

HISTORY AND POLITICAL EDUCATION 241/ 1

EXAMINATION ITEMS

Item 1

Every subject taught under the New Lower Secondary Curriculum aims at making us problem solvers in 21st century world. It is for the purpose of making us useful to self and society. That is why generic skills are found in all subjects. These generic include:

- a) Critical thinking
- b) Problem solving
- c) Creativity
- d) Innovation
- e) Self directed learning
- f) Communication
- g) Team work/ collaboration
- h) Mathematical computation
- i) ICT proficiency

Task

Explain and show clearly how the learning of history and political education has enabled you to develop any 4 of the above generic skills.

Item 2

Sources of history such as oral tradition, written history, anthropology, DNA, archaeology and the internet help us to get information about people and places.

The leaders of your community urgently want to find the family of a baby boy who was abandoned in the local market with the following information tagged on him:

Name: Ndibuza Amon

Sex: Male

Date of birth: 21/1/2024

Hospital: Kawempe Hospital

Task

Suggest how the community leaders can use any of the above sources of history to find the family of the abandoned baby.

Item 3

Our country has natural and man- made historical sites that include Kabaka's Lake, Kasubi Royal Tombs, Nyero Rock Paintings, Namugongo Martyrs' Shrines among others. These sites have many benefits for the citizens and the government. They are sources of employment, tourist attractions and they preserve our history. However, human activities in and around these areas have caused a lot of pollution.

Support material



Task

Suggest and explain the activities that should be done in and around these places to avoid pollution.

Item 4

Many young people have migrated from rural areas to live in urban places like Kampala, Mbarara, Jinja, Gulu, Mbale, Kasese and Kabale. This is because urban places have amenities like easy access to internet, swimming pools, restaurants, golf courses in addition to piped water and electricity.

However, many of them lack jobs in towns. Hence, they have learnt bad habits such as stealing, gambling, drug abuse and prostitution due to lack of money.

Support material



Task

How can the government make these young people economically useful in society?

Item 5

Uganda is a diverse country with many ethnic groups and tribes. The Bantu, Luo and Hamite ethnic groups have various tribes under them. Much as this makes us a country rich in culture, we face a very big problem of tribalism today.

Support material



Task

Show how the country can overcome the problem above.

Item 6

Pre-colonial East Africa societies and Uganda in particular had local industries that made items needed for domestic use and trade. These included basket and mat weaving, cloth making, pottery, blacksmithing, soap making, woodwork and leather industries.

Unfortunately, with the introduction of formal education, schools no longer teach African children practical skills. We are trained to be job seekers and not job creators. We are taught what does not benefit our communities and us.

Support material



Task

Explain how the New Lower Secondary Curriculum can help to change the situation.

Item 7

East Africans did not benefit from the Indian and Long Distance Trade that took place up to the 19th century due to imbalance in trade. They exchanged valuable commodities such as ivory and gold for less valuable items like beads and clothes. They sold fellow human beings to get guns.

Today, the story has not changed much. We sell our raw materials such as coffee cheaply to developed countries. We buy manufactured goods like phones, computers and cars expensively from Europe, Asia and America. Many young people especially girls are cheated in the Middle East countries such as Oman and United Arab Emirates where they go to work.

Support material



Task

Given the scenario, advise Ugandans on how to benefit from trade with these countries and continents.

Item 8

Sources of history such as linguistics, oral tradition, written history, anthropology, DNA, archaeology and the internet help us to get information about places and people.

Your community's local council 1 chairperson wants to urgently find the family of a two year old girl who was abandoned at his office having the following information tagged on her:

Name: Nkesiga Abishag

Sex: Female

Date of birth: 20/3/2022

Hospital: Mityana Hospital

Task

Advise the chairperson local council 1 on how to use any 4 of the above sources of history to trace the family of the girl.

Item 9

Young people have migrated from rural areas to live in urban places. This is because urban places have incentives like piped water, electricity, security, easy access to internet and a variety of leisure activities.

Many of them however, have learnt habits like gambling, robbery, drug abuse and prostitution due to lack of jobs. Some belong to infamous gang groups such as “Kifeesi” to survive in Kampala the hard way.



Task

Explain what the government can do to make these young people economically productive.

Item 10

The East African states have faced a number of socio- economic challenges since independence in the early 1960's. Notable among these challenges is the problem of corruption. The government of Uganda has devised various means to overcome this challenge. However, these have not gone a long way to fight corruption. Corruption has become part of our life right in our families, schools, communities and the country.



Task

What do you think schools in Uganda can do to produce citizens that will fight corruption in future?

Item 11

Land grabbing issues are everywhere in Uganda today. Both the urban and rural areas have land conflicts that seem to be endless. There are countless cases relating to land in the local and national courts.



Task

How can our local communities avoid these conflicts?

Item 12

The best structure of government should allow for the enjoyment of peoples' rights by all in the country. It should have systems that protect the human rights of all citizens. It should have every citizen ruled by the laws of the land and avoid cases of having people that are above the law.



Task

Explain examples of human rights abuses implied in the scenario and give possible solutions to stop the violation of the rights of Ugandans.

Item 13

Subjects in the New Lower Secondary Curriculum are taught to make us critical thinkers, problem solvers, creative and innovative in the world of the 21st century. They aim at making us develop skills such as communication, self directed learning, teamwork, mathematical computation and ICT proficiency. This is done to prepare us to be ably competitive in the world of work today and to become useful to self and society. These are generic skills that employers are looking for today.

Support material



Task

Show clearly how learning of history and political education is helping you to develop the above generic skills in preparation for employment after school.

Item 14

The East African states have faced a number of socio- economic challenges since independence in the early 1960's. Notable among these is the problem of corruption. The government of Uganda has devised several means to overcome this challenge. However, these have not gone a long way to fight corruption. The vice has become part of our life right in our families, schools, communities and the country.

Support material



Task

What do you think schools can do to educate citizens that can fight corruption in Uganda?

Item 15

The local government of Uganda comprises of 71225 villages that are headed by local council 1 chairpersons. These have the responsibility of ensuring law and order in addition to keeping security. They are the first focal persons in ensuring that the people they administer keep the law. However, given the high rate of crime committed by young people today, some of them have failed to fulfill their responsibilities.

Support material



Task

Explain what they can do to fight crime committed by young people in their areas.

Item 16

Democracy is a government where power belongs to the people. It is rule of the majority. It is where citizens exercise their power directly or indirectly through a system of representation usually involving periodic elections.

Indicators of democracy:

- Observance of the civil rights of citizens
- Promotion of economic and social rights
- Civic and political participation of citizens
- Existence of political parties
- Free and fair elections
- Rule of law
- Military and police control
- Government accountability
- Free media

Support material



Task

Use the information in the scenario to explain the factors that limit democracy in Uganda and give a possible solution for every limiting factor.

Item 17

Since independence in 1962, efforts have been made by different governments to develop the economy. Between 1990 and 1993, the National Resistance Movement (NRM) government carried out privatization, liberalized the economy and allowed foreign investors to establish industries and businesses. Unfortunately, this has not enabled Uganda to attain economic growth and development since the country still has high rates of poverty, unemployment and low levels of industrialization.



Task

With reference to the above, explain lessons for development that Uganda can adopt from the economic transformation of Japan and the two Asian tigers of South Korea and Singapore.

Item 18

The main goal of the Pan African movement is to unite all black people of African descent throughout the world. One of the objectives of the movement is to promote African values and cultures.

Support material



Task

Advise leaders of the movement on how to preserve and promote African cultures in a fast changing world and a world that is becoming a global village.

END