

HISTORY AND POLITICAL EDUCATION.

Paper 241/1

2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES:

This paper consists of sections A and B. It has four examination items.

Section A is compulsory.

Answer one item from Section B.

Answer three examination items in all.

Any additional item answered will not be scored.

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

SECTION A: Answer *all* items in this section.

1. 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:

- a) Write an essay convincing the educated wealthy man to accept the elders' decision.

Expected responses;

Introduction;

The learner should identify the problem and define the concept (traditional local courts/ traditional justice mechanisms) in the scenario;

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

Explain the reasons why the wealthy man should trust the elders to handle the case of his son as it will;

- *Help in preventing future conflicts/disrespect of elders*
- *Promote moral growth in the community.*
- *It emphasises reconciliation/promotes reconciliation.*
- *Protect and promote culture in Butebo village*
- *Reduces stigmatisation because the process (traditional court proceeding) is abit private*
- *It will enable the victims(elders) to heal very quickly*
- *It is cost effective as it doesn't involve a lot of money.*
- *It will promote forgiveness*
- *The offender will be given specific solutions depending on the offence.*
- *It will promote good behaviours in society as this will serve an example to other people.*
- *Restores justice and relations among community members.*

Scoring rubric for item 1

	Element of construct	Basis of assessment	Evidence of ability/Skills/Success criteria	Scores
			Description	
1	The learner understands the Pre-Colonial history of East Africa.	Provides focused/relevant Introduction	Learner should be able to; <ul style="list-style-type: none"> ➤ Identify a problem in the scenario (01score) ➤ Give a relevant introduction, define the concept (traditional local courts/ traditional justice mechanisms) in the scenario (02scores) 	03 scores

			➤ No introduction (00)	
2		The learner should explain the advantages of traditional transitional justice mechanisms (traditional local courts) to convince the wealthy man to trust them	<p>Learner should be able to: explain (8-10) advantages of local courts in ensuring justice (04 scores) Explain between 5-7 advantages of local courts in ensuring justice (3 scores) Explains (3-4) advantages of local courts in ensuring justice (02scores) Explains 1-2 advantages of local courts in ensuring justice (01score) No response (00)</p>	Maximum scores (04)
3		Competency 3: Conclusion	Learner gives a relevant conclusion in line with the task.	02 scores
Total score				09 scores.

2. In Kalembe District, a group of immigrants settled in the area and took up the leadership of the district. They subjected the natives to unjust treatment which led them to untold suffering. The natives would like to regain their independence as it is the only way this unfairness can be solved. You have been identified to educate these natives.

Task

a) In an essay, explain ways how they can restore their status.

Expected responses from the learner:

- *The natives of Kalembe district have faced untold suffering under the unjust leadership of the immigrant group.*
- *To restore their status and regain independence they should take the following steps;*
- *The natives must come together, forming a united front to demand for their rights and freedom. This unity will provide strength and a collective voice to challenge the unjust leadership.*
- *They must acquire the knowledge and skills to compete with the immigrants and assert their rights. For example, learning about their legal rights, political processes and economic empowerment.*
- *The should adopt non-violent resistance strategies such as peaceful protests, boycotts and civil disobedience to put pressure on the immigrants to lose their grip on power.*
- *The people of Kalembe should reach out to local and international organisations, governments and human right groups to raise awareness and get support for their cause*
- *They should identify and develop capable leaders from within the native community to spearhead the movement and negotiate with immigrants.*
- *The should engage in open dialogue/discussions with immigrants to resolve issues peacefully such as negotiations, mediation or arbitration to address their grievances.*
- *They should develop economic independence by supporting local businesses, initiatives to reduce reliance on immigrants.*
- *They should demand for political representation in local governance and political structures to ensure their voices are heard and interests represented.*
- *The natives must remain committed to their cause and continue to push for change. Restoring status and regaining independence may take time effort and perseverance.*
- *By following these steps, the natives of Kalembe district just like East African under colonial rule can effectively restore their status, regain their independence and free themselves from unjust treatment*

Scoring rubric for item 2

	Element of construct	Basis of assessment	Evidence of ability/Skills/Success criteria	Scores
			Description	
1	The learner understands the Colonial history of Africa.	Provides focused/relevant Introduction	Learner should be able to; <ul style="list-style-type: none"> ➤ Identify a problem in the scenario (01score) ➤ Give a relevant introduction, (01score) ➤ No introduction (00) 	02scores
2		The learner explains correctly and logically the steps they should take to regain their status and independence	<p>Learner should be able to: explain (8-9) steps they should take to regain their status and independence (04 scores)</p> <p>Explain between 5-7 steps they should take to regain their status and independence (3 scores)</p> <p>Explains (3-4) steps they should take to regain their status and independence (02scores)</p> <p>Explains 1-2 steps they should take to regain their status and independence (01score)</p> <p>No response (00)</p>	Maximum scores (04)
3		Competency 3: Conclusion	Learner gives a relevant conclusion in line with the task	01 score

Total score				07 scores.
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SECTION B: Answer **one** item in this section.

3. During the previous local council elections in Uganda, it was reported that voter turnout was significantly low. This was attributed to the fact that a number of people did not value local government systems and felt they were unimportant. As a result, the Ministry of Local Government embarked on sensitizing the people about them. You have been identified to be part of the team to address the people in different parts of the country.

Task:

- a. Write an essay you will use to sensitize people in different parts of the country about the above systems.

Expected responses:

Learner should:

Identify the need in the scenario: Failure by People to value Local leader s/ government systems evidenced by low voter turn up in local council elections held in Uganda.

Hence there is a need to sensitize the local people about the roles/importance of Local council leaders under local government systems

Local leaders work under local government, which is the body that has a responsibility of administering a smaller geographical area on behalf of the central government. Such areas include, a village, ward, municipal council, district, city etc. People should fully participate in electing their local leaders because of the roles they play which include the following;

Roles of Local Government Systems in Uganda;

- *Local governments are responsible for delivering essential services to citizens, including healthcare, education, sanitation, and local infrastructure development.*
- *They manage and allocate resources at the local level, ensuring that funds and assets are used effectively for the benefit of the community.*
- *Local governments formulate and implement development plans tailored to the unique needs and priorities of their areas.*
- *They mediate and resolve local disputes, fostering peace and harmony within communities*
- *They engage citizens in decision-making processes, promoting local democracy and ensuring that the community's voices are heard.*
- *Local governments generate revenue through taxes from their areas such as cities, municipalities, districts and other sources to finance local projects and services.*
- *They plan, construct, and maintain local infrastructure, such as roads, bridges, and markets*
- *Local governments support social welfare programs, including those related to health, education, and social assistance*
- *They manage local environmental issues, such as waste disposal and natural resource conservation.*
- *Importance of Local Government Systems in Uganda:*
- *Community-Centered: Local governments are closest to the people, making them better equipped to understand and address the unique needs of their communities.*
- *Promoting Participation: They encourage citizen participation in decision-making processes, which is essential for democratic governance.*
- *Effective Service Delivery: Local governments ensure efficient and tailored service delivery, improving the quality of life for residents.*
- *Accountability: They enhance transparency and accountability by allowing citizens to monitor local projects and resource use.*
- *Conflict Resolution: Local governments play an important role in resolving local disputes, promoting social harmony.*
- *Decentralization: They support the decentralization of power and resources, reducing the burden on the central government and promoting local self-reliance.*
- *Economic Development: They stimulate economic growth by investing in infrastructure and promoting local businesses.*
- *Local governments are responsible for environmental management and conservation, contributing to a sustainable future.*
- *Cultural Preservation: They protect and promote cultural heritage and traditions at the local level, fostering community identity etc.*

- *Basing on the above roles local government systems play, the public is encouraged to participate in electing local leaders in the above systems to help in service delivery, developing different communities as well as benefiting from government projects through these leaders.*

Scoring rubric for item 3

	Element of construct	Basis of assessment	Evidence of ability/Skills/Success criteria	Scores
			Description	
1	The learner understands the Post-Colonial History and Political Affairs	Provides focused/relevant Introduction	Learner should be able to; <ul style="list-style-type: none"> ➤ Identify a problem in the scenario (01score) ➤ Give a relevant introduction, explains what local leaders and local government systems are. (02scores) ➤ No introduction (00) 	03 scores
2		The learner should sensitize the people by explaining the roles local leaders play under local government systems.	Learner should be able to: explain (8-10) roles of local government leaders under local government (04 scores) Explain between 5-7 roles of local government leaders under local government (3 scores) Explains (3-4) roles of local government leaders under local government (02scores) Explains 1-2 roles of local government leaders under	Maximum scores (04)

			local government (scores 01) No response (00)	
3		Competency 3: Relevant Conclusion	Learner gives a relevant conclusion in line with the task. No conclusion (00)	02 scores
Total score				09 scores.

4. In the 1950s, South Korea and Singapore were among the Asian countries labeled as least developed. However, today, they have achieved significant economic growth and development, earning them recognition as highly developed nations. The remarkable progress of these countries has captured the interest of many leaders in East Africa. And would like to elevate their economies to the level and status of South Korea and Singapore.

Task:

- a) With specific examples, from the above countries, explain to the East African leaders, the steps they can follow to achieve the same status.

Expected responses from the learners;

- *The governments/leaders should focus on producing high value goods for international markets, using their natural resources and competitive advantages.*
- *Heavy investment in public infrastructures such as schools, hospitals and roads.*

- *Invest in human capital by emphasizing education, skills development and innovation to build a highly skilled labourforce.*
- *Heavy investment in Agro processing industries.*
- *Export promotion through supporting firms that set up manufacturing facilities for export purposes*
- *Credit allocation to local industries and control of access to foreign exchange*
- *Investing heavily in science and technology, culture and industry to encourage economic growth and job creation.*
- *Encouraging high domestic savings made increasing capital accumulation*
- *Provide strategic guidance, investment in centres and protection for key industries*
- *Encourage research and development in technology such as Information technology, biotechnology and renewable energy.*
- *Economic diversification to reduce dependence on agriculture focusing on services, manufacturing sector and tourism*
- *Attract foreign investors(capital) and form strategic partnerships with international companies to access new markets and technology*
- *Create a business friendly/favourable environment through providing efficient government services and others*
- *Reduce corruption by putting up strong anti-corruption measures to promote investor confidence.*
- *Develop and implement long-term development plans like South Korea's "Five-Year Economic Development Plans" and Singapore's "Committee on the Future Economy"*
- *Invest in small and medium sized Enterprises(SMEs) which are significant contributor to East Africa's development.*
- *In conclusion East Africa can accelerate their economic development and move towards achieving Economic growth and development.*

Scoring rubric for item 4

	Element of construct	Basis of assessment	Evidence of ability/Skills/Success criteria	Scores
			Description	

1	The learner understands the Post-colonial history and Political affairs.	Provides focused/relevant Introduction	Learner should be able to; ➤ Identify a problem in the scenario: the need by east African leaders to find ways(strategies) of attaining economic development like Singapore and South Korea (01score) ➤ No introduction (00)	01Score
2		The learner should identify and explain strategies that Singapore and South Korea used, that East African leaders can adopt to attain economic development	Learner should be able to: explain (10-12) Strategies (05 scores) Explain between 8-9 strategies (4 scores) Explains (5-7) Strategies (03scores) Explains 3-4 strategies (02scores) Explains 1-2 strategies (score 01) No response (00)	Maximum scores (05)
3		Competency 3: Conclusion	Learner should give a relevant conclusion in line with the task (Acknowledging that the above mentioned strategies can enable East Africa attain their strategic plan towards achieving economic development like Singapore and South Korea).	01 score
Total score				07 scores.

