**MARKING GUIDE**

**S.3**

1. *In areas of Kasese in Uganda, river Nyamwamba flooded and a lot of property was destroyed including houses, gardens, small scale industries while many of the people surrounding the river were left dead. A few who survived were relocated to neighboring districts. The children of those who died are cautiously asking themselves many questions regarding the origins of their parents and relatives and have failed to get clear responses.*

***Task:***

*Explain to the above children the steps they should follow to achieve their desires.*

# *Expected responses;*

***Introduction***

1. *The item taker should identify the problem in the scenario which is failure by a group of children to trace the origins of their parents and relatives who died and others displaced by the flooding of River Nyamwamba.*
2. *Therefore, there is need to suggest the steps / methods / techniques that these children can employ to trace origin of their parents and relatives by using* ***sources of history*** *which among others may include;*

***Body***

1. *Oral tradition: Here, these children can ask several people surrounding them to narrate to them about the origin of their parents and relatives.*
2. *Linguistics study: They can also study the language commonalities regarding dialects, accents, etc.*
3. *Genetics: The children can use the modern science to compare genes of the people were their ancestors first lived.*
4. *Anthropology: This can also help these children to study and compare the ways of life of the people they came with to the new area and those they found where they settled.*
5. *Written records regarding the areas where they came from can help these children in form of articles, books and other written information.*
6. *Archaeology: They can also dig underground and study the remains to get the historical information.*
7. *A viable conclusion is required.*

**Scoring grid**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** |  | *Learner should be able to;*  *➢ Identify a problem in the scenario (01score)*  *➢ Give a relevant Introduction (01score)* | *Maximum scores (2scores)* |
| ***Body*** | *The learner should*  *Explain the techniques that these children can employ to trace origin of their parents and relatives.* | *Learner should be able to:*  *Explains (5-6) strategies (04scores)*  *Explains (3-4) strategies (03score)*  *Explains (1-2) strategies (02score)*  *No response (00)* | *Maximum scores (04) scores* |
| ***conclusion*** |  | *Learner gives a relevant conclusion in line with the task. (01 score)*  *No conclusion (00 scores)* | *Maximum scores (01score)* |
| ***Total scores*** |  |  | *(****7****scores)* |

1. *In Kilembe district, a group of foreign migrants settled in the area and took up the leadership of this district; they subjected the natives to unjust treatment which led them to untold misery and 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:***

*Explain ways how they can restore their status.*

***Expected responses:***

***Introduction***

1. *The item taker should identify the problem in the scenario which is foreign rule / colonialism and its negativity in East Africa. This is evidenced by the influx of foreigners in Kilembe district where they settled, imposed themselves as leaders and subjected the natives to unjust treatment.*
2. *Therefore, there is need to sensitize the natives of Kilembe district about the methods / steps that can be undertaken to end this foreign control and restore their independence.*
3. *Independence which is the state of being free external control which east Africa started on after 1945 with several nationalists joining the campaign to restore independence.*

***Body***

1. *To restore their status and gain independence, the natives of Kilembe district can take up the following steps;*
2. *They should unite and co-operate together in this struggle and denounce any form of sectarianism e.g. tribalism and ethnicity.*
3. *Form a united front to demand for their rights and freedom.*
4. *Adopt militarism by staging violent resistances against these foreign migrants.*
5. *Borrow examples from successful liberation struggles in Africa e.g. the defeat of Apartheid in South Africa.*
6. *They must acquire the knowledge and skills to compete with the immigrants and assert their rights.*
7. *They 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.*
8. *The people of Kilembe should reach out to local and international organizations, government and human rights groups to raise awareness and get support for their cause.*
9. *They should identify and develop capable leaders from within the native community to spearhead the movement and issues peacefully such as negotiations, mediation to address their grievances.*
10. *They should develop economic independence by supporting local business, initiatives to reduce reliance on immigrants.*
11. *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 it.*
12. ***A viable conclusion is required.***

***Scoring grid***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** |  | *Learner should be able to;*  *➢ Identify a problem in the scenario (01score)*  *➢ Give a relevant Introduction (01score)* | *Maximum scores (2scores)* |
| ***Body*** | *The learner should*  *Explain the strategies that can be adapted to restore the independence of the people of kilembe.* | *Learner should be able to:*  *explain (8-10)strategies (05scores)*  *Explain between (6-7) strategies (4scores)*  *Explains (4-5) strategies (03scores)*  *Explains (2-3) strategies (02score)*  *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 (01score)* |
| **Total scores** |  |  | (**8**scores) |

***Item 3***

*The constitution of Uganda of 1997 allowed the central government to decentralize its powers to the local government. Today the local government is operating in the different districts all over the country. A number of challenges e.g. limited funds; corruption, delay of payments, lack of materials, etc have hindered their work.*

***Task:***

*What should be done to address the above challenges?*

# *Expected response;*

1. *The learner should identify the problem in the scenario which is challenges faced by local government.*
2. *The learner should also define local governments 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*
3. *The problems faced by these governments can be handled / solved in the following ways.*
4. *Training / skilling of local government officials through capacity building workshops and seminars.*
5. *Increase the tax base in low governments.*
6. *Proper accountability and management of funds.*
7. *Central government should release funds on time to enable smooth running of the activities of local government.*
8. *Limit interference with affairs of government.*
9. *Encourage citizen participation in the local government.*
10. *Sensitize public on purpose of local government. Improving service delivery to gain mass support.*
11. *Setting up strict laws against corruption.*
12. *Central government should increase funding / funds allocated to local government.*
13. *Encourage whistle blowing on cases of corruption.*
14. *Refresher course of local government staff.*
15. *Increasing on their salaries to avoid temptations.*
16. *Strengthening of office of IGG in full.*
17. *Encouraging public disposal of public assets.*

**Scoring grid**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** |  | *Learner should be able to;*  *➢ Identify a problem in the scenario (01score)*  *➢ Give a relevant Introduction (01score)* | *Maximum scores (2scores)* |
| ***Body*** | *The learner should*  *Explain the solutions challenges faced by local government.* | *Learner should be able to:*  *explain (8-10) solutions (05scores)*  *Explain between (6-7) solutions (4scores)*  *Explains (4-5) constitutional right solutions (03scores)*  *Explains (2-3)solutions (02score)*  *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 (01score)* |
| ***Total scores*** |  |  | *(****8****scores)* |

***Item 4***

*In Uganda, a recent survey revealed a significant lack of awareness among citizens about their constitutional rights, especially in preparation for the upcoming general elections. In response, a dedicated group of educators is organizing a nation-wide awareness campaign. This campaign aims to empower individuals by increasing their understanding of constitutional rights, and you have been tasked with participating in this important initiative.*

***Task****: Write an essay with key aspects to educate the people in the above nation-wide campaigns.*

*Expected responses for item 4.*

***Introduction;***

*Identify the problem in the scenario; Lack of awareness among citizens about their constitutional rights*

*Constitutional rights are individual freedoms and protections guaranteed by the country’s constitution, which is the supreme law ofthe land.*

*These rights are inherent to all citizens and are designed to protect individual liberties, promote social justice and limit government power.*

***Body***

1. *Freedom of speech and expression (Article 29*
2. *Right to privacy (Article 27)*
3. *Freedom from discrimination Article 21*
4. *Right to fair trial and due process (Article28*
5. *Right to freedom of religion and conscience (Article 29)*
6. *Freedom of assembly and association (Article 30)*
7. *Right to vote and participate in democracy*
8. *Freedom from torture and cruel treatment 24*
9. *Right to life, Article22*
10. *Right to liberty and security of person Article 23*
11. *Right to equality 21*
12. *Right to movement and residence 31*
13. *Right to access information 41*
14. *Right to clean and healthy environment 39*
15. *Right to participate in cultural life 30*
16. *Right to access to justice 44*
17. *Right to education 30*
18. *Right to health 34*
19. *Right to work 32*
20. ***Logical Conclusion***

**Scoring grid**

|  |  |  |  |
| --- | --- | --- | --- |
| **Introduction** |  | Learner should be able to;  ➢ Identify a problem in the scenario (01score)  ➢ Give a relevant Introduction (01score) | Maximum scores (2scores) |
| **Body** | The learner should  Explain the constitutional rights | Learner should be able to:  explain (8-10) constitutional rights (05scores)  Explain between (6-7) constitutional rights (4scores)  Explains (4-5) constitutional rights (03scores)  Explains (2-3) constitutional rights (02score)  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 (01score) |
| **Total scores** |  |  | (**8**scores) |