**MARKING GUIDE**

**S.2**

1. The Royal tombs of Buganda at Kasubi were set on fire by unknown strangers and very many items were completely destroyed. The police and other security agencies made efforts to find out the actual cause of this fire but their efforts remained futile. Many Ugandans came up with arguments over this event that the tombs should be removed so that an industry is put up to provide employment to the people. However, UNESCO has insisted that the tombs should be renovated and maintained.

**Task:**

Support UNESCO’s idea.

**Expected responses:**

1. The item taker should identify the problem in the scenario which is failure by many Ugandans to appreciate the importances / benefits / merits of historical sites. This is has been evidenced by their desire to have the Kasubi Royal tombs removed to establish an industry. Hence therefore, there is need to sensitize Ugandans on the importances of this historical sites.
2. The item taker should define a historical site as an official place where peaces of political, military, cultural and social history is preserved for their value and significance for the future. Kasubi Royal tombs in Uganda is the official burial site of Buganda Kings “Amasiro ga Basekabaka”.
3. It’s a right idea for UNESCO to renovate and maintain the Kasubi Royal tombs because of the following
4. Help in preservation of historical information for future generations. Important for making research and study purposes.
5. These tombs are a symbol of social-cultural heritage to the society.
6. For identity and pride of the Buganda kingdom.
7. It is a source of employment opportunities to the people in the area and the country at large.
8. It is a recreational centre that may people visit for leisure activities.
9. It is a tourist attraction thus earning revenue to the government.
10. Stimulates development of infrastructures like roads, hostels, etc in the area and the country at large.
11. Promotes urbanization and its related advantages.
12. Promotes international recognition for the country / enables the country to be known worldwide.
13. A valid conclusion is required.

**Scoring grid**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** |  | *Learner should be able to;*  *➢ Identify a problem in the scenario (01score)*  *➢ Give a relevant Introduction on historical sites (01score)* | *Maximum scores (2scores)* |
| ***Body*** | *The learner should*  *Explain the benefits of religion.* | *Learner should be able to:*  *explain (9-10) benefits (05scores)*  *Explain between 7-8Benefits (4scores)*  *Explains (5-6) benefits (03scores)*  *Explains (3-4)benefits (02score)*  *Explains (1-2) benefits (01score)*  *No response (00)* | *Maximum scores (05) scores* |
| ***conclusion*** |  | *Learner gives a relevant conclusion in line with the task. (01 score)*  *No conclusion (00 scores)* | *Maximum scores (01 score)* |
| ***Total scores*** |  |  | 1. *cores)* |

**Item 2**

*In Butebo village, there is a very educated wealthy man. One of his children offended an elder of the village. As a result of this, the elders have resolved that the child be punished in their traditional courts, but the father insists that the matter be handled by the public court. This has angered the elders*.

Task:

Write an essay convincing the educated wealthy man to accept the elders’ decision.

* 1. *The wealthy man’s refusal to allow his son who disrespected the elders to resolve the issue in their traditional courts.*

1. *Traditional transitional justice mechanisms refer to the use of customary or indigenous methods and processes to address past injustices, promote reconciliation, and seek redress for victims in post-conflict or transitional societies*
2. *Explain the reasons why the wealthy man should trust the elders to handle the case of his son as it will;*
3. *Help in preventing future conflicts/disrespect of elders*
4. *Promote moral growth in the community.*
5. *It emphasises reconciliation/promotes reconciliation.*
6. *Protect and promote culture in Butebo village*
7. *Reduces stigmatisation because the process (traditional court proceeding) is abit private*
8. *It will enable the victims(elders) to heal very quickly*
9. *It is cost effective as it doesn’t involve a lot of money.*
10. *It will promote forgiveness*
11. *The offender will be given specific solutions depending on the offence.*
12. *It will promote good behaviours in society as this will serve an example to other people.*
13. *Restores justice and relations among community members.*

**Scoring grid**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** |  | *Learner should be able to;*  *➢ Identify a problem in the scenario (01score)*  *➢ Give a relevant Introduction on historical sites (01score)* | *Maximum scores (2scores)* |
| ***Body*** | *The learner should*  *Explain the benefits of religion.* | *Learner should be able to:*  *explain (9-10) benefits (05scores)*  *Explain between 7-8Benefits (4scores)*  *Explains (5-6) benefits (03scores)*  *Explains (3-4)benefits (02score)*  *Explains (1-2) benefits (01score)*  *No response (00)* | *Maximum scores (05) scores* |
| ***conclusion*** |  | *Learner gives a relevant conclusion in line with the task. (01 score)*  *No conclusion (00 scores)* | *Maximum scores (01 score)* |
| ***Total scores*** |  |  | 1. *cores)* |

**Item 3**

**A section of the people of Kalongo village are against activities of a Christian religious group** from Germany. They petitioned the local government of the area to block its operations in their community citing challenges like noise pollution, fraud by pastors, and spread of gay-related activities among others. However, majority of the people in the area are of the view that despite the above challenges, religion plays a significant role in the development of the community as such, the Christian group should be left to carry out their activities.

**Task:** Write an essay to convince the people in Kalongo to welcome the activities of the Christian group.

1. The need to be addressed in the scenario is that some community members of Kalongo want to block the activities of a Germany Christian group for the fear of the negative effects that come with new Christian groups.
2. This group is similar to the missionary groups that came to East Africa specifically Uganda. The protestant missionaries under the church missionary society led by Kraft and Rebmann and later the Catholics who comprised of the white feathers led by father Lourdel and Brother Ammans. So below are some of the ways the people of Kalongo shall benefit from accepting the activities of the whites from Germany.
3. By accepting activities of white missionaries, education of Kalongo will improve. They will construct primary, secondary and higher institutions of learning hence improving the economic situations and quality of life of Kalongo people.
4. By accepting their activities, the people of Kalongo village will get better healthcare. Clinics and hospitals will be constructed to combat water related diseases like dysentery, other diseases like malaria, typhoid among natives.
5. The orphans of Kalongo village are likely to be helped if the white missionaries are allowed to operate the area. Example, by providing them food and access to education.
6. Evangelism will be accelerated in Kalongo village if the white missionaries from Germany are allowed to operate. Christianity focusing on spreading the word of God and the gospel will be promoted among residents of Kalongo.
7. If the village accepts the missionary activities improved agricultural methods will be introduced among the locals. Example, agro -forestry, organic farming, vertical farming, drip irrigation which will increase crop yields, enhance food security at Kalongo.
8. Modern crops will be brought by the white missionary group from Germany to benefit the people of Kalongo. Example, cucumber, moringa, turmeric, ginger, avocados, garlic, sunflower among others. These crops can improve nutrition, food, security and income for Kalongo farmers.
9. The infrastructure of Kalongo village will be developed by the white missionaries from Germany if given a chance to operate. Example, building wells, hospitals, schools, roads, installing solar panels, better housing and shelter, latrines among others. This will lead to sustainable development of Kalongo village.
10. White German missionaries can bring modern technology based on European standards among the residents of Kalongo. Example, renewables energy, water purification, digital education, digital evangelism which will empower the community of Kalongo.
11. Kalongo community will be exposed to European cultures by the German missionaries. Example, Democratic practices, empathy and kindness, transparency and accountability, respect of environment, new sports and games, humility and servant leadership and others. This will promote cultural diversity and exchange among Kalongo natives.
12. Welcoming white missionaries from Kalongo will be better the architecture of the area by introducing eco-friendly materials like bamboo in construction, use of low carbon cement, container architecture, building structures that can be assembled and others. Hence sustainable development of the village.
13. Kalongo residents will be equipped with vocational skills and technical education through the white missionaries’ activities in the area. Example, computer skills, electrical work, plumbing, carpentry, construction and building skills, fashion and design, tailoring etc. this will empower Africans of Kalongo village with practical skills to improve their livelihoods.
14. More jobs/employment opportunities’ can be created in Kalongo village by the white missionary group from Germany. These Germans will train and employ, teachers, doctors, nurses, midwives, IT professionals, architects, builders, electricians, social workers, leaders among others. This will contribute to development of the village.
15. The natives of Kalongo will learn a number of European languages from the German missionary group. Example, English, French, Portuguese, Spanish, German, Italian, Dutch among others. This support education and communication as well as economic opportunities among the people of Kalongo.
16. **A viable conclusion, in line with the task.**
17. **Scoring grid**

|  |  |  |  |
| --- | --- | --- | --- |
| **Introduction** |  | Learner should be able to;  ➢ Identify a problem in the scenario (01score)  ➢ Give a relevant Introduction on the coming of missionaries in uganda(01score) | Maximum scores (2scores) |
| **Body** | The learner should  Explain the benefits of cultural institutions. | Learner should be able to:  explain (9-10) benefits (05scores)  Explain between 7-8Benefits (4scores)  Explains (5-6) benefits (03scores)  Explains (3-4)benefits (02score)  Explains (1-2) benefits (01score)  No response (00) | Maximum scores (05) scores |
| **conclusion** |  | Learner gives a relevant conclusion in line with the task. (01 score)  No conclusion (00 scores) | Maximum scores (01 score) |
| **Total scores** |  |  | (08 scores) |

**ITEM 4**

*During the history lesson in S.2 class, an argument broke out regarding the influence of slave trade in east Africa during the 19th Century. Some learners argued that the activity was entirely negative to the people of East Africa, while some mentioned that it was beneficial to some communities despite its negative effects . You have been invited to talk to the S.2 class about the topic in question.*

***Task***

*Make a write up that you will use when talking to the class.*

* 1. *S2 students lack adequate knowledge about the impact of slave trade as such they have fallen into an argument.*
  2. *Slave trade was the buying and selling of humans conducted in the interior and at the coast of east Africa.*

***Positive contributions of slave trade;***

1. *It strengthened the large and powerful states especially those with access to guns at the expense of small ones like Buganda.*
2. *Chiefs like Mirambo became rich and built a strong empire using wealth from the trade.*
3. *Some tribes like the Yao made it a mode of survival due to their active participation in the trade.*
4. *Kiswahili language and culture spread in east Africa by the Swahili traders that moved into the interior of east Africa.*
5. *The slave trade in East Africa led to the introduction of new crops like rice and wheat.*
6. *Plantation flourished around slave trading centers where the traders settled.*
7. *Slave routes later became major roads, railway lines and major highways.*
8. *Slave collecting centers like Tabora, Ujiji later grew into big towns*
9. *Later Christianity spread to many parts of east Africa because it preached against slavery.*

***Negative effects of slave trade***

1. *Slave trade led to increased wars in east Africa because of the increase in raids*
2. *Crops were burnt and people deserted their farmlands leading to famine.*
3. *The slave trade led to massive destruction of property in East Africa.*
4. *Traditional industry and crafts declined due to the slave trade.*
5. *Political development was retarded because those who would have been leaders were either killed or enslaved.*
6. *Those who had engaged in the trade became jobless when it was stopped.*
7. *The trade led to detribalization of the societies of east Africa due to inter-tribal wars.*
8. *Slave trade led to loss of lives of so many people due to slave raids.*

*The slave Traditional rulers who practiced the trade were hated and mistrusted by the local people because they were considered agents of the slave traders.*

**Scoring grid**

|  |  |  |  |
| --- | --- | --- | --- |
| **Introduction** |  | Learner should be able to;  ➢ Identify a problem in the scenario (01score)  ➢ Give a relevant Introduction on the coming of religion in Uganda (01score) | Maximum scores (2scores) |
| **Body** | The learner should  Explain the benefits of religion. | Learner should be able to:  explain (10-12) positive and negative effects of slave trade (05scores)  explain (7-9) positive and negative effects of slave trade (04scores)  explain (5-8) positive and negative effects of slave trade (03scores)  explain (1-) positive and negative effects of slave trade (02scores)  No response (00) | Maximum scores (05) scores |
| **conclusion** |  | Learner gives a relevant conclusion in line with the task. (01 score)  No conclusion (00 scores) | Maximum scores (01 score) |
| **Total scores** |  |  | (08 scores) |

**END**