



**NCDC**  
*NATIONAL CURRICULUM  
DEVELOPMENT CENTRE*

**End of Year Sample  
ASSESSMENT ITEMS FOR S.1 AND S.2**

**HISTORY AND  
POLITICAL  
EDUCATION**

**UPDATED VERSION**

**2022**

# HISTORY AND POLITICAL EDUCATION

## SAMPLE EXAMINATION ITEMS FOR S.1 AND S.2

### Guidance to the Teacher

These sample items have been set to guide the teacher to develop and set end of year competence-based examinations for Senior One and Senior Two learners.

### Suggested Structure of the Paper

It should comprise two sections, A and B.

Section A should have at least two short response items which should be compulsory.

Section B should comprise at least three extended response items (situational based) from which the learner attempts two questions.

All items should be demanding the learner to exhibit Higher Order Thinking skills i.e., assessing analysis, synthesis and creation of new knowledge or ideas.

Assessment of the learners should be criterion referenced hence you are urged to make specific relevant rubrics and scoring grids for the items set.

***Time and score allocation should be made clear to learners. The S1 and S2 learners do not need 2hours like that of S4 exam time. Decide the convenient time for your set paper. The scores from the short response questions will be added to the scores got from the extended questions of Section 2 to get a total score of the exam.***

### Section A: Short Response Items

***Instructions:*** Attempt all questions in this section.

#### Learning outcomes assessed:

- ***Understand how people find out about the past.***
- ***Understand the benefits of historical sites in Uganda.***

1. In my village of Kibale, there are a number of migrants from different areas. Each group tries to practise life linked to their original societies before they came to Kibale. They greatly treasure their past which determines their present thinking and actions. This has conditioned the district to construct a museum with all the data about migrants in Kibale.

**TASKS:**

- a) Explain **three** forms in which the ways of life in Kibale community can be understood basing on past events. (3 scores)
- b) In your school, the History and Political Education Club has established a museum, suggest three ways how it will benefit your community. (3 scores)

NO.	ITEM	POSSIBLE RESPONSES	SCORES	SCORING CRITERIA
1.	a. Explain <b>two</b> ways in which the ways of life of Kibale community can be understood basing on past events.	<p><b>Expected Responses</b></p> <ul style="list-style-type: none"> <li>▪ Through oral tradition especially story telling from our elders</li> <li>▪ Through written records/information about past events</li> <li>▪ Through traditional dance and drama</li> <li>▪ Through Archaeological information</li> <li>▪ Through museums and heritage sites</li> <li>▪ Anthropology studies.</li> </ul>	<b>(03 scores)</b>	<p>A learner will score 3 for any three well explained ways of understanding life basing on past events.</p> <p>A learner will score 2 if he/she gives any 2 methods of understanding our ways of life basing on past events</p> <p>A learner will score 1 if he/she gives any one correct method of understanding life basing on past events</p>
	b. In your school, the History and Political Education Club has established a museum, suggest three ways how it will benefit your community.	<ul style="list-style-type: none"> <li>▪ Students will use it for study and research purposes.</li> <li>▪ It will enable learners become creative.</li> <li>▪ It will be used for tourism by students, parents and people in the community.</li> <li>▪ It will help learners learn more about their culture and traditions.</li> </ul>	<b>(03 scores)</b>	<p>A learner will score 3 if he/she explains 3 benefits well with examples.</p> <p>A learner will score 2 if he/she explains 2 benefits with examples.</p> <p>A learner will score 1 if he/she gives any one benefit.</p>

**Learning outcome assessed:**

**The learner should be able to understand the results of Bantu, Luo and Ngoni migration in East Africa.**

2. Many people move from their areas of residence because of different conditions. Millions of refugees from different countries have moved and settled in Uganda. Their coming has not been welcomed by the natives.

**TASK:**

- a) Explain **three** ways in which the coming of refugees to Uganda has affected the areas they have settled in. (3 scores)
- b) Using your knowledge of History and Political Education, explain **three** similarities and **three** differences between the 19<sup>th</sup> century Bantu migration and modern refugee movements in Uganda. (3 scores)

NO.	ITEM	POSSIBLE RESPONSES	SCORES	SCORING CRITERIA
2	a. Explain <b>three</b> ways in which the coming of refugees to Uganda has affected the areas where they have settled. (4scores)	<p>Effects of refugees on the areas where they have settled:</p> <ul style="list-style-type: none"> <li>▪ They have led to population increase such as in Adjumani, Kasese, Bundibugyo.</li> <li>▪ They have led to spread of their way of life such as culture and language e.g., the Dinkas, Congolese, etc.</li> <li>▪ Have led to establishment of settlement camps such as Nakivale in south Western Uganda, Rhino camp in Arua etc.</li> <li>▪ They have put pressure on Uganda’s social services such as health and education.</li> </ul>	<b>03</b> scores	<p>A learner will score 3 if he/she explains 3-4 effects of refugees in Uganda with relevant examples.</p> <p>A learner will score 2 if he/she gives 2-3 effects with relevant examples.</p> <p>A learner will score 1 if he/she explains 1-2 effects.</p>

NO.	ITEM	POSSIBLE RESPONSES	SCORES	SCORING CRITERIA
		<ul style="list-style-type: none"> <li>▪ Have led to easy spread of diseases due to poor living conditions.</li> <li>▪ Displacement of people</li> </ul>		
	<p>b. Using your knowledge of History and Political Education, explain three similarities and differences between 19<sup>th</sup> century Bantu Migration and refugee movement in Uganda.</p>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>▪ Both Bantu and refugees migrated due to political conflicts in their cradle land.</li> <li>▪ Both Bantu and refugees led to conflicts in places they settled.</li> <li>▪ Both Bantu and refugees migrated due to shortage of food in their cradleland.</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>▪ The Bantu moved to Uganda in the 19<sup>th</sup> century while the refugees' movements were recent.</li> <li>▪ The Bantu were one ethnic group while refugees belong to different ethnic groups.</li> </ul> <p>The Bantu moved and settled in different parts of Uganda while most of refugees are restricted to camps.</p>	<p>(06scores) 03 scores for similarities and 3 for differences</p>	<p>A learner scores 6 if he/she explains 3 similarities and 3 differences. A learner scores 4 if he/she explains 2 similarities and 2 differences. A learner scores 2 if he/she gives 1 similarity and difference. A learner will score 1 if he/she gives either 1 similarity or difference.</p>

## SECTION B: EXTENDED RESPONSE ITEMS

### Learning Outcomes assessed:

- *Analyse the concept of human evolution.*
- *Know the scientific view about the origin of man.*

3. Senior Two learners in your school went to the Zoo and saw a number of animals. They were surprised to see gorillas and chimpanzees behaving like human beings. Their Tour Guide told them that the ancestor of human beings changed from these animals due to natural processes. Many of the students did not believe him.

**TASK:**

Using your knowledge of History and Political Education, write an article supporting the Tour Guide. (10scores)

**ASSESSMENT GRID FOR ITEM 3**

Output	Basis of Evaluation	Criteria1 Relevance	Criteria2 Accuracy	Criteria3 Coherence	Excellency
An article about evolution of human beings.	<p>Stages - in the Evolution of man</p> <p><b>Expected response:</b></p> <ul style="list-style-type: none"> <li>• Earliest mammals evolved from reptiles.</li> <li>• The next stage into gorilla</li> <li>• From which the ancestor of man came called Australopithecus</li> <li>• A short ape-like and man-like upright creature.</li> <li>• The Homo habilis who had a slightly larger brain(600cc)</li> <li>• A more advanced creature, Java Man (Homo-</li> </ul>	<p>A learner will score 3/3 if he/she gives 7-8 of above relevant stages of scientific evolution of human beings.</p> <p>A learner will score 2/3 if he/she gives 4-6 of above relevant facts.</p> <p>A learner will score 1/3 if he/she gives 1-3 of above</p>	<p>A learner will score 3/3 if he/she gives 7-8 of above most correct stages of scientific evolution of human beings.</p> <p>A learner will score 2/3 if he/she gives 4-6 of above correct facts.</p> <p>A learner will score 1/3 if he/she gives 1-3</p>	<p>A learner will score 3/3 if he/she gives 7-8 of above facts logically.</p> <p>A learner will score 2/3 if he/she gives 4-6 of above facts logically.</p> <p>A learner will score 1/3 if he/she gives 1-3 of above facts logically stated.</p>	<p>A learner will score 1 for giving an outstanding information that has not been solicited for in the question</p>

Output	Basis of Evaluation	Criteria1 Relevance	Criteria2 Accuracy	Criteria3 Coherence	Excellency
	<p>erectus), came(650-1200cc)</p> <ul style="list-style-type: none"> <li>• Came next, followed by Peking Man,</li> <li>• Neanderthal Man</li> <li>• Cro-Magnon Man</li> <li>• Finally the modern man, who belongs to Homo sapiens species(increased brain size 1400cc)</li> <li>• This was supported by the remains of these creatures found at Olduvai Gorge.</li> </ul>	relevant facts.	of above correct facts.		
<b>10 scores</b>		<b>/3</b>	<b>/3</b>	<b>/3</b>	<b>/1</b>

**Learning outcome assessed:**

***Appreciate the value of cultural traditional transitional justice mechanism in conflict resolution in East Africa.***

4. Mr. Okot has had a bitter conflict with his neighbour Mr. Okullo following his involvement in a relationship with his 15year old daughter. Mr. Okot has threatened to take Mr. Okullo to court. The cultural leaders in the community would like to settle the issue, however Mr. Okot doesn't trust them.

**TASK:**

Using your knowledge of History and political education, write a letter to Mr. Okot convincing him to trust cultural leaders. (10 scores)





ASSESSMENT GRID ITEM 4

Output	Basis of evaluation	Relevance	Accuracy	Coherence	Excellence
A well written letter.	<p>Value of traditional justice mechanism in solving a conflict between Mr. Okot and Mr. Okullo.</p> <p><b>Expected responses</b></p> <ul style="list-style-type: none"> <li>Cultural leaders will administer fair judgement without being bribed.</li> <li>Emphasis on reconciliation than condemnation of the offender</li> <li>Mr Okot will be compensated.</li> <li>Cultural leaders will maintain community harmony</li> </ul>	<p>A learner will score 3/3 if he/she gives 6-7 relevant values of traditional justice mechanism in solving a conflict between Mr Okot and Mr. Okullo.</p> <p>A learner will score 2/3 if he/she gives 4-5 of above relevant values of cultural traditional justice mechanism in solving a conflict</p> <p>A learner will score 1/3 if he/she gives 1-3 of above relevant values/advantages.</p>	<p>A learner will score 3/3 if he/she well explained 6-7 accurate values of cultural traditional justice mechanism in solving a conflict between Mr. Okot and Mr. Okullo.</p> <p>A learner will score 2/3 if he/she gives 4-5 of above correct values of cultural traditional justice mechanism in solving a conflict</p> <p>A learner will score 1/3 if he/she explains 1-3 of above correct values/advantages.</p>	<p>A learner will score 3/3 if he/she gives 6-7 values/advantages of cultural traditional justice mechanism in solving a conflict between Mr. Okot and Mr. Okullo in a logical way.</p> <p>A learner will score 2/3 if he/she gives 4-5 values of cultural traditional justice mechanism in solving a conflict explained logically.</p> <p>A learner will score 1/3 if he/she gives 1-3 of above relevant values/adva</p>	<p>A learner will score 1 for giving outstanding information that has not been solicited for in the question.</p>

Output	Basis of evaluation	Relevance	Accuracy	Coherence	Excellence
	<p>and good social relations.</p> <ul style="list-style-type: none"> <li>• Cultural leaders allow/encourage mediation.</li> <li>• Promotes moral growth.</li> <li>• Help to stop the re-occurrence of conflicts.</li> <li>• Promote unity in society.</li> <li>• It is less costly compared to litigation.</li> </ul>			ntaged in a logical flow	
<b>10 scores</b>		<b>/3</b>	<b>/3</b>	<b>/3</b>	<b>/1</b>