

HISTORY AND POLITICAL EDUCATION 241/1 2024 CBC FACILITATION ITEMS

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History and political education has three elements of construct (EC). We expect item 1 to come from EC 1 and Item 2 to come from EC 2 and EC 3 to produce two items that is normally political or UNEB can decide to set how they wish by mixing the items. This curriculum is based on CBC and CBA. They ECs are broken down as follows;

ELEMENT OF CONSTRUCT 1. THE PRE-COLONIAL HISTORY OF EAST AFRICA. (PC)

1. Finding out our past.
2. The origin of man.
3. Migration and settlements in East Africa since AD1000.
4. Culture and ethnic groups in East Africa.
5. State formation in East Africa.
6. Religions in East Africa.
7. Local and external trade contacts
- With East African communities.

ELEMENT OF CONSTRUCT 2. THE COLONIAL HISTORY OF EAST AFRICA. (CH)

1. Scramble, partition and colonization of East Africa.
2. East Africa response to establishment of colonial rule.
3. The colonial administrative systems in East Africa.
4. The colonial economy in East Africa.
5. World wars and their impact on East Africa.
6. The struggle for independence in East Africa.
7. Key personalities in the history of East Africa before independence.
8. Lessons from the liberation struggle of South Africa.

ELEMENT OF CONSTRUCT 3. THE POST -COLONIAL HISTORY OF EAST AFRICA. (PC)

1. Post independence socio-economic challenges In East Africa.
2. Civil society and Nongovernmental organizations in East Africa.
3. Changing land tenure systems in East Africa.

4. The structure of government in Uganda.
5. The local government system in Uganda.
6. Constitutionalism in Uganda.
7. Democracy and leadership in Uganda.
8. The United Nations Organization (UNO) and its impacts on Uganda.
9. Evolution of human rights in Uganda.
10. The post-independence liberation struggles in Uganda.
11. Patriotism in Uganda.
12. Key contributors to nation building in the post-independence in Uganda.
13. Pan-Africanism, political and economic federation.
14. Lessons from world economic transformation.
15. Neo-colonialism in East Africa.
16. Globalization.
17. Peace and conflict resolution in East Africa.

The CBC history and political education is based on High Order Thinking (HOT) a candidate is therefore expected to read the item and task and understand for him/her to be able to attempt it and score highly.

GENERAL GUIDELINES IN CBC HISTORY AND POLITICAL EDUCATION.

1. A learner should read the task before reading the scenario because most tasks lead us to the demands of the scenarios. Therefore for easy problem identification, read the tasks first.
2. A complete CBC history and political education paper 2024 will have 4 examinable items distributed in two sections A and B. Section A has two compulsory items coming from element of construct 1 and 2. While the learner chooses another 1 item from section B to make a total of 3 attempted items. This means a learner MUST attempt only 3 items in all.
3. The learner should attempt an item according to its demands, whatever the task instructs you, his story must be presented in essay form.
4. Give relevant examples from both history and current situations depending on the demands of the item. Note that the element of construct from where the item comes will give examples.
5. Scoring shall follow well streamlined basis for example a response shall carry 3 scores in the following order; HK (Historical Knowledge. 1 score) here a learner states a correct point/idea relevant to the item and responding to the scenario. HT (Historical thinking. 1 score) here a learner correctly explains the point/idea with relevant examples as per task demands and HA (Historical Application. 1 score) here a learner applies the point/idea to a current situation.

ion. 1 score) here a learner shows relevance/importance of the explained idea as demanded by the task meaning each response carries 3 scores.

6. The Introduction (IP/HK) Here a learner identifies a problem, defines it, defines other key words in the scenario and introduces us to the body, It will always take 1 score and a conclusion also takes 1 score, it should be relevant to the item. Therefore one should have an I (introduction) + B (body) + C (conclusion) based on Relevance, Accuracy, Coherence and Excellence (RACE), Point, Evidence, Example and Relevance (PEER), Situation, Task, Action and Result (STAR) OR HK, HT AND HA modes of Assessment = total scores which must be converted to a basis of 1-3.
7. Avoid rubric cases, always attempt 3 items following the given instruments i.e. section A is compulsory do both items in that section then choose 1 item from section B. Always finish early to get time to read through your work and correct any mistakes and finish those spaces you had left behind.
8. Read your books and read extensively.
9. You will face two types of Items that is POLITICAL ITEMS and HISTORICAL ITEMS.
10. Time is 2hours 15 minutes so calculate your time constructively. Therefore, each item should be completed within 45 minutes only.
11. Have all your notes from S.1-4 for easy preparation, create your personal timetable and respect it, there should be no free time in third term, your goal should be clear.

CODES IN HISTORY AND POLITICAL EDUCATION.

- a) **HI/IP-HISTORICAL INTRODUCTION/INTRODUCTION POINT.** A learner gives a relevant introduction in line with the scenario.
- b) **PI- PROBLEM IDENTIFICATION.** Here a learner reads a scenario and discovers/identifies a problem and a problem statement.
- c) **HK- HISTORICAL KNOWLEDGE.** Here a learner gives his/her idea/point which seeks to solve a problem above.
- d) **HT- HISTORICAL THINKING/COMPRENSION.** Here a learner clearly explains the idea/point with valid and relevant examples.
- e) **HA- HISTORICAL APPLICATION/JUSTIFICATION.** Here we expect a learner to show us that what was explained is relevant.
- f) **CP- CONCLUSION POINT.** A learner gives his/her personal conclusion according to how he/she has analyzed issues in the essay.
- g) **PH- PRE-COLONIAL HISTORY OF EAST AFRICA.**
- h) **EI- EUROPEAN INTEREST IN EAST AFRICA.**
- i) **LE-LIFE UNDER EUROPEAN RULE.**

- j) EE- EFFECTS OF EUROPEAN RULE.
- k) OG- OPERATION OF GOVERNMENTS.
- l) IC- INTERSTATE COLLABORATION.
- m) HOT- HIGH ORDER THINKING.
- n) PEER. POINT-EXPLANATION-EXAMPLE-RELEVANCE.
- o) RACE. RELEVANCE-ACCURACY-COHERENCE-EXCELLENCE.
- p) STAR. SITUATION-TASK-ACTION-RESULT.
- q) IBC. INTRODUCTION-BODY-CONCLUSION.

SCORING GRID IN HISTORY AND POLITICAL EDUCATION.

1. 3- (EXCELLENT) A learner EXCELLENTLY exhausts the item by giving 10+ HKs, 8+ HTs and 4+ HAs plus 1 IP/Hi and 1 CP.
2. 2- (ADVANCED) A learner uses ADVANCED knowledge to give 8+ HKs, 6-7 HTs and 0-3 HAs plus 1 IP/Hi and 1 CP.
3. 1- (SATISFACTORY) A learner SATISFACTORILY gives 1+ HKs, 0-6 HTs and 0 HAs plus 1 IP/Hi and NO CP.

Allow learners to write many points at least 16 to be on a safer side.

Train them to excel not to just pass with minor grades.

FACILITATION ITEMS, EXPECT APPROACH AND RESPONSES.

SECTION A.

Do all Items.

ITEM 1.

Taremwwa is a senior businessman whose parents migrated from Rukungiri district to Nabbingo-Wakiso district Kampala when he was still a young man of five years; he has grown up, studied and became rich in Kampala. Recently his primary seven son was asked at his to describe the origins of his grandparents which he totally failed to trace since they died before he was born.



Task.

In an essay, help Taremwa's son to trace the origins of his grandparents.

A candidate must critically think out the problem in the scenario which is Taremwa's son's failure to trace his grandparents' origins as learner of history and political education you advise him to use the sources of history to find the source of his grandparents' origins. Now a learner must be able to identify the different sources of history to be able to help Taremwa's son find his grandparents' origins.

A candidate continues to define the problem; A historical source is a piece of the original information that contains important historical information which can only be obtained by senior historical annalists using the various sources both primary and secondary plus the scientific sources of history as discussed below;

- a) Taremwa's son should use the oral traditional source of history to find out the origins of his grandparents, here Taremwa's son will go back to his father's ancestral home and meet the elders who would tell him stories, songs, proverbs, poems, legends, myths and tale through which he can discover information about his grandparents, if he does this he will get reliable information that will help him to trace the origins of his grandparents.
- b) He should also use the written records to discover his grandparents' origins for example through reading diaries, journal, books, newspapers, magazines and written history, if he reads these he will get the past information about his grandparents migration trends and relations and will be able to get their origins.
- c) Taremwa's son can also employ the archeology source of history to find out the real origins of his grandparents, he will employ a team of professional archeologists to go to his grandparents home where they were buried in Rukungiri and extract their said remains and study them using carbon dating to the age of the discovered fossils, if he does this he will discover the origins of his grandparents.
- d) Linguistics study is another source that can be used to discover the origins of Taremwa's son's grandparents by studying their sounds, consonants, vowels, tone, grammar patterns, structure, names and places of Taremwa's parents for his son to be able to find his grandparents origins, this is done by a senior and professional linguist.
- e) Taremwa's son should also use Anthropology to find the origins of his grandparents where he can

pay a professional anthropologist to study the his present and existing social, organizations, cultural values and how they inter-change in order to find out the past, after studying them, the boy will be able to trace the origins of his grandparents.

- f) Genetic study is another way Taremwa's son can find the origins of his grandparents where genes of different people who share same history, culture and geography can be studied to determine the characteristics that passed on from one person to another, if he does this he will know exactly where his grandparents originated from.
- g) Taremwa's son can also be advised to use carbon dating in his struggle to find the origins of his grandparents, this helps to study the rate of decay of fossils using carbon 14 and organic substance, this can determine the how long or short the plants, organisms and animals died and belonged to who, using this study Taremwa's son will be able to find where his grandparents lived.
- h) Rock art is another historical source that can help Taremwa's son to find the origins of his grandparents, under this source art work of items and paintings like bones, caves, back cloth, wood and skins that were left behind long ago is studied which can help to tell Taremwa's son about the lifestyle of his grandparents.
- i) Another source that can help Taremwa's son discover more about his grandparents is dendrochronology where the ancient patterns of rings and trunk can be analyzed scientifically by dating data, it basically deals with numbers to determine how long the person lived in a certain area, through this Taremwa's son can know the origins of his grandparents.

Then a learner is expected to give a personal conclusion based on his/her analysis, be bold and confident while you give your conclusion.

ITEM 2.

A few years ago, Karamoja sub-region and the surrounding areas were attacked by a group of pastoralists called the Bararo wonderers, they imposed their will on the residents and grabbed their lands and dominated their grazing grounds leading to untold suffering, deaths and abrupt displacements. The natives have tried to regain sovereignty over their land but have failed leading to tension between the two groups. You have been identified to provide a solution to this situation.



Task.

Write an essay explaining how the Karamoja residents can regain independence of their land.

Approach.

The candidate must identify a problem for easy approach of the item; the problem in this scenario is the loss of independence by the Karamajong to the Bararo wonderers. A candidate should therefore brainstorm the efforts the Karamajong should employ to reinstate themselves on their land.

Independence refers to possession of full control over something such as land, area, country, home etc. Therefore the Karamajong were caught unaware and by the time they woke to fight for their land, the situation had worsened, however, they can use the following measures to bring back their lost lands and rights;

- a) The Karamajong should employ non-violent resistance strategies such as boycotts, peaceful protests and civil disobedience to put pressure on the immigrants to lose appetite of staying with them.
- b) They should seek legal guidance from the ministry of lands and ministry of Karamoja to intervene and put the situation to order.
- c) The Karamajong should interpret the law and show their freedoms evidenced by their traditions and landmarks to convince the Bararo to vacate their land.
- d) The locals should approach both local and international human rights organizations to come in restore their independence fully from the Bararo.
- e) Open dialogue and peace talks can be another way the Karamajong can use to restore their independence through awareness and lectures to the Bararo about right to possession of land.
- f) They should identify and develop capable leaders to protect and defend their land from future invasion.
- g) The Karamajong should form liberation movements against the Bararo to force them out of their land and regain its full control.
- h) They should opt for treaty signing as another peaceful way of convincing the Bararo intruders to leave their land.
- i) The Karamajong should know that regaining total independence of their land will take time therefore they should practice some patience as they wait for that time.
- j) They should demand for part of their lands to be given back since both conflicting societies are pastoralists.
- k) The Bararo should use mass media such as TVs, radios, newspapers to present their grievances.
- l) Finally if peaceful measures fail, the Karamajong can opt for violent means to force the Bararo out of their areas and regain their independence.

The candidate gives hi/her personal conclusion.

SECTION B.

Attempt only one item.

ITEM 3.

During the 2021 elections in Uganda, it was discovered that many Ugandans did not turn up to vote for their Local councils, they explained that these councils lack value and importance to their villages, as a result the ministry of local governments has embarked on sensitizing the locals about the need to have a local government systems. You have been identified to be part of the sensitization team that will travel to different parts of the country.



Task.

Prepare an essay that you will use during these tours to sensitize the locals about the local government systems.

Approach.

In this scenario as usual a candidate incept is responding process by identifying the need or problem which is people's failure to value/find importance in local councils/governments evidenced by low voter turn-up in the 2021 elections in Uganda.

This therefore calls for sensitization of local people about the roles/responsibilities of local governments to attract the locals to turn up massively in 2026 to vote for them from an informed point of view.

The candidate now defines the problem. A local government is body which is responsible for administering small geographical areas such as villages, wards, municipal councils etc on behalf of the central government. They play the following roles;

- a) Local governments ensure effective service delivery and lead to improved standards of living.
- b) They manage and allocate funds at local level ensuring that resources are put to good use for development.

elopment of specific villages and other local levels.

- c) Local governments formulate and implement tailored development plans for unique needs of their people such as health centers, schools, electricity etc.
- d) They mediate and preside over local courts to solve local disputes to cause peace and harmonious living.
- e) Engage local people in decision making projects which promote local democracy and inclusiveness in national decisions.
- f) Local governments contribute national revenue through paying taxes at all local levels.
- g) They plan, maintain and preserve local infrastructure like roads, bridges and markets which leads to local development.
- h) They also promote and implement the central government plans and programs in education, agriculture, economics etc through sensitizing the locals to embrace them.
- i) Local governments promote transparency by allowing the locals to participate in monitoring of local projects and reporting rope holes.
- j) They also play a role of preserving their culture.
- k) Promotes security at village levels.
- l) Stimulates local developments by locals investing in their local trading centers.

The candidate gives his/her personal conclusion.

ITEM 4.

Some African countries are faced with rampant autocratic and dictatorial tendencies that put them to risk of weakening democratic practices in those countries by the leaders who focus on consolidation power instead of service delivery leading to human rights violation like abductions, imprisonments, deaths, beatings, injuries among others which are direct indicators of lack of democracy. A number of human rights and civil society groups have shown their dissatisfaction about this injustice of abandoning democratic practices in a series of human rights summits and conferences. One of human rights organizations has spotted you to be part of their team in their countrywide democratic sensitization tours.



Task.

Write an elaborate text document that you will use in these countrywide conferences.

Approach.

On this item, the learner is tasked to clearly identify the problem in the scenario which is lack of democracy in some African countries where some leaders have turned into great rulers giving keeping themselves in power a priority as opposed to serving their subjects. This therefore calls for awareness about the benefits of democracy as opposed to clinging on power by some African leaders.

Now a candidate must go ahead and define key concept which is Democracy; Democracy is a system of government where power is vested in the people either directly or through elected representatives. The candidate should go ahead and point out the possible indicators of democracy.

- 1- Free and fair elections which works as a cornerstone of democracy by giving citizens an opportunity to freely participate in the process of choosing leaders of their choice.
- 2- Rule of law should be pointed out as situation where national laws apply equally to all individuals thus ensuring justice and accountability.
- 3- Human rights defense where critical and fundamental freedoms of association, speech, and assembly are highly exercised.
- 4- Inclusiveness and pluralism is granted to allow groups and their opinions to be represented and respected.
- 5- Independence of arms of governments work without any political sabotage.

Expected responses.

Then the candidate should go ahead and clearly explain the benefits of democracy by pointing the benefits of democracy.

- a) Political stability and peace where democratic governments tend to be stable and peaceful since they focus on finding solutions to the existing problems rather than imposing themselves on the natives, they also serve their terms and transit power to other people.

- b) Democracy spearheads economic growth and development since it creates a conducive environment for economic activities to happen such as agriculture, manufacturing, innovation, industrialization etc hence sustains development.
- c) It fosters human rights and freedoms of individuals and groups allowing them to express themselves without any repression, this therefore upholds freedom of assembly, speech and practice of people's beliefs.
- d) Democratic governments give space to their electorates to ask for accountability and transparency from them which curbs down corruption, abuse of office and promotes good governance.
- e) It promotes equity, equality and social justice where all persons regardless of their age, political, tribal, religious belongings among others to enjoy equal opportunities in their country.
- f) Democracy promotes rule of law and constitutionalism since the sitting governments clearly know that they are elected constitutionally and can be removed constitutionally.
- g) Where democracy is, the power of people flourishes, people can use their power/voting to remove and bring governments.
- h) Democracy spearheads international relations and cooperation since it's legally in power, other governments can easily recognize and work with it.
- i) It also leads to people's activism and political engagements without any kind of obstruct or suppression.
- j) Checks and balances are common in democratic governments since it supports government institutions to operate independently.

The candidate should give his/her personal conclusion.

A candidate must really express him/herself and make a point, History and political education is scored out expression. I wish you success in this number.

EXTRA-ITEMS FOR LEARNERS TO ATTEMPT.

ITEM 5.

For years, the world has plagued by uncertainty, conflict and wars. Many people have sought peace, harmony and freedom through diplomatic efforts but these initiatives have often failed to yield fruits of peace, as a result, some people particularly the youths have resorted to force, violence and bloodshed to secure their freedom and independence especially when diplomacy failed to yield. However, a group of elders has not gotten tired of trying diplomacy through emphasizing the importance of peace in leadership change. You have been approached to give a piece of mind and supportive ideas to this situation.



TASK. In an essay support the elder's decision.

ITEM 6. A section of youths from the East African states were spotted on X formally Twitter discussing issues affecting them and some male discussant asserted that he was overwhelmed with too much hatred and tired of everything about East Africa including poverty, unemployment, corruption, exploitation, poor political decisions, human rights abuse among others calling upon fellows to flee to Europe for a better work and living experience. Last month the heads of East African states met at Munyonyo Convention Hall Kampala to discuss the betterment of the continent to bring back the love for East Africa and her states and spearhead patriotic agenda in respective member states. You are invited to an annual summit on East African Patriotism at Munyonyo Convention Hall Kampala.



East African heads of states meeting on patriotism and pan-africanism.

Task. Prepare a substantiated essay that you present during this summit to restore patriotism into the hearts of the youths.

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WE CAN DO IT DEAR CANDIDATES.

When you meet a grey haired man carrying his own pot on his head, just know he must have wasted lot of time during his youthful age. I can't afford to meet you my sons and daughters, read your boo

ks.

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