

**THROUGH THE HEADTEACHER
TO THE HEAD OF HISTORY
DEPARTMENT**

Date: 25th January 2024

Dear Sir/madam

**RE: INVITATION TO ATTEND AND PARTICIPATE IN AN O - LEVEL
NEW CURRICULUM CONVENTION FOCUSING ON PROJECTS AND 80%
FORMATIVE ASSESSMENT AT SHARING HALL NSAMBYA ON
SATURDAY 9TH MARCH 2024**

The Association of History and Political Education Teachers in Uganda is a pool of seasoned experienced Teachers and Examiners at the different levels and different papers.

By copy of this letter your 'O'- level students senior three and four are therefore invited by the above Association in conjunction with **SHAPTA JOINT ASSESSMENT BOARD** for the O-level History and Political Education Seminar scheduled for Saturday 23rd March 2024 at **SHARING HALL NSAMBYA** starting from 8:00AM till 4:30PM.

The New curriculum convention will focus on projects as an instrument of Formative Assessment of Learning in the New Curriculum plus.

- i. 80% Formative Assessment scenario questions (**copy attached**)
- ii. Analysis and Proper Interpretation of Scenario-Based Questions
- iii. Presentation of content in Competency-Based Curriculum.
- iv. How the Assessment Grid is used to award and place learners in CBC
- v. Organization, supervision and scores for Projects Work in Competency-Based Curriculum.

The learners will be Guided by a team of Senior CBC facilitators led by

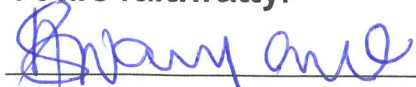
Mr. Mpagi Tonny Ssewanyana.

Students will be required to contribute **Shs. 10,000/=** each to facilitate the smooth running of the convention. Students are required to carry packed lunch and money for handouts (**5,000/=**).

The welfare of the teachers, Drivers and Facilitators will be covered by the Organizers.

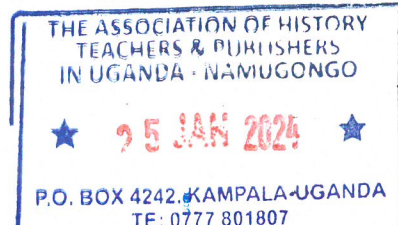
Confirm your participation by **25th February 2024** on **0702 440716** or **0788 043487**

Yours faithfully.



**MPAGI TONNY SSEWANYANA
GUEST FACILITATOR**

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**New Curriculum of O'Level
HISTORY AND POLITICAL EDUCATIONS IN PHOTOS**



CBC HISTORY AND POLITICAL EDUCATION ITEMS

1. “The period between A.D 1000-1800 saw migration as a big phenomenon in East Africa with both challenges and opportunities for countries of destination”.

Task: Basing on Ngoni migration, explain the meaning of the statement

2. The work of construction on the Uganda railway line seemed to be hard from the onset in 1896 in Mombasa. The problems began with the death of half the donkeys bought to carry goods for the workers. In Tsavo, about 132 miles out from Mombasa, the camp was terrorized by a pair of man-eating lions that slaughtered 28 workers before being hunted down and killed. In 1899 the railhead finally reached Nairobi, which at the time was no more than a swamp. By the end of construction 6,500 Indians were wounded or crippled and 2,500 had died. During the construction of Uganda railway, the chief engineer, George Whitehouse, had plenty of experience building railroads, but none on the dangers of East Africa.

Task. Using the above source and your accumulated knowledge about the topic, explain why the construction of the railway spent over 60 years to completion

3. “It’s now over 140 years when Missionaries came to Uganda and started on the process of evangelization. Their activities left permanent marks on the country-some positive, some less so.”

Task: Using your knowledge of the activities and impact of missionaries, prove the statement

4. “During pre-colonial Africa, people were taken into slavery by force. The slave raiders would use tactics such as night ambush, persuasion and direct buying from African chiefs”.

Task: Why is there an emergence of modern slave trade?

5. In 2010, the international migrants in Uganda totaled 492,900 (1.5% of the Ugandan population). In 2015, the number increased to 851,175 (2.2% of the population) and in 2019, to an estimated 1,734,200 (3.9% of the population).

Task: Using the source and your own knowledge, explain why there’s increasing international migrants in Uganda today

6. **Indirect rule** was the plan to use existing tribal structures and traditions as channels for establishing rules and regulations while English officials worked behind the scenes. In some cases, the British designated a person to act as "chief" in settings where there was no clearly hierarchical structure in place. This was not the only approach to colonial rule. The Germans employed **direct rule**--the idea that European officials should control the African

colonies directly without using African chiefs. Therefore, in Tanganyika, this was the mode of work.

Task. Use the above source and your knowledge of the topic to show differences between the two approaches

Task 2. Describe the structure of any two in the source above

7. The republican constitution adopted in 1967 abolished the monarchies and assigned ultimate political power to an elected president. The president was to be aided by a ministerial cabinet drawn from among members of the unicameral National Assembly. The judiciary, legislature, and executive were to be independent.

Task: Using the above source and your own knowledge, identify and explain the characteristics of the type of government Uganda adopted in 1967

8. In march 2022, the parliament of Uganda elected NRM flag bearer Anita Among Speaker. Upon her appointment, Rt. Hon. Among became the Chairperson of the Parliamentary Commission and the Business Committee. She also right away started to chair all sittings of Parliament and ensured that debates are handled in accordance with the Rules of Procedure.

Task: If you were the one appointed as speaker of the parliament of Uganda, use the above source and your knowledge of history and political education to explain your duties

9. “While the military and police are increasing deployment at Magere and are looking for me everywhere to take me back into house arrest, we spent part of the afternoon in Kabowa having lunch and interacting with our people. Because yes, our people are our greatest security. Enkya tusaleko wa?” Bobi wine via his twitter handle.

Task: As a student of history and political education, how best can the government of Uganda practice democracy?

10. James Mulwana was, first and foremost, an industrialist who established and built up several successful industrial enterprises. There may be people in this country who had never heard of his name, but it would be very hard to find anyone who has not purchased or used one of the products from his businesses: the nice pens; plastic products in our homes; batteries for vehicles; and dairy products. It was as an industrialist that James Mulwana made his most profound contribution to the growth of the Ugandan economy and it is on the lessons we must learn from his endeavours. (Extracted from the remarks by Mr. Emmanuel Tumusiime-Mutebile, Governor of the Bank of Uganda, at late Professor James Mulwana Open Business Symposium, Kampala, 26 February 2014).

Task: Using the above source and your knowledge about the topic, explain the contributions of James Mulwana to the economy of Uganda

11. You have been appointed as a minister of trade and industry in the government of Uganda. When you were in S.4, you were greatly inspired by the economic development history of Singapore and South Korea which started in a humble way.

Task: Write a proposal to the government of the ten top strategies you learnt on those two countries that you would like the government to support you in.

12. The government of Uganda through the Ministry of Education and Sports reviewed the lower secondary curriculum in a view of increasing job creators than seekers as a way of igniting economic growth of the country. However, education alone may not make Uganda achieve faster economic growth rates. This has left a lot to be desired.

Task: You have been appointed by the president to benchmark on the economic growth journey of South Korea and present the findings at the state of the nation address, prepare a project proposal for that case and present it to the nation

13. After passing the Anti-Homosexuality Act 2023, many foreign countries and international organisations including World Bank and IMF withdrew their aid to Uganda, this has left Uganda struggling in terms of service delivery.

Task: Suggest how best the Ugandan government can minimise on Neo-colonialism in her political and economic affairs without affecting their diplomatic relations

14. While in a meeting with a government official about need for unity, the residents of Namiryango expressed little knowledge about Pan Africanism. They told the government official that they knew the existence of pan Africanism, however they don't know why it was established. As an expert in history and political education, you have been sent by the government official to enlighten the villagers about the topic

Task: Write a speech you are going to deliver to the villagers

15. The world has become a global village. This has been manifested in the discovery of Information, Communication and Technology. TikTok, WhatsApp, Instagram and Facebook are the order of the day.

Task: You have been appointed as director Uganda Communications Commission, present strategies that Uganda can adopt to fit in the globalized World without affecting her moral values.

16. The horn of Africa is marked by long-standing and emerging security threats emanating from intrastate and interstate armed conflicts. These include armed conflicts in South Sudan, Sudan, Ethiopia, Somalia etc. IGAD has tasked you to research on how it can deal with such challenges

Task: Prepare a report from your study

17. In 2021, the government of the republic of Uganda suspended 54 NGOs. The government claimed that the suspension was due to failures by various NGOs to comply with relevant laws such as operating with expired permits. Many Human Rights activists opposed the move and called upon the government to lift the ban.

Task 1: Using the above scenario and your knowledge on the activities of the NGO, convince the government to lift the ban on the NGOS

Task 2: Advise the NGOs on the best ways of preventing a similar scenario from happening in the future

18. South Africa experienced an economic transformation between 1870 and 1910 following the discovery of diamonds at Kimberly and gold at Witwatersrand. The country became a major supplier of precious minerals to the world economy. However, as the societies of European South Africa grew richer, the Africans' welfare almost remained the same.

Task: With relevant examples support the scenario

19. The minister for youth who visited Iganga urged the youths in Iganga to emulate Nelson Mandela when fighting for Human Rights. Unfortunately, the youths didn't know much about Mandela's works in as far as Human Rights are concerned. The local radio has invited you as a good student of history and political education to sensitise the youth about this man's activism.

Task: Using the above scenario and your knowledge about Nelson Mandela, help the youths

**HISTORY AND POLITICAL EDUCATION ITEMS ORGANISED BY MPAGI
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