned the country into a base where other African leaders could get training and resources to fight for their own freedom.
 - (v) **Inspiring Speech:** He famously said that "**the independence of Ghana is meaningless unless it is linked up with the total liberation of Africa,**" which motivated people all over the continent to keep fighting.
58. State any one way in which a national constitution promotes people's rights.
- (i) **Listing Rights:** It contains a special section (often called the **Bill of Rights**) that clearly names the rights every citizen has, like the right to life and education.
 - (ii) **Limiting Government Power:** It sets rules that prevent leaders or the police from unfairly arresting people or taking their property.
 - (iii) **Providing Protection:** It gives the **Courts of Law** the power to punish anyone who tries to take away a citizen's rights.
 - (iv) **Ensuring Equality:** It states that all people are **equal before the law**, regardless of their tribe, religion, or gender.
 - (v) **Right to Vote:** It guarantees that citizens can choose their own leaders, which protects their right to participate in how their country is run

59. Name the political party that led Kenya to Independence.
Kenya African National Union (KANU)
60. State any one way in which political parties have contributed towards promoting democracy.
- (i) **Providing Choices:** Parties nominate different candidates, giving voters several options to choose from during elections.
 - (ii) **Developing Policies:** They create **manifestos** (plans) that outline how they will solve problems like poverty or poor roads if they are elected.
 - (iii) **Educating Voters:** Parties explain important issues to the public, helping citizens understand how their government works and why their vote matters.
 - (iv) **Role of the Opposition:** Parties that do not win elections act as a "watchdog." They criticize the government's mistakes to ensure it remains **accountable** to the people.
 - (v) **Encouraging Participation:** They mobilize people to vote and join in political debates, which makes the democratic process stronger.
 - (vi) **Representing Different Groups:** They give a voice to various tribes, religions, and interests, ensuring that the needs of many different people are heard in parliament.
61. Give one reason why elections are important in a country.
- (i) **Choosing Leaders:** They allow people to pick the individuals they trust to make laws and lead the country.
 - (ii) **Peaceful Change:** Elections provide a safe way to change a government without using fighting or violence.
 - (iii) **Giving a Voice:** They ensure that the government listens to the needs of ordinary people, like the need for better schools or hospitals.
 - (iv) **Accountability:** If leaders do not do a good job, the people can use their vote to remove them and try someone new.
 - (v) **Promoting Democracy:** Regular elections show that power belongs to the citizens and not just a few powerful individuals.
62. Why are Uganda below 18 years are not allowed to participate in nation elections?
- (i) **The Law:** The **Constitution of Uganda** specifically states that only citizens who are 18 years and older have the right to vote.
 - (ii) **Maturity:** It is believed that at 18, a person is mature enough to understand the country's problems and make a wise decision when choosing leaders.
 - (iii) **National Responsibility:** 18 is the age when a person is legally considered an **adult**. Adults are expected to take on the responsibility of participating in national duties like elections.

- (iv) **Education:** By age 18, most young people have finished or are finishing their basic education, giving them more knowledge about how the government works.
63. Mention any one way in which Africans showed that they were not happy with European rule
- (i) **Armed Rebellions:** Many tribes fought wars against the colonialists, such as the **Mau Mau** in Kenya, the **Maji Maji** in Tanzania, and the **Lamogi Rebellion** in Uganda.
 - (ii) **Strikes and Boycotts:** Workers refused to work in mines or on farms, and people refused to buy European goods to hurt the colonial economy.
 - (iii) **Forming Political Parties:** Leaders started groups like the **UNC** in Uganda or **TANU** in Tanzania to officially demand their freedom and land back.
 - (iv) **Using Newspapers:** Educated Africans wrote articles in their own newspapers to expose colonial mistreatment and spread the word about independence.
 - (v) **Forming Independent Churches:** Some Africans left missionary churches to start their own, where they could pray and talk about freedom without being watched by Europeans.
 - (vi) **Refusing to Pay Taxes:** Some communities refused to pay "Hut Tax" or "Poll Tax" as a way of saying they did not recognize colonial authority.
64. Mention any one way in which Africans showed that they were not happy with the colonial rule.
- (i) **Armed Fighting:** Groups like the **Mau Mau** in Kenya and the **Maji Maji** in Tanzania fought wars to get their land back.
 - (ii) **Protests and Strikes:** Workers refused to work on colonial farms and mines to demand better pay and treatment.
 - (iii) **Forming Political Parties:** Africans started groups like the **UNC** in Uganda to officially demand for their independence.
 - (iv) **Independent Schools and Churches:** They built their own places of learning and worship to escape European control and protect their culture.
 - (v) **Writing and Speeches:** Educated Africans used **newspapers** and meetings to speak out against unfair colonial laws.
 - (vi) **Refusing to Pay Taxes:** Some people simply refused to pay the "Hut Tax" or "Poll Tax" to show they did not recognize the colonial government.
65. Which country in West Africa was not colonized by Europeans?
- (i) Liberia
 - (ii) Ethiopia
66. Apart from being the first president of Kenya, give any one other reason why Jomo Kenyatta is remembered in the History of Kenya.

- (i) **Leader of the Independence Struggle:** He was the head of the **Kenya African Union (KAU)** and spent many years in prison for demanding Kenya's freedom.
- (ii) **One of the "Kapenguria Six":** He was famously arrested and tried by the British as one of the six main leaders of the **Mau Mau** rebellion.
- (iii) **Promoting "Harambee":** He introduced the spirit of "**Harambee**" (which means "all pull together"), encouraging Kenyans to work together to build schools and clinics.
- (iv) **A Founding Father of the OAU:** He helped start the **Organization of African Unity** to bring all African countries together.
- (v) **The "Mzee" of the Nation:** He is respected as the **Father of the Nation** because he united different tribes to form one country after colonial rule.

Thank you

Dr. Bbosa Science

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