

UGANDA CERTIFICATE OF EDUCATION-JULY 2024

HISTORY AND POLITICAL EDUCATION 241, SCORING GUIDE

SECTION A:

1. In East Africa, there is an increasing occurrence of human trafficking and exploitation that appears in different forms, similar to the 19th-century slave trade. The governments of the region are concerned about this trend and are determined to eradicate it. Through the local leaders, your community is hosting a heritage week to educate people about significant historical events that shaped the region, with the key topic being the slave trade and its lasting impact on society. You have been tasked to be among the key speakers.

Task: Write an elaborate informative presentation you will use to address the above people.

Expected responses item 1;

Introduction:

Identify the need in the scenario as the alarming human trafficking that the local leaders need to eradicate by educating the people about the impact of 19th century slave trade/to prevent the mistakes of the past from recurring.

The 19th century was a dark period for East Africa, marked by the widespread and devastating impact of the slave trade.

During this era, hundreds of thousands of Africans were captured, sold, and forced into slavery. The trade routes spanned the interior regions, leading to coastal cities like Zanzibar, Mombasa, and Dar es Salaam, where slaves were shipped to various parts of the world.

Economic Impact:

The slave trade disrupted traditional economies.

Depopulated regions due to slave trade and raiding of people. Many people were killed while a lot were taken away to foreign countries as slaves. This created a legacy of economic disparity and social disruption that we feel to this day.

Displacement and Family Separation: Entire communities were torn apart, and family structures were destroyed.

Cultural Assimilation: Slaves brought diverse cultures and traditions to new lands, contributing to a rich but complex culture that eroded African traditional culture.

Trauma and Resilience: The descendants of slaves carry the trauma of their ancestors, yet also a legacy of resilience and strength.

Disruption of Traditional Economies: The slave trade distorted local economies, prioritizing profit from human cargo over sustainable development.

Wealth Differences/gaps: The wealth amassed by slave traders and their descendants contrasted with the poverty of the enslaved and their descendants.

Land and Labour: The forced displacement of populations affected land ownership patterns and labour dynamics, issues that persist today.

The trade led to insecurity at the coast and in the interior due to introduction and misuse of guns as well as rampant killing and raiding of people. This is also common during human trafficking as many Africans are killed along the way to foreign countries/in foreign countries

People of East Africa lost their independence to foreigners. The administration of the coast was taken over by the foreigners while the original Africans and their leaders became subjects.

Despite the eventual abolition of the slave trade, its effects lingered, and the struggle for freedom and equality continued long after the last slave ship sailed.

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 Identifies a problem at hand, in the scenario.	Learner should be able to; Identify a problem in the scenario as, the alarming human trafficking that the local leaders need to eradicate by educating the people about the impact of 19 th century slave trade/to prevent the mistakes of the past from recurring. ➤ (01score)	02 scores

			<ul style="list-style-type: none"> ➤ Give a relevant introduction: Explain the background for occurrence of Slave trade in the 19th century (01score) ➤ No introduction (00) 	
2		The learner explains correctly and logically the negative impact of Slave trade in East Africa.	Learner should be able to: explain (6-8) negative effects of Slave trade on the people of East Africa. Scores a maximum of (03 scores) Explains 4-5 negative effects of Slave trade on the people of East Africa (02scores) Explains (1-3) negative effects of Slave trade on the people of East Africa (01 score) No response (00)	Maximum scores (03)
3		Conclusion Making relevant conclusive remarks.	Learner gives a relevant conclusion in line with the task	02 scores
Total score				07 scores.

2. In most East African communities, some people have been marginalized and discriminated against. Most of these people are neglected, humiliated, and evicted from their homes regularly, as was the case with South Africa. This limits their influence, authority, and participation in development, thus leaving their communities underdeveloped. The Central government, through local leadership of these communities, is determined to end this injustice.

Task: Explain the strategies the above communities can use to address the situation in this scenario.

Expected responses for item 2;

Introduction

The learner should identify the problem in the scenario as; the Marginalisation and discrimination of some people in most East African communities that affects development. Hence need to be ended using the following strategies;

Marginalisation may refer to the process of pushing a particular group or individual to the edge of society making them powerless and excluded from mainstream social economic and political processes. Discrimination is the unjust or prejudicial treatment of different categories of people especially on grounds of race, age, disability, religion or social status.

This may be related to Apartheid policy in South Africa that was a policy of racial segregation, discrimination, alienation based on white domination in South Africa. This policy emphasized separate development of various races.

Addressing the marginalization and discrimination of people in East African communities require several strategies that the central government, through local leadership, can employ to tackle this issue:

Anti-Discrimination Laws: Enact and enforce laws that prohibit discrimination and protect the rights of marginalized groups. This includes ensuring that these laws are effectively implemented and that violators are held accountable.

Land Rights: Secure land tenure for marginalized communities to prevent forced evictions and provide a sense of stability and security.

Mass awareness Campaigns: Conduct extensive awareness campaigns to educate the broader community about the importance of inclusivity and the negative impacts of discrimination and marginalization.

Dialogue and Mediation: Facilitate community dialogues and mediation sessions to address grievances, resolve conflicts, and promote understanding between different groups.

Design and implement development projects that specifically target marginalized groups, ensuring they have access to essential services such as education, healthcare, and housing.

Economic Empowerment: Provide economic opportunities, such as micro-financing, vocational training, and job placement programs, to help marginalized individuals become self-sufficient and active contributors to the economy.

Ensure that marginalized groups are represented in local governance structures. This can be achieved by reserving seats in local councils for members of these communities or encouraging their participation in elections.

Train local leaders and officials on issues of inclusivity, human rights, and effective governance to better address the needs of marginalized communities.

Integrate human rights education into school curricula and community education programs to foster a culture of respect and equality from a young age.

Partner with and support civil society organizations that advocate for the rights of marginalized groups, providing them with the resources and platforms needed to strengthen their voices.

Ensure that marginalized communities have access to quality healthcare services, including mental health support, to improve their overall well-being.

Establish social safety nets, such as food security programs and social welfare schemes, to support those who are most vulnerable.

Provide free or affordable legal aid services to help marginalized individuals defend their rights and navigate the legal system.

Protection Mechanisms: Set up protection mechanisms, such as safe houses and hotlines, for individuals facing immediate threats or violence.

The marginalized groups can as well use non-violent demonstrations against those that discriminate against them.

They can call and request for regional/ international support such as from human rights groups.

By implementing these strategies, the central government and local leadership can create an environment where all community members have the opportunity to participate fully in development processes, thereby promoting unity, social cohesion and sustainable development.

	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 Identifies a problem at hand, in the scenario. Learner should explain the meaning of Marginalisation and discrimination and relate	Learner should be able to; ➤ Identify a problem in the scenario as; the Marginalisation and discrimination of some people in most East African communities that affects development. (01score) ➤ Give a relevant introduction, (02scores) ➤ No introduction (00)	03 scores

		them to apartheid policy in South Africa		
2		The learner explains the strategies that the Central government through the local leaders and people in the community can use to end this injustice.	<p>Learner should be able to: explain (8-10) strategies that the Central government through the local leaders and people in the community can use to end this injustice (04 scores) Explains 6-7 strategies to end Marginalisation and discrimination of people in most communities in East Africa (04scores) Explains (4-5) strategies to end this injustice (02scores) Explains 1-3 strategies to end Marginalisation and discrimination of people scores 01 score. No response (00)</p>	Maximum scores (04)
3		Competency 3: Conclusion Making relevant conclusive remarks.	Learner gives a relevant conclusion in line with the task	02 scores
Total score				09scores.

SECTION B:

3. 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 3.

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

Freedom of speech and expression (Article 29)

Right to privacy (Article 27)

Freedom from discrimination Article 21

Right to fair trial and due process (Article 28)

Right to freedom of religion and conscience (Article 29)

Freedom of assembly and association (Article 30)

Right to vote and participate in democracy

Freedom from torture and cruel treatment 24

Right to life, Article 22

Right to liberty and security of person Article 23

Right to equality 21

Right to movement and residence 31

Right to access information 41

Right to clean and healthy environment 39

Right to participate in cultural life 30

Right to access to justice 44

Right to education 30

Right to health 34

Right to work 32

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 of Africa.	Provides focused/relevant Introduction Identifies a problem at hand, in the scenario. That is lack of awareness about the constitutional rights Learner should define the meaning of constitutional rights.	Learner should be able to; ➤ Identify a problem in the scenario (01score) ➤ Give a relevant introduction (02scores) ➤ No introduction (00)	03 scores

2		The learner explains correctly and logically the Key constitutional rights of Citizens as enshrined in the 1995 Constitution of Uganda	Learner should be able to: explain (8-10) Key Constitutional rights. Scores a maximum of (05 scores) Explains 6-7 Key constitutional rights elaborately (04scores) Explains (4-5) Key constitutional rights (02scores) Explains 2-3 Key constitutional rights, scores 01 score. No response (00)	Maximum scores (05)
3		Competency 3: Conclusion Making relevant conclusive remarks.	Learner gives a relevant conclusion in line with the task	02 scores
Total score				10 scores.

4.The Chairperson of the Economic Community of West African States (ECOWAS) would like an independent evaluation of how East Africans view the operation of this regional integration. This follows the common belief that it has failed to fulfill the aims and objectives of its founders. The Ugandan Government, through the Ministry of Education and Sports, has tasked secondary school students of History and Political Education to conduct this evaluation. In your district, the local authorities have identified you to represent your school.

Task: Prepare a written evaluation report about the above organisation.

Expected responses for item 4.

Introduction

Identify the challenge/need in the scenario as; the need by the Chairperson of ECOWAS to evaluate the operation of this regional integration (ECOWAS).

The Economic Community of West African States (ECOWAS) was established on May 28, 1975, with the signing of the Treaty of Lagos.

It is a regional political and economic union of fifteen countries located in West Africa. The main aims of ECOWAS are to promote economic integration and cooperation among its member states, ensure regional stability and peace, and foster socio-economic development.

Below is an independent evaluation of how East Africans perceive the operations and achievements of ECOWAS, based on the belief that it has failed to fulfill the aims and objectives of its founders.

This is based on its aims and objectives which include;

To create a single large trading bloc through the elimination of trade barriers and the establishment of a common external tariff.

To maintain regional peace and stability through conflict prevention, management, and resolution.

To ensure the free movement of goods, capital, and people among member states.

To develop regional infrastructure, including transportation, communication, and energy networks.

To harmonize monetary, fiscal, and industrial policies to foster economic growth and development.

Achievements;

Economic Integration;

ECOWAS has frozen all customs and tariffs on goods originating from within West Africa, thus promoting trade and created market for goods and services produced within the community

Promoted free movement of people within the community in search for employment, education and better living conditions

ECOWAS member states have secured a large foreign market for their products.

Peace and Security

ECOWAS has made significant strides in maintaining peace and security in the region. Its peacekeeping missions in conflict zones such as Liberia, Sierra Leone, and Mali have been widely acknowledged.

Free Movement;

Infrastructure Development

Infrastructure development is important for regional integration, and ECOWAS has undertaken several initiatives in this regard.

Harmonization of Policies

The harmonization of monetary, fiscal, and industrial policies is essential for economic integration.

However, East Africans perceive ECOWAS's efforts towards economic integration with mixed feelings. While some acknowledge the potential benefits of a large trading bloc, there are concerns about the effectiveness of its implementation. Key issues highlighted include:

Challenges/weaknesses/failures

Trade Barriers: Despite efforts to eliminate trade barriers, many non-tariff barriers persist, hence affecting trade among member states.

Economic Differences: Significant economic disparities among member states make uniform economic integration challenging. Wealthier nations often dominate the economic landscape, leaving poorer nations behind.

Infrastructure Deficiencies: Inadequate infrastructure continues to be a major challenge in achieving true economic integration.

Political Resistance: There is often political resistance to ceding national control over economic policies to a regional body.

ECOWAS's peacekeeping efforts are often affected by limited financial and logistical resources.

The political will of member states to support ECOWAS's initiatives can sometimes be lacking, leading to delayed or ineffective responses to conflicts.

The protocol on free movement of persons, goods, and services is one of ECOWAS's most ambitious projects.

Implementation Gaps: There are inconsistencies in the implementation of the protocol across member states, leading to confusion and delays.

Security Concerns: The free movement of people has raised security concerns, particularly in the context of terrorism and transnational crime.

Diverse Economic Policies: The diverse economic policies of member states make harmonization difficult.

Funding Constraints: Many infrastructure projects face funding constraints, leading to delays and incomplete projects.

Coordination Issues: Coordination among member states is often poor, resulting in fragmented and inefficient infrastructure networks.

While acknowledging the organization's achievements, particularly in peacekeeping and regional stability, there are significant concerns about its effectiveness in economic integration, infrastructure development, and policy harmonization. The perceived shortcomings are often attributed to resource

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 of Africa.	Provides focused/relevant Introduction Identifies a problem at hand, in the scenario as the need by the Chairperson of ECOWAS to evaluate the operation of this regional integration (ECOWAS).	Learner should be able to; ➤ Identify a problem in the scenario (01score) ➤ Give a relevant introduction (01scores) ➤ No introduction (00)	02 scores
2		The learner explains correctly and logically	Learner should be able to: evaluates (7-8) achievements and failures/challenges of ECOWAS Scores a maximum of (05 scores) evaluates 5-6 achievements and failures/challenges of ECOWAS (04scores) Evaluates (3-4) achievements and failures/challenges of ECOWAS (02scores) Explains 1-2 achievements and failures/challenges of ECOWAS, scores 01 score. No response (00)	Maximum scores (05)

3		Competency 3: Conclusion Making relevant conclusive remarks, in line with achievements and failures of ECOWAS.	Learner gives a relevant conclusion in line with the task	01 score
Total score				08 scores.