



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



LOCAL LANGUAGES ASSESSMENT GUIDELINES



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2026

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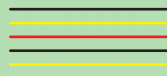
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National Curriculum Development Centre
P.O. Box 7002,
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www.ncdc.co.ug

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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



Dr Bernadette Nambi Karuhanga

Director

National Curriculum Development Centre



1. Introduction

This assessment guidelines document has been developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific demands and practices of Local Languages as a subject.

The assessment of Local Languages will be guided by three assessment objectives drawn from the three assessment constructs. The assessment items will be set at the level of the construct, allowing learners to integrate knowledge, skills and values drawn from the topics within a construct in order to address a societal challenge or problem. The End-of-Cycle Assessment of Local Languages will be administered by the Uganda National Examinations Board (UNEBC). Assessment of Local Languages at the school level will be formative and summative.

1.1 Assessment Objectives

Assessment objectives for Local Languages focus on the learner's ability to:

AO1 Critically evaluate and produce literary texts on emerging societal issues.

AO2 Use local language skills effectively in different situations.

AO3 Preserve and promote their traditional cultural practices, norms, beliefs and values through effective communication.

1.2 Linkage Between Assessment Objectives, Constructs and Syllabus

Table 1:

The relationship between assessment objectives, constructs, and the topics in the syllabus

Assessment Objective	Construct	Construct Description	Topics in the Syllabus
AO1: Evaluate and produce	Literary Creation	Evaluating and producing prose,	1) Prose 2) Poetry

literary texts on emerging societal issues.		poetry and drama texts on emerging societal issues for edutainment.	3) Novel and Short Story 4) Drama and Theatre
A02: Use local language skills effectively in different context.	Language Use	Demonstrating language skills for effective communication in diverse situations.	1) The Local Language Orthography 2) Grammar 3) Sourcing Information 4) Functional Writing 5) Information Transfer
A03: Communicate their traditional, cultural practices, norms, beliefs and values for preservation.	Socio-Cultural Expression	Evaluating and documenting indigenous oral literature forms and cultural practices.	1) Socio-cultural Expression 2) Prominent contributors to Native Language and Culture

2. Table of Constructs

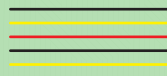
The table below details the constructs for Local Languages, i.e., the competencies/learning outcomes that make up the construct, the expected learner abilities, and what the assessor should look out for in the learner's work as evidence of achievement of the intended Learning Outcomes (indicators of mastery).

Construct	Learning Outcomes <i>The learner should be able to:</i>	Abilities Ability to:	Indicators Of Mastery The learner:	Level of Complexity
Literary Creation: Evaluating and producing prose, poetry and drama texts on emerging societal issues for edutainment.	i) write expository prose on topical issues in their community. (u, s, v/a, gs)	a) explain the types of expository prose.	i) explains the types of expository prose.	High
	ii) write argumentative prose on issues pertaining to law and order in their community. (u, s, v, gs)	b) explain the elements of expository and argumentative prose. c) apply elements of expository and argumentative prose in writing.	ii) explains the elements of expository and argumentative prose. iii) applies elements of expository and argumentative prose in writing.	
	i) compose descriptive prose on any topical	a) identify the descriptive words from given texts.	i) identifies the descriptive words from given texts.	

issues in their community. (u, s, v, gs) ii) compose narrative prose on contemporary tales in their communities. (u, s, v, gs)	b) explain the effectiveness of descriptive words in given texts. c) explain elements of narrative prose. d) analyse the effective use of narrative techniques in a written prose. e) analyse the effectiveness of language in narrative texts. f) apply elements of descriptive and narrative prose. g) write descriptive and narrative prose pieces.	ii) explains the effectiveness of descriptive words in given texts. iii) explains elements of narrative prose. iv) analyses the effective use of narrative techniques in a written prose. v) analyses the effectiveness of language in narrative texts. vi) applies elements of descriptive and narrative prose vii) writes descriptive and narrative prose pieces.	High
i) analyse the types of poems in their community. (k, u)	a) identify the different types of poems.	i) identifies the different types of poems.	High

	ii) compose original poems in Local Language using basic elements of poetry. (u, s, gs v/a)	b) explain elements of poetry. c) write a poem. d) recite/sing/perform a poem.	ii) explains elements of poetry. iii) writes a poem. iv) recites/sings/performs a poem.	
	i) evaluate the effectiveness of language and style in selected Local Language poems. (u, s, gs, v/a) ii) evaluate the levels of meaning in Local Language poems. (u, s, gs v/a) iii) critique the effective use of structure in selected Local Language poems. (u, s, gs, v/a) iv) compose and recite local language poems to	a) read poetic pieces critically. b) explain aspects of language and style in poetry. c) compare poems with different levels of meaning. d) comment on elements of satire in a given poem. e) explain the elements of poetry structure; internal and external.	i) reads poetic pieces critically. ii) explains aspects of language and style in poetry. iii) compares poems with different levels of meaning. iv) comments on elements of satire in a given poem. v) explains the elements of poetry structure, both internal and external.	High

	address problems in society. (u, s, gs, a/v)	f) examine the effectiveness of elements of poetry structures. g) compose poems using different aspects of poetry to address societal issues.	vi) examines the effectiveness of elements of poetry structures. vii) composes poems using different aspects of poetry to address societal issues.	High
	i) analyse the types, genres, and forms of novels. (k, u) ii) evaluate the elements of a novel in relation to a selected Local Language novel. (u, s, gs, v/a) iii) compose an oral narrative piece on cross-cutting issues in their society. (u, s, gs, a/v)	a) explain the types and forms of novels. b) narrate a story. c) categorise the narrated stories. d) Explain elements of a story/ novel	i) explains the types and forms of novels. ii) narrates a story. iii) categorises the narrated stories. iv) explains elements of a story/novel.	
	iv) evaluate the elements of a novel in a selected Local Language novel. (u, s, gs, v/a)	e) read a selected novel. f) identify the narrative techniques used in a novel.	v) reads a selected novel. vi) identifies narrative techniques used in a novel.	Medium



v) write a book review on a narrative of their choice. (k, s, v/a)	g) explain the effectiveness of the narrative techniques. h) write oral narratives using the elements of a novel.	vii) explains the effectiveness of the narrative techniques. viii) writes oral narratives using the elements of a novel.	
i) evaluate the basic elements of drama in a selected Local Language play. (u, s, g, s, v/a) ii) perform a selected play they have studied to address societal problems. (u, s, a/v)	a) critically read selected Local Language play. b) examine the title, setting, plot, characters, themes, relevance, lessons, and intention in a selected text. c) explain the effectiveness of the dramatic techniques in a selected text.	i) critically reads selected Local Language play. ii) examines the title, setting, plot, characters, themes, relevance, lessons, and intention in a selected text. iii) explains the effectiveness of the dramatic techniques in a selected text.	Medium

		d) analyse the relationships between the different elements of drama. e) rehearse selected scenes from a play. f) perform parts of a selected play. g) rehearse and perform a play before an audience.	iv) analyses the relationships between the different elements of drama. v) rehearses selected scenes from a play vi) performs parts of a selected play. vii) rehearses and perform a play before an audience.	
i) analyse the types of drama. (k, u) ii) evaluate the basic elements of drama in relation to a selected Local Language play. (u, s, g, s, v/a) iii) compose a theatrical script on topical issues in their community. (u, s, g, s, v/a)	a) explain the different types and characteristics of drama. b) analyse the types of drama. c) write a skit. d) perform a skit. e) explain characteristics of stand-up comedy. f) write a stand-up comedy.	i) explains the different types and characteristics of drama. ii) writes a skit. iii) performs a skit. iv) explains characteristics of stand-up comedy. v) analyses the types of drama.	Medium	

	iv) produce stand-up comedies on topical issues in their society. (u, s, a/v)	g) rehearse a stand-up comedy. h) perform a stand-up comedy.	vi) writes a stand-up comedy. vii) rehearses a stand-up comedy. viii) performs a stand-up comedy.	
Language Use: Demonstrating language skills for effective communication in diverse situations.	i) use Local Language letters of the alphabet and sounds to write words, phrases, clauses, and sentences in contexts. (u, s, gs) ii) produce Local Language texts using standard orthography rules. (u, s, gs)	a) identify Local Language letters of the alphabet and the corresponding sounds. b) sort out Local Language letters of the alphabet from a written text and order them in Local Language patterns. c) categorise the letters of the alphabet into vowels, consonants and semi-vowels.	i) identifies Local Language letters of the alphabet and the corresponding sounds. ii) sorts out Local Language letters of the alphabet from a written text and orders them in Local Language patterns. iii) categorises the letters of the alphabet into vowels, consonants and semi-vowels.	High

		d) recite local language letters of alphabet. e) write texts using standard orthography.	iv) recites local language letters of alphabet. v) writes texts using standard orthography.	
i) form nouns, pronouns and adjectives in writing texts about people, places and colours in their community. (u, s) ii) form verbs and adverbs in writing passages about transport and communication in their community. (u, s, gs) iii) apply conjunctions and prepositions/postpositions in writing essays about building and construction in their community. (u, s) iv) apply punctuation marks, sentences, and	a) identify nouns, pronouns, adjectives, prepositions/postposition s, conjunctions, verbs, adverbs, interjections and punctuations from texts. b) form nouns, adjectives, verbs and adverbs. c) apply nouns, pronouns, adjectives, prepositions/postposition s, conjunctions, verbs, adverbs, interjections and punctuations to texts. d) Critique the use of nouns, pronouns, adjectives,	i) identifies nouns, pronouns, adjectives, prepositions/postposition s, conjunctions, verbs, adverbs, interjections and punctuations from texts. ii) forms nouns, adjectives, verbs and adverbs. iii) applies nouns, pronouns, adjectives, prepositions/postposition s, conjunctions, verbs, adverbs, interjections and punctuations to texts. iv) critiques the use of nouns, pronouns, adjectives, prepositions/postposition	High	

		interjections in writing essays about weather and minerals in Uganda (u, s).	prepositions/postposition s, conjunctions, verbs, adverbs, interjections and punctuations in texts. e) Produce texts using nouns, pronouns, adjectives, prepositions/postposition s, conjunctions, verbs, adverbs, interjections and punctuations. f) differentiate between sentence types and structures. g) critique the use of sentence types and structures in texts. h) produce longer texts using correct sentence types and structures.	s, conjunctions, verbs, adverbs, interjections and punctuations in texts. f) produces texts using nouns, pronouns, adjectives, prepositions/postposition s, conjunctions, verbs, adverbs, interjections and punctuations. g) differentiates between sentence types and structures. h) critiques the use of sentence types and structures in texts. i) produces longer texts using correct sentence types and structures.	
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	i) extract key ideas when listening to Local Language texts. (u, s) ii) extract key ideas from Local Language written texts. (u, s) iii) summarise key ideas from Local Language texts. (u, s)	a) listen actively to identify key ideas. b) take note of key ideas. c) use conventional and self-generated shorthand to write down key ideas. d) paraphrase key ideas. e) actively reading of written texts. f) make notes of key ideas. g) coherently organise key ideas from the written texts. h) summarise key ideas.	i) listens actively to identify key ideas. ii) takes note of key ideas. iii) uses conventional and self-generated shorthand to write down key ideas. iv) paraphrases key ideas. v) actively reads written texts. vi) makes notes of key ideas. vii) coherently organises key ideas from the written texts. viii) summarises key ideas.	Low
	i) translate larger texts from the source language into the target language. (k, u, s gs)	a) read and analyse the source text. b) explain the theories and principles of translation.	i) reads and analyses the source text. ii) explains the theories and principles of translation.	High

	ii) interpret texts from source language into target language. (k, s, gs)	c) apply the theories and principles of translation to translate texts. d) carry out a translation project. e) write a project report f) explain the theories and principles of interpretation. g) apply the theories and principles of interpretation to interpret texts. h) role-play an interpretation session. i) record an interpretation project. j) carry out an interpretation project. k) write a project report.	iii) applies the theories and principles of translation to translate texts. iv) carries out a translation project. v) writes a project report. vi) explains the theories and principles of interpretation. vii) applies the theories and principles of interpretation to interpret texts. viii) role-plays an interpretation session. ix) records an interpretation project. x) carries out an interpretation project. xi) writes a project report.
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i) compose articles for the media in response to different situations in their society. (u, s, g, s v/a) ii) compose speeches to address topical issues in different situations. (u, s, gs, v/a) iii) write agreements for transactions in different situations. (u, s, gs) iv) develop programmes and corresponding budgets for different functions in their society. (u, s, gs) v) write a will using an appropriate format and legal language. (u, s, gs, v/a)	a) define 'media'. b) explain the types of media. c) explain the significance of media. d) define 'article'. e) compare different formats of articles of newspaper/magazine with online articles. f) write a news article. g) listen to recorded audio/audio-visual speeches. h) compare different types of speeches. i) critique sample speeches. j) write speeches on topical issues k) explain what an agreement is and the	i) defines 'media'. ii) explains the types of media. iii) explains the significance of media. iv) defines 'article'. v) compares different formats of newspaper/magazine articles with online articles. vi) writes a news article. vii) listens to recorded audio/audio-visual speeches. viii) compares different types of speeches. ix) critiques sample speeches. x) writes speeches on topical issues.	High
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		types of written agreement. l) analyse format for writing an agreement. m) critique a sample of a written agreement. n) write the different types of agreement. o) compare features and different types of programmes and corresponding budgets p) critique a sample of a given programme and the corresponding budget. q) prepare a comprehensive programme and budget for an event. r) explain the format and content of a will. s) translate a will	xi) explains what an agreement is and the types of written agreement. xii) analyses the format for writing an agreement. xiii) critiques a sample of a written agreement. xiv) writes the different types of agreement. xv) compares features and different types of programmes and corresponding budgets. xvi) critiques a sample of a given programme and the corresponding budget. xvii) prepares a comprehensive	
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		t) write a will.	programme and budget for an event. xviii) explains the format and content of a will xix) translates a will. xx) writes a will.	
Socio-Cultural Expression: Evaluating and documenting indigenous oral literature forms and cultural practices	i) evaluate, promote, and preserve the forms of oral literature in their community. (u, s, gs, v/a) ii) compile the different cultural practices in their community. (u, s, v/a)	a) present different oral literature forms to class. b) compare the characteristics of the different genres of oral literature. c) develop data collect tools. d) carry out projects on the use of oral literature forms at home or school. e) analyse the forms, reasons, attitudes and	i) presents different oral literature forms to class. ii) compares characteristics of the different genres of oral literature. iii) develops data collect tools. iv) carries out projects on the use of oral literature forms at home or school. v) analyses the forms, reasons, attitudes and	High

		challenges in using oral literature. f) write essays about the forms of oral literature investigated. g) identify the different cultural practices. h) compare traditional and contemporary cultural practices. i) develop a data collection tool for carrying out a project on selected cultural practices. j) write a report on cultural practice investigated. k) write an essay about the cultural practice investigated.	challenges in using oral literature. vi) writes essays about the forms of oral literature investigated. vii) identifies the different cultural practices. viii) compares traditional and contemporary cultural practices. ix) develops a data collection tool for carrying out a project on selected cultural practices. x) writes a report on the cultural practice investigated.	
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		l) record cultural practices on electronic devices.	xi) writes an essay about the cultural practice investigated. xii) records cultural practices on electronic devices.	
	i) facilitate the process of writing autobiographies of prominent contributors to the development of Local Language and culture in their community. (k, u, s) ii) carry out a project on the contributions of prominent contributors to the development of Local Language and culture in their community. (k, u, s, gs)	a) give a brief history about themselves. b) explain an autobiography. c) critique a sample autobiography. d) guide in writing of an autobiography. e) develop data collection tools for carrying out a project on selected prominent contributors. f) critique the data collection tools they have developed.	i) gives a brief history about themselves. ii) explains an autobiography. iii) critiques a sample autobiography. iv) guides in writing of an autobiography. v) develops data collection tools for carrying out a project on selected prominent contributors.	High

	iii) carry out a project on the contributions of governmental and non-governmental organisations to the development of Local Language and culture. (k, u, s, gs)	g) write a biography of selected prominent contributors. h) identify governmental and non-governmental organisations involved in the development of Local Language and culture. i) discuss the role of government and non-governmental organisations to the development of language and culture j) develop data collection tools for carrying out a project on selected cultural practices. k) critique data collection tools they have developed. l) write project reports. m) write an essay about the contributions of	vi) critiques the data collection tools they have developed. vii) writes a biography of selected prominent contributors. viii) identifies governmental and non-governmental organisations involved in the development of Local Language and culture. ix) discusses the role of government and non-governmental organisations in the development of language and culture. x) develops data collection tools for carrying out a project on selected cultural practices.	
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			xi) critiques the data collection tools they have developed. xii) writes project reports. xiii) writes an essay about the contributions of organisations to the development of language and culture.	
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3. Structure of the Assessment Papers

There are two assessment papers for Local Languages at Advanced Secondary level i.e. Paper One and Paper Two. Paper One is divided into three sections – A, B and C –, addressing language use and culture. Paper Two is divided into four sections – A, B, and C –, with each section addressing the different competencies in literary creation as a construct. Paper One is addressing two assessment objectives and Paper Two addresses one assessment objective.

Paper One will take 2 ½ hours (150 minutes).

The items for Sections A and B come from Construct 2 (Language Use) and Construct 3 (Socio-cultural Expression). These are addressing Assessment Objectives 2 and 3. The item for Section C also come from Construct 2 (Language Use). The details are provided below:

Section A: Translation. This consists of one compulsory scenario-based item of about 200–250 words for learners to translate from English Language into Local Language. The text for translation item should be advanced, derived especially from scientific, legal, political, social or economic fields, with an elevated register.

Section B: Functional Writing. This section consists of two optional scenario-based items; 2 or 3. Each year, all the two items; 2 and 3 will be set from any two of the following functional writing aspects (writing articles, speeches, agreements, programmes and corresponding budgets, will and biography) **OR** two items on analytical argumentative/expository compositions on cultural and traditional practices. For the two items Either i.e. 2 or 3, the test-taker will select only one and produce a write-up of about 300–400 words.

Section C: Comprehension Passage. The section consists of one compulsory advanced comprehension passage of about 600–700 words. The passage will be philosophical in nature, derived from the legal, scientific, political and economic fields. There will be FOUR (4) items set, i.e., (a) will test understanding (subject matter, vocabulary, summary etc.); (b) and (c) will test application of knowledge; and (d) will test analytical reasoning.

NB: *Occasionally, summary will be set but the item should not specify the thematic area to be summarised. It will be set in the form of a precis but will test understanding.*

Paper Two will take 3 hours (180 minutes).

Section A: Prose/Poetry or Excerpt from Play/Novel. This section consists of one compulsory item set from prose/poetry/an excerpt from play/novel which is not among the prescribed texts. Four items i.e., a, b, c and d will be set, and the test-taker will attempt all. The items will be set on the elements of a play/novel/poetry/prose. If it is an excerpt, no item will be set on placing the excerpt in context or relating the excerpt to the rest of the play or novel because all or many candidates will be interfacing with this excerpt for the first time. This section is intended to make learners apply learnt information to a new situation.

Section B: Analytical Scenario-Based Essays. These items will be set from prescribed plays and novels. Two analytical scenario-based essays items will be set targeting responses from either a play or a novel studied on the course. The list of set books will be provided in this section. The items will not target any particular play or novel. The test-taker will be free to use any play or novel from the set books to respond to the item of choice: **Either 2 Or 3**, but not both.

Section C: Literacy Production. This is a practical paper where the item-taker will write a creative piece/fiction, i.e., poem or drama or story by employing elements of a selected genre. It will consist of one scenario-based item. The test-takers will select a genre of their choice, i.e., poem or drama or narrative/short story.

NB: *Any genre already set in Section A as excerpt will not be set but the alternative will be used. The same is true in Section C: Prose/Poetry, where the alternative will be set.*

Local Language

Paper I

November 2025

Time: 2 hours 30 minutes

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

LOCAL LANGUAGE

Paper I

(Translation, Composition Writing and Reading Comprehension)

2 hours 30 minutes

Instructions

- 1) This paper consists of Three Sections A, B and C.
- 2) Section A and C are compulsory.
- 3) Section B consists of TWO items; 2 and 3. Respond only ONE item.
- 4) Answer three items in all
- 5) Any additional items answered will not be scored.

SECTION A: Translation

- 1) *The coordinator of GIZ, a non-governmental organisation operating in your community has received the document below from its head office. She has been tasked to make it available to the community members in a language familiar to them for use in community engagement scheduled for the following week. Unfortunately, she is not a native of your community.*

Task: Use the text provided below to help her out.

Climate change is a fundamental concern for Uganda, and Northern Uganda in particular, because of its effects on the agriculture sector, which is a mainstay for rural households. The most frequent climate risk that has affected farmers across Northern Uganda has been prolonged dry spells, with consequences of heat and water stress leading to reduced yields. The shifting onset of rains is also posing challenges to farmers, with unpredictable rainy seasons making it difficult to plant in time. This puts farmers in a vulnerable position, jeopardising food security for many.

Climate-Smart Agriculture (CSA) is an approach to overcome existing barriers in achieving food security, adaptation of agriculture to climate change and mitigation of greenhouse gas (GHG) emissions. Climate-Smart Agriculture is a key aspect for Uganda in achieving its national commitments summarised in the National Determined Contribution (NDC) towards achieving the goals of the Paris Climate Change Agreement.

This report seeks to provide an analysis of the political, social, cultural, institutional, environmental, agricultural and economic context of seven districts of Northern Uganda (Kitgum, Agago, Oyam, Lira, Amolatar, Dokolo and Napak), with a view to compiling a basket of climate-smart agriculture options that are gender-responsive and suitable for the conditions of the respective districts. We are certain that more options exist, which are not captured in this report. The report lays the foundation for receiving feedback and engaging in further discussions with all stakeholders in the region.

Reshaping the future: Gender-Responsive Climate-Smart Agriculture Options for Northern Uganda (GIZ, 2020).

Section B: Functional Writing

Respond to ONE item from either 2 or 3. Use 300–400 words.

Either 2

In your community, boy-child is going through a lot of challenges beyond their ability to overcome. Nothing has been done by the concerned individuals and institutions to help them out of this situation. Instead, they are blamed for being lazy and unserious with life. You are concerned about their plights and have decided to call to action responsible individuals and institution within your community.

Task: Write your concerns to be published in a local newspaper.

Or 3

In your community, environmental degradation is causing a lot of problems. However, the community members are not bothered about the apparent problems. No one has come out to complain about these problems which have made life difficult for every same person. A meeting has been organized in the community by environmental officers from your district. As a concerned and informed member of the community, you have been identified to address the gathering on the environmental issues affecting the community.

Task: Prepare a speech that you will present on that day.

SECTION C: Reading Comprehension

4) **Read the passage below and answer.**

Engaging in a Movement of Cognitive Justice in Uganda

In the poem *Wer pa Lawino*, the poet Okot p'Bitek asserts that African culture and values need not emulate European standards in order to be recognised. The poet's work is filled with the recognition that indigenous knowledge systems are fighting a losing battle in the face of modernisation.

The section of the poem, “The graceful giraffe cannot become a monkey”, highlights the differences between the Whites and Africans, and the pride of an Acholi woman in her culture and identity amidst colonial attacks on it. In general, the feelings in the poem are more of pride, pity, protest, anger and boldness.

p’Bitek warns in his poems against using European frameworks to interpret Acholi life. He explains that it cannot be translated, but rather needs to be understood in Acholi, because the meanings are foundationally different. Sustaining pride in African Indigenous Knowledge Systems (AIKS) and relationships is at the core of the multi-layered sense of community and research at the Gulu K4C Hub based in Northern Uganda.

Elements of AIKS are revealed in the relationship between indigenous communities and their ecosystems. Among several communities within Uganda, designated forested areas were not subjected to firewood gathering or timber logging. This was primarily due to the belief that spirits of the ancestors/gods lived within these large trees and cutting them down would infuriate the ancestral spirits, which in turn would rage against the community’s crops and livestock. What if the message in regard to the trees was not to do with disturbing the spirits but more about conservation?

The Acholi have a saying that you do not defecate on the river banks, otherwise the mother of the river will twist your intestines and cause you to die. Other sayings state that you do not sit on the grinding stone, otherwise your mother will die. These teachings appear aimed at ensuring hygiene behaviour of children within the community. Defecating on the river banks would disperse human waste into the river system, affecting downstream communities. A young child with an uncovered bottom would pollute the grinding stone, used for processing the family meal. When looked at from this perspective, it is difficult to discount these knowledge systems which are connected to the practical needs of daily life.

The herbal medicine and indigenous knowledge programme at Gulu University uses an IKS framework of transdisciplinary learning that integrates chemistry, biology, pharmacy, agriculture and spirituality. The programme delivery uses some classroom lecture sessions; however, it is mainly based in a

collaborative and experiential learning model that relies heavily on the prior learning of herbal medicine practitioners. It revolves around validating the experience and knowledge of the practitioners, preserving biodiversity and culture, integrating business and marketing, as well as medical research and copyright procedures to meet the licensing demands of the National Drug Authority. Gulu University has a laboratory that is used to test new products, but much of the research and learning is done through ceremony, drama, dance and food around the traditional learning space – the campfire. The hub has also led a series of inter-nation gatherings of indigenous knowledge holders from the Bunyoro kingdom, Buganda kingdom, Busoga kingdom and Acholi chiefdom. There is a strong focus on bringing Acholi elders together to inform and lead these inter-nation gatherings.

“Often the most important resource is forgotten: The knowledge and power of working together.”

This observation by a participant in the BKC research conducted by the Gulu hub is an important point when it comes to building AIKS which relies on the ontological assumption of shared experience and values the diverse skills and knowledge that exist in the community. Relying on money as the only conceptualisation of wealth demeans community knowledge and plays into the carefully constructed hierarchies of knowing.

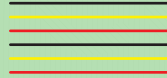
Challenging the epistemic narrative that separates culture from knowing, and knowing from certain communities, is therefore a foundational activity in the search for cognitive justice and any attempt to bridge knowledge cultures requires efforts to include meaningful epistemic dialogue and reciprocal relations which equally value different contributions (financial or otherwise) to create a flourishing society.

(The full case study "Engaging in a Movement of Cognitive Justice at the Gulu University K4C Hub, Uganda", by David Monk, Gloria Aber, Alice Veronica Lamwaka, Martin Odoch and George Openjuru can be accessed at doi: 10.1163/9789004687769_008)

Questions

- a) At the time you have just completed reading the above passage, a friend comes and inquires what it is about. Respond to the inquiry from your friend.
- b) Some of your peers think that whoever is not educated has nothing to offer to the educated. Basing on this passage, explain to them the relationship between the educated and the uneducated as far as the search for knowledge is concerned in Africa.
- c) Your community is experiencing various challenges that endanger their livelihood. Basing on the passage, sensitise your community regarding how to overcome such challenges.
- d) With illustrations, justify the view that ‘indigenous knowledge systems are fighting a losing battle in the face of modernisation’ today.

THE END



4. SCORING RUBRICS FOR PAPER ONE

SECTION A

1) Translation

Output: Translated text

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of task/context 1) Meaning, tone and content	Demonstrates a comprehensive understanding of the principles of translation by flawlessly conveying the original text's meaning, tone and content.	Demonstrates a good understanding of the principles of translation by accurately conveying the original meaning of the text.	Demonstrates fair understanding of the principles of translation by partially conveying the original text's meaning and content.	Demonstrates limited understanding of the principles of translation by inaccurately and scantily conveying the original text's meaning and content.

2) Keywords/expressions	Correctly translates all key words/phrases.		Correctly translate a few key words/phrases.	Translates one or none of the key words phrase.
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SECTION B

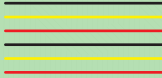
Either 2

Output: Newspaper article

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of task/context Format 1) Title 2) By-line 3) Introduction 4) Body	Demonstrates a comprehensive understanding of the aspects of a newspaper article format by applying all of them.	Demonstrates a good understanding of the aspects of a newspaper article format by applying most of them.	Demonstrates limited understanding of the format aspects of a newspaper article by applying a few of them	Demonstrates no understanding of the format aspects of a newspaper article by applying none of them.

5) Paragraph structure 6) Conclusion				
b) Content generation and presentation of ideas <i>1) Generates ideas that address the task.</i> <i>2) Makes connections within and between ideas and context.</i> <i>3) Presents ideas coherently.</i>	i) Demonstrates a comprehensive understanding of the task, with relevant ideas, fully developed. ii) Shows strong and logical connections between ideas and context; demonstrates synthesis and depth of understanding. iii) Ideas are presented in a	i) Generates relevant and well-developed ideas that address the task effectively. ii) Establishes logical connections among most ideas and relates them appropriately to the context. iii) Presentation is mostly coherent with logical sequencing and clear transitions; minor lapses do	i) Attempts to address the task but includes limited or partially relevant ideas; development is minimal ii) Few or weak connections among ideas; limited linkage to the context. iii) Presentation lacks clear organisation; ideas appear	i) Fails to address the task meaningfully; ideas are irrelevant, vague, or absent. ii) No clear connections among ideas; context is ignored or misunderstood. iii) Presentation is incoherent or fragmented; meaning is difficult to follow.

	clear, logical, and fluent manner; transitions are smooth and enhance meaning.	not hinder understanding.	disjointed or loosely connected.	
3) Language use Uses: orthography and grammar orthography (spelling, punctuation, word order, sentence structure, tense etc.), appropriate register and language expression (idioms, proverbs, similes etc.).	Demonstrates excellent use of orthography and grammar (parts of speech, tenses, sentence structures etc.) in discussing the writer's intentions.	Demonstrates good use of orthography and grammar (parts of speech, tenses, sentences structures) discussing the writer's intentions.	Inconsistencies in the use of grammatical and orthographical aspects distract the meaningful flow of the presentation.	Uses very limited grammatical and orthographical aspects correctly.



Or 3

Output: Speech

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of task/context Format 1) Title 2) Protocol 3) Greetings 4) Self - introduction 5) Statement of the subject 6) Body 7) Paragraph structure 8) Conclusion	Demonstrates a comprehensive understanding of the aspects of a speech format by applying all of them.	Demonstrates a good understanding of the aspects of format by applying most of them.	Demonstrates limited understanding of aspects a speech format by applying a few of them.	Demonstrates no understanding of the aspects a speech format by applying none of them.

b) Content generation and presentation of ideas	i) Demonstrates a comprehensive understanding of the <i>issue of environmental degradation</i> with relevant ideas, fully developed.	i) Generates relevant and well-developed ideas that address <i>the issue of environmental degradation</i> effectively.	i) Attempts to address the <i>environmental degradation</i> issue but includes limited or partially relevant ideas; development is minimal.	i) Fails to address the <i>environmental degradation</i> issue meaningfully; ideas are irrelevant, vague, or absent.
1) <i>Generates ideas that address the issue of environmental degradation.</i>				
2) <i>Makes connections within and between ideas and context</i>	ii) Shows strong and logical connections between ideas and context; demonstrates synthesis and depth of understanding.	ii) Establishes logical connections among most ideas and relates them appropriately to the context.	ii) Few or weak connections among ideas; limited linkage to the context.	ii) No clear connections among ideas; context is ignored or misunderstood.
3) <i>Presents ideas coherently.</i>	iii) Ideas are presented in a	iii) Presentation is mostly	iii) Presentation lacks clear organisation; ideas appear disjointed or	iii) Presentation is incoherent or fragmented; meaning is

	clear, logical, and fluent manner; transitions are smooth and enhance meaning.	coherent with logical sequencing and clear transitions; minor lapses do not hinder understanding	loosely connected.	difficult to follow.
3) Language use Uses: orthography and grammar orthography (spelling, punctuation, word order, sentence structure, tense etc.), appropriate register and language expression (idioms, proverbs, similes etc.).	Demonstrates excellent use of orthography and grammar (parts of speech, tenses, sentence structures etc.) in discussing the writer's intentions.	Demonstrates good use of orthography and grammar (parts of speech, tenses, sentences structures) discussing the writer's intentions.	Inconsistencies in the use of grammatical and orthographical aspects distract the meaningful flow of the presentation.	Uses very limited grammatical and orthographical aspects correctly.

SECTION C

Item 4

Output: Comprehension

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
a) Understanding 1) Recall explicit information 2) Identify main ideas 3) Sequencing events 4) Summarise main points		Correctly explains facts and opinions by relating the relevance, significance and impact.	States facts and opinions, giving the relevance, significance and impact of the passage.	Identifies few or no facts and opinions from the passage.
(b & c) Application of knowledge	Identifies ideas from the passage and correctly relates by explaining how	Correctly applies the information from the passage to real-life situations/new contexts.	Fairly applies the information from the passage to real-life situations/new contexts.	Unable to apply the information from the passage to real-life situations/new contexts.

	they relevantly apply to real-life situations/new contexts.			
4) Analytical reasoning	Synthesises facts and opinions to form a coherent conclusion and make recommendations.	Fairly synthesises the strengths and relevance of facts and opinions.	Identifies a few facts and opinions but unable to synthesise.	Unable to identify facts and opinions for synthesis.

Local Language

Paper II

November 2025

Time: 3 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

LOCAL LANGUAGE

Paper II

Literary Analyses and Production

3 Hours

Instructions

- 1) *This paper consists of Three Sections A, B and C*
- 2) *Respond to Three items in all.*
- 3) *Sections A and C are Compulsory.*
- 4) *Section B has Two items, respond to only ONE*
- 5) *Any additional items answered will not be scored*

SECTION A**EXCERPT**

1. Read the play excerpt below and respond to the items that follow.

Impossible! by Okello Aporo

SINCERE: I tell you, she tried to corner me.

STACY: How?

SINCERE: Into giving her my urine!

STACY: Your urine! For what?

SINCERE: For dodging the pregnancy test. She knew I am not pregnant but she is.

STACY: (*whistles, shaking her head*) And did you give her?

SINCERE: Did I give her, *eeeeiii*? Am I a fool to take that risk? Any unserious fool shouldn't inconvenience me. My parents are paying fees with hardship. Whatever gives them a heart attack or makes them opt for suicide, I must avoid totally! I must not disappoint them!

STACY: Whoever provokes bees from the hive....

SINCERE: ...must expect....

STACY & SINCERE (in unison): ...the stings! (*Eeei wuuu*)

STACY: The news of her pregnancy is now all over the compound. Her life is hard!

Didn't she get the urine longed for?

SINCERE: Who could give her? None! It's said she later sent a watchman to collect for her the cow's urine. And indeed, he brought it. But luck had also disowned her! Like her, the cow was also pregnant. On hearing the result, she fainted in the sickbay.

STACY: Nature also disowned her then! What a blessing! God is never an accomplice in evil deeds.

SINCERE: Somebody got her (*demonstrates*) pulling the watchmen's beard for betraying her.

STACY: And she called it betrayal! What will the school do to her?

SINCERE: Indefinite suspension, of course! What more to expect? The school can't host pregnant mothers!

STACY: Her parent, we were informed in the assembly this morning, is on the way.

SINCERE: What a loss! After all they have spent on her! Some girls are not serious!

STACY: What a loss! What will her future be? What a shame!

(Bency's mother cries loudly in the head teacher's office)

SINCERE: What a cry!

STACY: Has anyone died!

SINCERE: 'Tis her mum and her—the pregnant girl!

STACY: What a pity! A mother's tears are curses to their children! We must avoid them!

(Madame Selly comes out of the head teacher's office)

SINCERE: Eeee! Sad, let's go off to class!

STACY: No, let's watch, missing this lessons-packed-tragedy is impossible!

MADAM SELLY: *(Chases them away.)* You! What're you doin' there! Let me get you!

(Jeers).

Bency's mother comes out of the head teacher's office crying loudly.

MUM: *Oooi doo!* This is impossible! Impossible! God, why me! Why me!

What a shame! What a disappointment! How shall I persevere village mockeries? *(Slaps her many times)* Of these very many girls, are you the only one whose body itch for men more! *(Grabs her right ear and throws her down)*

BENCY: *(Falls and rolls down crying.)* Nooo...Mum! Help me!

MUM: By paying school fees, were we buying for you pregnancy? Tell me!

BENCY: Heee...lp! Heeee....lp! *(The head teacher comes out to separate them)*

MUM: I'll skin you alive—what a shame! I am now a laughingstock. O God!

HEADTEACHER: *(Pulling the mother away from her)* Forgive her! Forgive—

MUM: Don't touch me! *(pointing a finger at Bency)* You are lucky! Very lucky! I'd have skinned you alive! I am walking naked; sleeping hungry; sleeping in a dilapidated house because of a dog like you! Disgusting useless thing! You're lucky! We shall meet at home! Come—come, find me at home! You will see!

HEAD TEACHER: Mama, it's against children's rights! To beat—to fight her!

MUM: (*Furious*) Do children's rights advocate for teenage pregnancy? Do such rights allow a child to waste parents' money? That folly of children's rights stops here—at school! We shall see at home who has more rights than the other – child or parent! I wish the earth opens and swallows me up. Earth! Swallow me up! Swallow me now!!! (*She faints*).

Tasks:

- You have read the text above with your colleagues but one of them has not understood the kind of people Sincere and Bency's mother are. He has come to you for assistance. Help him to overcome this challenge.
- Referring to the extract above, explain the major concerns that the playwright wants to share with his audience.
- Every time, just like now that you have read the excerpt above, different situations arouse different emotions in you. Explain this in relation to Bency.
- As the youth counsellor in your community, what advice would you give young girls basing on Bency's experiences?

SECTION B: *Plays and Novels*

Plays (Tuku)

i) <i>Ojok tye Kampala</i>	acoyo	Okaka Opio Dokotum
ii) <i>Wek Abonyo Kwani</i>	acoyo	Okaka Opio Dokotum
iii) <i>Mingo a Rommi</i>	acoyo	Amadi Dinah

Novels (Ceko a Boco)

i) <i>Piny Alok</i>	acoyo	Dr. Michael Bua Ewany
ii) <i>Keckom Ocika</i>	acoyo	Amadi Dinah

Respond to one item from this Section.

Either 2:

A classmate who is not offering Local Language finds you carrying one of the books above, which you have read and discussed with classmates. She requests to take a look at it. On giving her, she observes for sometimes, reads the title, reads the blurb and shakes her head approvingly. She then says, “It looks interesting!” Later, she inquires why you think the characters justify the purpose of writing the book.

Task: With ample illustrations from one of the set books above, write an essay in respond to her inquiry.

Or 3:

Your school received a letter inviting Advanced Level students for a literature seminar. The seminar is organised by the association of Local Language teachers that brings together all the Advanced Level Schools in your district. The item allocated to your school is a discussion on the effective use of narrative techniques employed in at least two novels you have studied. You have been identified to prepare and represent the school in this seminar that will attract students from over ten secondary schools.

Task: Write an essay to be presented during the above seminar.

SECTION C

Literary Production

4. The rate at which drug is abused in your community is becoming increasingly worrying to concerned members. A lot of interventions have been put in place by the community but none is effectively addressing this challenge. A non-governmental organisation operating in your community has called for writings that can be used to sensitise the community about drug abuse.

Task: Compose a poem or story to address the situation above. If you have chosen a poem, use 20 to 30 lines. If it is a narrative/short story, use about 400–500 words.

THE END

5. SCORING RUBRICS FOR SAMPLE PAPER TWO

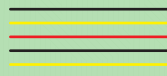
SECTION A:

Item 1

Output: Analysis of literary aspects

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
a) Characters and characterisation	Demonstrates a comprehensive understanding of the characters by identifying and describing a number of their traits with relevant illustrations from the text.	Demonstrates a good understanding of the characters by identifying and describing some of their traits with some relevant illustrations from the text.	Demonstrates a fair understanding of the characters by identifying and describing a few of their traits.	Demonstrates little or no understanding of the characters and their traits.
b) Thematic concerns	Demonstrates a comprehensive understanding of	Demonstrates a good understanding of the themes by	Demonstrates fair understanding of the main themes by	Demonstrates little or no understanding of the

	the themes by identifying and explaining exhaustively the main themes with relevant illustrations from the text.	identifying and explaining some main themes with some relevant illustrations from the text.	identifying and somehow explaining a few with limited relevant illustrations from the text.	main themes in the context.
c) Feelings	Demonstrates a comprehensive understanding of feelings by identifying and exhaustively describing a number feelings with ample and relevant illustrations from the text.	Demonstrates a good understanding of feelings by identifying and describing some feelings with good illustrations from the text.	Demonstrates a fair understanding of feelings by identifying and somehow describing few feelings with some relevant illustrations from the text.	Demonstrates little or no understanding of feelings in the context.



d) Lesson(s)	Forms opinions/offers pieces of advice that are highly informed, insightful, and well-reasoned; based on a comprehensive understanding and application of knowledge.	Forms opinions/offers pieces of advice that are informed, insightful, and reasoned; based on a good understanding and application of knowledge	Forms opinions/offers pieces of advice that shows fair use of knowledge; reasoning is fair with minimal evidence or clarity.	Forms opinions/offers pieces of advice that are limited/ unclear, unsupported, or irrelevant.
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SECTION B

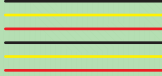
Either 2

Output: Analytical essay on the role of characters in advancing the writer's intention

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1) Interpretation of task/context i) Correct introduction which states the problem/challenge in the scenario. ii) Identifying ideas to be used in addressing the challenge/problem. iii) Qualifying statement with ample illustrations.	i) Demonstrates a comprehensive understanding of the role of characters, their actions, traits, and relationships in advancing the writer's intention. Uses ample illustrations from the selected text to discuss the	i) Demonstrates good understanding of the role of characters, their actions, traits, and relationships in advancing the writer's intentions. ii) Generally, positions the task within the scenario/ context but lacks depth and precision in linking them.	i) Demonstrates fair understanding of the role of characters, their actions, traits, and relationships in advancing the writer's intention in a given text. ii) Mentions the task within the context but interpretations and aligned with	i) Demonstrates little or no understanding of the role of characters, their actions, traits, and relationships in advancing the writer's intention in a given text. ii) Mentions the task within the context but interpretations and aligned with

	writer's intentions. ii) Clearly positions the task within the scenario/context and presents in depth and logical argument.	ii) Clearly positions the task within the scenario/context with minor missions or some depth in the line of argument.		the scenario are not clear.
2) Content generation and presentation of ideas a) Generates ideas that address the task. b) Makes connections within and between ideas and context. c) Presents ideas coherently.	i) Demonstrates a comprehensive understanding of the author's intentions and presents relevant ideas which are exhaustive. ii) Shows strong and logical	i) Demonstrates good understanding of the author's intentions and presents relevant ideas which are discursive. ii) Some connections among ideas are	i) Attempts to address the task but includes limited or partially relevant ideas; development of ideas is minimal. ii) Few or weak connections among ideas; limited linkage to the context.	i) Fails to address the task meaningfully; many ideas are not relevant ii) Very minimal connections among ideas; context is ignored or misunderstood. iii) Presentation is incoherent or

	connections between ideas and context; demonstrates synthesis and in- depth of understanding. iii) Ideas are presented in a clear, logical, and fluent manner; transitions are smooth and enhance meaningful flow.	made but limited in depth; some references to the context are evident. iii) Ideas are understandable but with occasional lapses in logic or organisation which somehow distracts comprehension	iii) Presentation is fairly good; ideas appear disjointed or loosely connected	fragmented; meaning is difficult to follow.
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3. Language use Uses: orthography and grammar orthography (spelling, punctuation, word order, sentence structure, tense etc.), appropriate register and language expression (idioms, proverbs, similes etc.).	Demonstrates excellent use of orthography and grammar (parts of speech, tenses, sentence structures etc.) in discussing the writer's intentions.	Demonstrates good use of orthography and grammar (parts of speech, tenses, sentences structures) discussing the writer's intentions.	Inconsistencies in the use of grammatical and orthographical aspects distract the meaningful flow of the presentation.	Uses very limited grammatical and orthographical aspects correctly.
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Or 3

Output: Analytical essay on narrative/dramatic techniques

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1. Interpretation of task/context <i>a) Correct introduction stating the problem/challenge in the scenario.</i> <i>b) Identifying a text to be used in addressing the challenge/problem.</i> <i>c) Qualifying statement of the solution.</i>	Demonstrates a comprehensive understanding of the narrative/dramatic techniques used in the text, by identifying them and explaining their effectiveness using various illustrations from the text.	i) Demonstrates a good understanding of the narrative/dramatic techniques used in the text, by identifying them and explaining their effectiveness using ample illustrations from the text. ii) Clearly positions the task within the scenario/context	i) Demonstrates limited understanding of the narrative/dramatic techniques used in the text by identifying them and explaining their effectiveness using a few illustrations from the text. ii) Generally, positions the task within the	i) Demonstrates little or no understanding of the narrative/dramatic techniques used in the text. ii) Mentions the task within the context but it is poorly interpreted or misaligned with the scenario.

	with a clear line of argument.	scenario/ context but lacks depth and precision in linking the them.	
2) Content generation and presentation of ideas a) <i>Generates ideas that address the task.</i> b) <i>Makes connections within and between ideas and context.</i> c) <i>Presents ideas coherently.</i>	i) Demonstrates a comprehensive understanding of the task, with relevant ideas, fully developed. ii) Shows strong and logical connections between ideas and context; demonstrates synthesis and depth of understanding. iii) Ideas are presented in a	i) Attempts to address the task but includes limited or partially relevant ideas; development is minimal ii) Few or weak connections among ideas; limited linkage to the context. iii) Presentation lacks clear organisation; ideas appear disjointed or loosely connected.	i) Fails to address the task meaningfully; ideas are irrelevant, vague, or absent. ii) No clear connections among ideas; context is ignored or misunderstood. iii) Presentation is incoherent or fragmented; meaning is difficult to follow.

	clear, logical, and fluent manner; transitions are smooth and enhance meaning.	sequencing and clear transitions; minor lapses do not hinder understanding.		
3) Language use Uses: orthography and grammar orthography (spelling, punctuation, word order, sentence structure, tense etc.), appropriate register and language expression (idioms, proverbs, similes etc.).	Demonstrates excellent use of orthography and grammar (parts of speech, tenses, sentence structures etc.) in discussing the writer's intentions.	Demonstrates good use of orthography and grammar (parts of speech, tenses, sentences structures) discussing the writer's intentions.	Inconsistencies in the use of grammatical and orthographical aspects distract the meaningful flow of the presentation.	Uses very limited grammatical and orthographical aspects correctly.

SECTION C

4) Literary Production

Output: A poem on dangers associated with drug abuse

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1) Interpretation of task/context Structure <i>a) Title</i> <i>b) Stanzas</i> <i>c) Lines/verse</i> <i>d) Rhythm</i> <i>e) Poet</i> <i>f) Rhyme</i> <i>g) Point of view</i>	Demonstrates a comprehensive understanding of the task by applying all the important aspects of poetic structure/format.	Demonstrates a good understanding of the task, by applying most of the important aspects of poetic structure/format.	Demonstrates limited understanding of the task, by applying few aspects of poetic structure/format.	Demonstrates little or no understanding of the poetic structure/format.
2) Generating and presenting the dangers associated with drug abuse:	i) Demonstrates a comprehensive understanding of the task, with	i) Generates relevant and well-developed ideas	i) Attempts to address the task but includes limited or partially	i) Fails to address the task meaningfully; ideas are

<i>a) Body organs damage</i> <i>b) Heart infections</i> <i>c) Contraction of infectious diseases</i> <i>d) Drug overdose</i> <i>e) Physical injuries</i> <i>f) Pregnancy complications</i>	relevant ideas, fully developed. ii) Shows strong and logical connections between ideas and context; demonstrates synthesis and depth of understanding.	that address the task effectively. ii) Establishes logical connections among most ideas and relates them appropriately to the context.	relevant ideas; development is minimal. ii) Few or weak connections among ideas; ideas; limited linkage to the context.	irrelevant, vague, or absent. ii) No clear connections among ideas; context is ignored or misunderstood.
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Output: A poem on dangers associated with drug abuse

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1) Interpretation of task/context <i>Structure</i> a) Title	Demonstrates a comprehensive understanding of the task by applying all the	Demonstrates a good understanding of the task, applying most of the important aspects	Demonstrates limited understanding of the task, applying few	Demonstrates little or no understanding of short story structure.

Character(s) Plot Point of view (narrator) Setting	important aspects of a short story structure.	of a short story structure.	aspects of short story structure.	
2) Generating and presenting the dangers associated with drug abuse: <i>a) Body organs damage</i> <i>b) Heart infections</i> <i>c) Contraction of infectious diseases</i> <i>d) Drug overdose</i> <i>e) Physical injuries</i> <i>f) Pregnancy complications</i>	i) Demonstrates a comprehensive understanding of the task, with relevant ideas, fully developed. ii) Shows strong and logical connections between ideas and context; demonstrates synthesis and depth of understanding.	i) Generates relevant and well-developed ideas that address the task effectively. ii) Establishes logical connections among most ideas and relates them appropriately to the context.	i) Attempts to address the task but includes limited or partially relevant ideas; development is minimal. ii) Few or weak connections among ideas; limited linkage to the context.	i) Fails to address the task meaningfully; ideas are irrelevant, vague, or absent. ii) No clear connections among ideas; context is ignored or misunderstood.

6. Grade Descriptors

Construct	Category	Descriptor
Literary Creativity	Exceptional	Demonstrates exceptional literary creativity by contextualising, analysing and synthesising multiple elements of literature in producing literary works with impactful language command to address societal challenges.
	Outstanding	Demonstrates very good literary creativity by contextualising and analysing and synthesising elements of literature in producing literary works with impactful language command to address societal challenges.
	Satisfactory	Writes good literary works by contextualising and analysing elements of literature in producing literary works to address societal challenges.
	Basic	Produces fairly good literary works that exhibit limited contextual and analytical skills in applying elements of literature to address societal problems.
	Elementary	Demonstrates fair understanding and application of literary elements in producing literary

		works to address societal problems.
Construct	Category	Descriptor
Language Use	Exceptional	Demonstrates excellent communicative competence by accurately applying multiple mechanics of writing and reading comprehension skills to produce texts that exhibit mastery and use of functional language ability.
	Outstanding	Demonstrates very good communicative competence by accurately applying reasonable mechanics of writing and reading comprehension skills to produce texts that show functional language ability.
	Satisfactory	Demonstrates language competence by applying a number of mechanics of writing and reading comprehension skills to produce texts that show some functional language ability.
	Basic	Shows fairly good communicative competence by applying some mechanics of writing and reading comprehension skills to produce texts that exhibit some functional language ability.

	Elementary	Demonstrates fair communicative competence by applying scanty mechanics of writing and limited reading comprehension skills to produce texts that exhibit limited functional language ability.
Construct	Category	Descriptor
Socio-cultural expressions	Exceptional	Demonstrates in-depth socio-cultural and intercultural awareness by writing excellent prose passages for the preservation of cultural practices and traditions.
	Outstanding	Demonstrates in-depth socio-cultural and intercultural awareness by writing very good prose for the preservation of cultural practices and traditions.
	Satisfactory	Demonstrates socio-cultural awareness by writing good prose for the preservation of cultural practices and traditions.
	Basic	Demonstrates some socio-cultural awareness by writing fairly good prose for the preservation of cultural practices and traditions.
	Elementary	Demonstrates scanty socio-cultural knowledge by writing fair prose for the preservation of cultural practices and traditions.



CONTACT US:



National Curriculum Development Centre
Plot M838, Kyambogo.
P.O.Box 7002 Kampala, Uganda
+256-393-112-088
www.ncdc.go.ug



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