

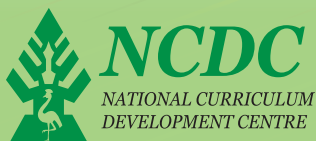


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



HISTORY ASSESSMENT GUIDELINES



2026

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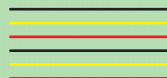
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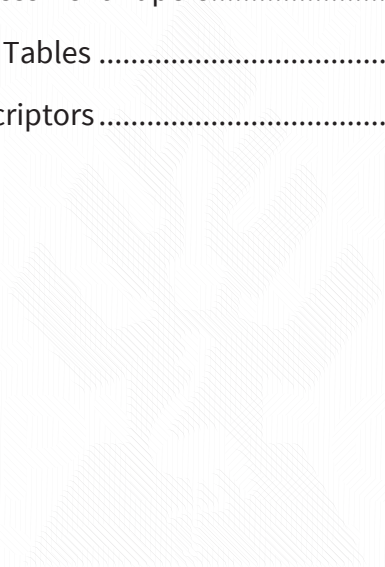
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Foreword

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), presents these Assessment Guidelines as a practical tool for implementing the Advanced Secondary Curriculum (ASC). They are intended to translate the broad policy directions of the ASC Assessment Framework into clear, actionable practices for assessing learning in this subject at classroom, school, and national levels.

These Guidelines must be read and applied in close alignment with the ASC Assessment Framework. The Framework sets out the overarching principles, and architecture of assessment, while the Guidelines provide subject-specific applications. Using them in isolation risks disconnecting practice from policy; therefore, stakeholders are strongly encouraged to treat the two documents as complementary resources for a holistic understanding of the assessment system. The assessment guidelines are grounded in the principles of assessment for learning, assessment as learning, and assessment of learning. They offer detailed direction on evaluating learners' acquisition of knowledge, skills, values, and attitudes. They provide strategies and standards to help teachers measure achievement of learning outcomes and integrate 21st century skills effectively within subject contexts. These Guidelines are designed to empower teachers to conduct meaningful assessments that foster learner growth while ensuring consistency, credibility, and fairness across the Advanced Secondary level.

As Minister responsible for Education, I endorse these Assessment Guidelines as the official standard for assessing the Advanced Secondary Curriculum in Uganda. I call upon all educators to use them alongside the ASC Assessment Framework to promote excellence, relevance, and integrity in our education system.

Hon. Dr John C. Musingo
Ag. Minister of Education & Sports

Acknowledgements

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the development of these Assessment Guidelines to support the implementation of the Advanced Secondary Curriculum.

Our gratitude goes to the Ministry of Education and Sports for overseeing the development process, the Curriculum Task Force of the Ministry of Education and Sports for the guidance and timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping these Guidelines.

NCDC is also grateful to UNEB, Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, critical reviewers, and professional bodies for their contribution towards the design and development of these Assessment Guidelines. To all those who worked behind the scenes to finalise the production of these Guidelines, your efforts are invaluable.

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 is 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 **History** as a subject.

End-of-Cycle Assessment of History will be administered by the Uganda National Examinations Board (UNEb). The assessment will be guided by four (4) assessment objectives drawn from the four (4) assessment constructs. These include: Socio-economic systems in Africa; Colonialism, national agitation and the rise of new states in the world; Revolutions and their impact on the world; and Global politics and ideologies. 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.

1.1 Assessment Objectives

The assessment objective for History will focus on the learner's ability to:

AO 1: Analyse how pre-colonial African traditional structures have shaped African societies and influenced modern development, unity and patriotism.

AO 2: Examine the forces of imperialism and key political developments in Africa and beyond to understand their impact on unity, independence, social justice, citizenship and international relations.

AO 3: Examine the trends of major world revolutions and diplomatic efforts to understand their lessons for leadership, peacebuilding, and political change in the modern world.

AO 4: Analyse key historical events, and ideologies to understand their impact on societies and their relevance to today's political and social issues.

1.2 Linkage Between Assessment Objectives, Constructs and Syllabus

Table 1:

The table below shows a linkage between the assessment objectives, the constructs and the topics that contribute to the construct.

Assessment Objective	Construct	Construct Description	Topics in the Syllabus
AO 1: Analyse how African traditional structures have shaped African societies and influenced modern development, unity and patriotism	Socio-economic systems in Africa	Analyses key socio-economic developments in Africa from the pre-colonial era to the present, and how these developments have shaped African identities and the pursuit of harmonious co-existence.	1) The Social and Economic Systems in the Pre-Colonial Institutions in Africa (Unit 1 S5) 2) The Pre-Colonial Trade Systems in Africa (Unit 1 S5) 3) Post-Colonial Socio-Economic developments in East Africa (Unit 1 S6) 4) Regional Economic Groupings and International Relations (Unit 1 S6) 5) Nationalisation of Education in Uganda (Unit 1 S6) 6) Challenges of African Growth and Development (Unit 1 S6)

<p>AO 2: Examines the forces of imperialism and key political developments in Africa and beyond to understand their impact on unity, independence, social justice, citizenship and international relations. :</p>	<p>Colonialism, national agitation and the rise of new states in the world</p>	<p>Examines the rise of nationalism and how unity of movements contributed to the formation of new states and inspired the pursuit of freedom, equality, and self-rule.</p>	<ol style="list-style-type: none"> 1) The Scramble for and Partition of Africa 1880–1914 (Unit 1 S5) 2) The Establishment of Colonial Rule (Unit 1 S5) 3) Colonial Administration in Africa (Unit 1 S5) 4) Sovereignty and Constitutionalism in East Africa (Unit 1 S6) 5) Foreign Struggles for Economic Resources and Unification in Southern Africa (Unit 1 S5) 6) The Growth of Pan—Africanism (Unit 1 S6) 7) The Rise of African Nationalism (Unit 1 S.5) 8) The Unification Struggles in Europe up to 1871 (Unit 2 S5) 9) Separatism and Ethnic Nationalism in Africa (Unit 1 S6) 10) The Unification Struggles in Europe up to 1871 (Unit 2 S.5)
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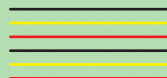
			11) Sierra Leone and Liberia in the World Context (Unit 2 S5) 12) Nationalism and Challenges of Integration in the Middle East (Unit 2 S.6)
AO 3: Examine the trends of major world revolutions and diplomatic efforts to understand their lessons for leadership, peacebuilding, and political change in the modern world.	Revolutions and their impact on the world	Examines how revolutions and major political changes in history have influenced the world.	1) The French Revolution of 1789 (Unit 2 S5) 2) Islamic Revolutions in Africa (Unit 1 S5) 3) The Era of Napoleon Bonaparte 1799 – 1815 (Unit 2 S5) 4) The Restoration of Order and Stability in Europe (1814 – 1830) (Unit 2 S5) 5) The Revolutions of 1848 in Europe (Unit 2 S5) 6) The Eastern Question 1815–1913 (Unit 2 S6) 7) Post-World War I Ideologies in Europe (Unit 2 S6)
AO 4: Analyse key historical events, and	Global politics and ideologies	To analyse how the historical events, policies,	1) Post-Independence Ideologies in East Africa (Unit 1 S6)

ideologies to understand their impact on societies and their relevance to today's political and social issues		ideologies and international relations in the wider world have contributed to the development of global peace and democracy.	2) World War I and Its Aftermath (Unit 2 S6) 3) Post-World War I Ideologies in Europe (Unit 2 S6) 4) World War II 1939-1945 and Its Aftermath (Unit 2 S6) 5) Lessons from the Rise of the United States of America and Canada (Unit 2 S5) 6) Nationalism and Challenges of Integration in the Middle East (Unit 2 S6) 7) Development of Southern Asia and the Far East since 1939 (Unit 2 S6)
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2. Table of Constructs

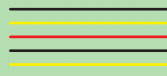
The table below details the constructs for History, i.e., the competencies/learning outcomes that make up the construct, the expected learner abilities, and what the assessor should look out for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).

Constructs	Learning Outcomes <i>The learner should be able to:</i>	Abilities The learner can;	Indicators of Mastery The learner:	Level of Complexity
The socio-economic systems in Africa	i) assess the importance of the clan in African pre-colonial societies as the foundation of shared values, heritage and governance. (u, v, a)	a) assess the importance of the clan as a foundation of African values. b) analyse the importance of the clan in preserving African heritage. c) examine the importance of the clan as a foundation of governance in Africa.	i) brings out the role of the clan as a foundation for shared values. ii) shows the importance of the clan in preserving African heritage. iii) describes the role of the clan in the	High



			management of pre-colonial societies.	High
ii) analyse the role of age groups in promoting social harmony in pre-colonial Africa so as to understand their role in the community. (gs, v, u)	<p>a) analyse how age groups helped in maintaining order and cooperation.</p> <p>b) assess how age groups contributed to conflict resolution in pre-colonial Africa.</p> <p>c) examine how age groups contributed to conflict resolution in pre-colonial Africa.</p>	<p>i) assesses how age groups helped in maintaining order and cooperation.</p> <p>ii) examines how age groups contributed to conflict resolution in pre-colonial Africa.</p> <p>iii) analyses how age groups supported social harmony in pre-colonial Africa.</p>		
iii) evaluate the role of initiation ceremonies in instilling pride and	<p>a) assess how initiation ceremonies instil pride in participants.</p> <p>b) analyse how initiation ceremonies shape a</p>	<p>i) evaluates how initiation ceremonies encouraged pride in African culture.</p>		High

<p>a sense of identity. (u, v, a)</p>	<p>sense of personal and communal identity. c) examine how initiation ceremonies strengthen cultural values and social cohesion.</p>	<p>ii) analyses initiation ceremonies shaped a sense of identity. iii) explores how initiation ceremonies promoted cultural values and unity</p>	<p>how</p>
<p>iv) analyse the role of African traditional religion in pre-colonial societies as a means of preserving societal knowledge and values. (u, v, gs)</p>	<p>a) evaluate how African traditional religion preserves societal knowledge. b) assess how African traditional religion maintains cultural values. c) examine how African traditional religion</p>	<p>i) analyses how African traditional religion preserved knowledge in pre-colonial societies. ii) evaluates how African traditional religion maintained cultural values. iii) assesses how African traditional religion</p>	<p>High</p>

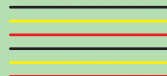


		reinforces social cohesion in pre-colonial societies.	promoted unity and social cohesion.	
v) examine the role of pre-colonial production in ensuring the survival of pre-colonial African societies and how this knowledge can be applied to address current societal challenges. (gs, v, u)	<p>a) analyse how pre-colonial production ensured the survival of African societies.</p> <p>b) assess how pre-colonial production promoted social and economic stability.</p> <p>c) evaluate how pre-colonial production can be applied to address current societal challenges.</p>	<p>i) analyses how pre-colonial production sustained communities and supported livelihoods.</p> <p>ii) assesses how pre-colonial production contributed to social cohesion and economic stability.</p> <p>iii) evaluates ways in which pre-colonial production practices can inform solutions to present-day societal problems.</p>	High	

<p>vi) describe the organisation of the pre-colonial trade systems and their impact on Africa and the world to appreciate their contribution to the growth of modern Africa. (gs, v, a)</p>	<p>a) analyse the organisation of pre-colonial trade systems in Africa.</p> <p>b) assess the impact of pre-colonial trade systems on African societies and the wider world.</p> <p>c) evaluate the contribution of pre-colonial trade systems to the growth of modern Africa.</p>	<p>i) analyse how pre-colonial trade systems were organised.</p> <p>ii) assesses the effects of pre-colonial trade on social, economic, and political life in Africa and the world.</p> <p>iii) assesses the impact of pre-colonial African trade systems and practices on the social, economic, and political development of modern Africa.</p>	<p>High</p>
<p>vii) analyse the process of abolition of the slave trade in</p>	<p>a) analyse the process of abolishing the slave trade in Africa.</p>	<p>i) analyses the steps, key figures, and events that led to the</p>	<p>High</p>

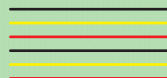
<p>Africa and its impact on African societies to appreciate the foundations of human rights and civil liberties. (gs, v, a)</p>	<p>a)</p>	<p>b) assess the impact of the abolition of the slave trade on African societies.</p> <p>c) evaluate how the abolition of the slave trade contributed to the foundations of human rights and civil liberties.</p>	<p>abolition of the slave trade in Africa.</p> <p>ii) assesses the social, economic, and political effects of the abolition on African communities.</p> <p>iii) evaluates how the abolition of the slave trade influenced the development of human rights and civil liberties.</p>	<p>Moderate</p>
<p>viii) examine the evolution of trade unions to understand the beginning of workers'</p>	<p>a) analyse the development of trade unions in Uganda.</p> <p>b) assess the role of trade unions in protecting workers' rights.</p>	<p>i) explains the factors and events that led to the formation of trade unions in Uganda.</p> <p>ii) evaluates the contributions of trade</p>	<p></p>	<p></p>

<p>organisations in Uganda. (u, v, a)</p>	<p>c) trace how the evolution of trade unions influenced labour organisation in Uganda</p>	<p>unions in advocating for workers' rights and welfare. iii) narrates how early labour unions laid the foundation for modern workers' organisations, collective bargaining, and labour rights in the country.</p>	
<p>ix) evaluate the role of trade unions in East Africa to appreciate their contribution to the fight for workers' rights. (gs, v, a)</p>	<p>a) analyse the role of trade unions in East Africa. b) assess the contribution of trade unions to social and political change. c) examine how trade unions influenced the fight for workers' rights.</p>	<p>i) explains the objectives, activities, and achievements of trade unions in East Africa. ii) evaluates the impact of trade unions on workers' welfare.</p>	<p>High</p>



			iii) examines how trade unions organised and defended workers in the region.	
			i) explains the factors that led to the establishment of cooperatives in East Africa. ii) describe the beginnings of the cooperative movement in East Africa.	High
			a) analyse the origins of the cooperative movement in East Africa. b) describe the development of the cooperative movement in East Africa.	
			a) assess the contribution of the cooperative movement to social change.	
			x) analyse the history of the cooperative movement in East Africa to understand the beginning of farmers' collective efforts to uplift themselves in East Africa. (gs, v, a) xi) examine the role of the cooperative movement in East Africa to understand the	

region's economic development and social change. (gs, v, a)	b) examine how the cooperative movement influenced regional development	ii) examines cooperatives influenced regional development	how
<p>xii) analyse the challenges faced by trade unions and the cooperative movements in East Africa by 1985 to appreciate how best trade unions and the cooperative movements can be managed today in East Africa. (gs, v, a)</p>	<p>a) analyse the challenges faced by trade unions in East Africa by 1985.</p> <p>b) assess the difficulties encountered by cooperative movements in East Africa by 1985.</p> <p>c) examine how understanding these challenges can inform better management of trade unions and cooperatives today.</p>	<p>i) analyses the challenges that affected trade unions by 1985.</p> <p>ii) assesses the difficulties that constrained cooperative movements by 1985.</p> <p>iii) illustrates how lessons from past challenges can guide the effective management of trade unions and cooperatives today.</p>	High

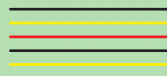


<p>xiii) assess the role of the Common Market for Eastern and Southern Africa (COMESA) to appreciate its impact on regional trade and economic integration among member states. (gs, v, a)</p>	<p>a) analyse the objectives and structure of COMESA. b) analyse how COMESA promoted trade and economic integration among member states.</p>	<p>i) describes the formation and goals of COMESA. ii) analyses the mechanisms that COMESA used to enhance regional trade among member states. iii) examines the effects of COMESA policies on member economies. iv) assesses how COMESA fostered cooperation among member states.</p>	<p>High</p>
<p>xiv) analyse the role of the Southern African</p>	<p>a) explain the objectives and structure of SADC.</p>	<p>i) explains the factors that led to the formation of SADC.</p>	<p>High</p>

	Development Community (SADC) to understand its role in promoting regional trade and economic integration in contemporary Africa. (gs, v, a)	<p>b) analyse how SADC promotes trade and economic integration among member states.</p> <p>c) evaluate the successes and challenges of SADC in achieving regional development.</p>	<p>ii) evaluates the contribution of SADC in advancing regional trade and economic integration.</p> <p>iii) examines how SADC initiatives strengthened cooperation and development among member states.</p>	High
	xv) evaluate the role of the Arab Maghreb Union (AMU) to appreciate its contribution to fostering regional trade, economic integration and	<p>a) describe the origins and objectives of the Arab Maghreb Union (AMU).</p> <p>b) evaluate the role of the AMU in promoting trade, economic integration and</p>	<p>i) describes the factors and events that led to the establishment of the AMU.</p> <p>ii) assesses the contribution of the AMU to strengthening</p>	

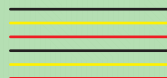
	<p>development among its member states. (v, a)</p>	<p>development among member states. c) examine how the AMU has influenced cooperation and regional growth in North Africa.</p>	<p>trade and economic cooperation. iii) analyses how AMU initiatives fostered development and unity among member states.</p>	
<p>xvi) evaluate the role of the European Economic Community 1953–1990 (EEC) to appreciate the need for integration and cooperation among nations. (gs, v, a)</p>	<p>a) describe the background and objectives of the European Economic Community (EEC). b) evaluate the role of the EEC in promoting economic cooperation and integration in Europe between 1953 and 1990.</p>	<p>i) describes the circumstances that led to the formation of the European Economic Community (EEC). ii) assesses how the EEC promoted trade, cooperation and shared economic growth among member states.</p>	<p>High</p>	

		c) examine how the EEC influenced unity and economic development among European nations.	iii) examines how EEC policies strengthened integration and peace in Europe during the period.	
xvii) analyse the problems of colonial education to appreciate the efforts taken to reform post-independence education systems in Uganda. (gs, v, a)		<p>a) analyse the structure and aims of colonial education in Uganda.</p> <p>b) examine the major problems associated with colonial education.</p> <p>c) examine the reforms introduced to address the weaknesses of colonial education after independence.</p>	<p>i) describes the nature and objectives of colonial education in Uganda.</p> <p>ii) examines the limitations of colonial education in promoting national development.</p> <p>iii) analyses the reforms that improved education systems in post-independence Uganda.</p>	High



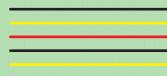
<p>xviii) analyse the role of education in the modernisation of Uganda to appreciate the country's effort to build a progressive society. (gs, v, a)</p>	<p>a) analyse how education contributed to modernisation in Uganda. b) analyse the policies and programmes that supported educational development. c) examine the impact of education on nation-building and societal progress.</p>	<p>i) describes ways in which education influenced Uganda's modernisation. ii) explains policies and initiatives that expanded access to education and skills development. iii) analyses the contribution of education to nation-building and societal progress.</p>	<p>High</p>
<p>xix) evaluate the efforts that have been taken to Africanise the curriculum to appreciate efforts</p>	<p>a) explain the concept and objectives of the Africanising curriculum.</p>	<p>i) describes the strategies and policies implemented to Africanise the curriculum.</p>	<p>High</p>

<p>to align education with the country's development agenda and the global job market demands. (v, a)</p>	<p>b) evaluate initiatives aimed at aligning Uganda's curriculum with national development priorities.</p> <p>c) examine how curriculum reforms addressed global skills and employment demands.</p>	<p>ii) assesses the contribution of curriculum reforms to national development goals.</p> <p>iii) analyses how the curriculum reforms prepared learners for the global job market</p>	
<p>xx) evaluate one of the education policies in Uganda to appreciate how it has addressed the education needs of the country. (gs, v, a)</p>	<p>a) explain the objectives and key features of the selected education policy.</p> <p>b) examine the impact of the policy on access, quality, and relevance of education.</p>	<p>i) describes the goals and provisions of the chosen education policy.</p> <p>ii) assesses the achievements and limitations of the policy in improving education.</p>	<p>High</p>



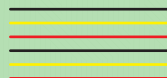
		c) examine how the policy addressed the educational needs of Uganda.	iii) analyses how the policy contributed to meeting the educational needs of Uganda.	
xxi) evaluate the development of tertiary education in Uganda to understand its impact on the country's socio-economic development. (gs, v, a)	a) analyse the growth and expansion of tertiary education institutions in Uganda. b) evaluate the contribution of tertiary education to socio-economic development. c) examine challenges faced by tertiary education and how they have been addressed.	i) describes the establishment and expansion of universities and other tertiary institutions in Uganda. ii) analyses how tertiary education has influenced socio-economic development in Uganda. iii) examines challenges faced by tertiary	High	

			education and how they have been addressed in Uganda.	High
xxii) analyse the reasons for Africa's huge debt burden as well as its impact on Africa's development. (gs, v, a)	<p>a) analyse the causes of Africa's external and internal debt accumulation.</p> <p>b) evaluate the effects of debt on economic, social, and political development in Africa.</p> <p>c) examine measures taken to manage or reduce Africa's debt burden.</p>	<p>i) describes the factors that contributed to Africa's debt.</p> <p>ii) assesses how debt has affected infrastructure, social services, and economic growth in Africa.</p> <p>iii) analyses the successes and limitations of debt management and relief initiatives in Africa.</p>		



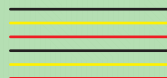
<p>xxiii) investigate the reasons for the prevalence of corruption in Africa as well as its effects on Africa's development, to be able to build an honest, transparent, and accountable society. (gs, v, a)</p>	<p>a) analyse the causes of corruption in African countries. b) evaluate the effects of corruption on political, social, and economic development in Africa. c) examine the strategies implemented to combat corruption and promote accountability in Africa.</p>	<p>i) describes factors that contribute to corruption in Africa. ii) assesses how corruption undermines governance, development, and public trust in Africa. iii) analyses the effectiveness of anti-corruption measures in Africa.</p>	<p>High</p>
<p>xxiv) analyse the causes and effects of unemployment in Africa to understand how to live an</p>	<p>a) analyse the causes of unemployment in Africa. b) examine the effects of unemployment on individuals,</p>	<p>i) describes the causes of unemployment in Africa. ii) assesses the impact of unemployment in Africa.</p>	<p>High</p>

	independent, self-sustaining life. (gs, v, a)	communities, and national development in Africa. c) examine the strategies to promote self-reliance and sustainable livelihoods in Africa.	iii) analyses initiatives for self-employment and skills development have addressed unemployment in Africa.	how
Colonialism, national agitation and the rise of new states in the world	i) evaluate the motives behind the 19th-century scramble for Africa to appreciate the contemporary interests of foreign powers in Africa. (gs, v, a)	a) examine the motives of European powers in the 19th-century scramble for Africa. b) assess the impact of these motives on African societies and territories. c) trace how historical foreign interests relate	i) explains the reasons for European colonisation of Africa in the 19th century. ii) analyses the consequences of the scramble for Africa on Africa. iii) examines the connection between historical foreign	High



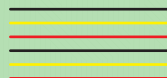
		to contemporary involvement in Africa.	motives and present-day foreign interests in Africa.	
	ii) analyse the process of European colonisation of Africa to understand how European colonialism was planted on the continent. (gs, v, a)	<p>a) examine the methods and strategies used by European powers to colonise Africa.</p> <p>b) assess the factors that facilitated colonisation.</p> <p>c) trace the sequence of events that led to the establishment of European control in Africa.</p>	<p>i) describes the policies employed by European powers during colonisation.</p> <p>ii) analyses the conditions that enabled European domination of Africa.</p> <p>iii) explains the events that contributed to the consolidation of colonial rule in Africa.</p>	High
	iii) evaluate the impact of European colonialism in	a) assess the impact of European colonialism in Africa.	i) describes the changes in political structures, economy, and social	High

	<p>Africa to appreciate its influence in his/her own community. (gs, v, a)</p>	<p>b) examine how colonial policies affected African societies and local governance.</p>	<p>systems under colonial rule. ii) evaluates how colonial administration and policies shaped African societies. iii) analyses how colonial experiences continue to influence local communities</p>	
	<p>iv) examine the role played by colonial agents in advancing colonial interests in Africa to understand how the loss of Africa's independence was</p>	<p>a) analyse the activities and strategies of colonial agents in Africa. b) assess the contribution of these agents to the establishment of European control in Africa.</p>	<p>i) describes the roles and actions of colonial agents in different African regions. ii) evaluates the impact of colonial agents on Africa's independence. iii) analyses how cooperation between</p>	<p>Moderate</p>



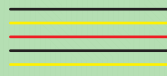
	a collective effort. (gs, v, a)	c) trace how collaboration between foreign and local actors facilitated the loss of Africa's independence.	colonial agents and certain African leaders aided colonisation.	
	v) analyse the reasons behind the French administrative policy in West Africa to appreciate its continued influence on African people. (gs, v, a)	a) analyse the meaning of the French assimilation policy. b) Examine the motives of the French assimilation policy in West Africa.	i) explains the meaning of the French assimilation policy. ii) describes the objectives of the French assimilation policy.	High
	vi) evaluate the impact of the French administration	a) assess how the policy influenced governance, economies and social	i) analyses the impact of assimilation on African political, economic and social systems.	High

	<p>policy to understand its influence on contemporary West African societies. (gs, v, a)</p> <p>vii) compare the French administration policy with other European administration policies to appreciate various related administration policies in Africa today. (gs, v, a)</p>	<p>structures in the French colonies.</p> <p>b) trace the effects of the French assimilation policy on contemporary West African societies.</p> <p>a) analyse the features of the French administration policy and other European colonial administrative policies in Africa.</p> <p>b) assess the similarities and differences in the objectives, strategies, and impacts of these policies.</p> <p>c) examine how these colonial administrative</p>	<p>ii) evaluates how the policy continues to shape West African states.</p> <p>i) describes the structures and methods used by the French and other European colonial administrations.</p> <p>ii) compares the effects of different colonial policies on African political, social, and economic systems in Africa.</p>	<p>High</p>
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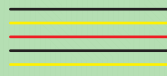
		approaches influenced contemporary governance in Africa.	iii) evaluates the influence of historical colonial administration on current African governance and public administration.	
	viii) analyse the factors that led to the French change of policy in West Africa to appreciate why sometimes there is need for flexibility in approach. (gs, v, a)	<p>a) examine the factors that led the French to shift from assimilation to association in their colonial administration of West Africa.</p> <p>b) assess how changes in local conditions and resistance influenced policy adjustments.</p>	<p>i) describes the circumstances that led to the shift from assimilation to association.</p> <p>ii) analyses the impact of resistance and local realities on the change in policy.</p> <p>iii) evaluates how the policy change affected colonial</p>	High

		c) trace the consequences of policy changes on West African states.	administration in West Africa.	
	ix) analyse the African responses to colonial rule to understand their influence on the contemporary political landscape across Africa. (gs, v, a)	<p>a) examine the forms of resistance and collaboration during colonial rule in Africa.</p> <p>b) assess the impact of these responses on colonial administration in Africa.</p> <p>c) trace the influence of African responses on modern African nationalism.</p>	<p>i) describes the forms of resistance and collaborations during colonial rule in Africa.</p> <p>ii) analyses how African responses affected colonial administration.</p> <p>iii) evaluates the legacy of these responses in shaping modern African nationalism.</p>	High
	x) evaluate the effects of European colonisation on America and	a) analyse the impact of European colonisation on America and Canada.	i) describes the impact of European colonisation on America and Canada.	High



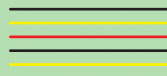
	<p>Canada to understand how foreign influence can impact indigenous populations. (gs, v, a)</p> <p>a)</p>	<p>b) examine the consequences of European colonisation of America and Canada on contemporary indigenous communities.</p>	<p>ii) evaluates how colonisation continues to influence contemporary indigenous communities in America and Canada.</p>	
<p>xi) analyse the impact of the Civil Rights Movement (CRM) to appreciate its contribution to the fight against injustice and inequality in the world. (gs, v, a)</p>	<p>a) examine the strategies employed during the Civil Rights Movement (CRM) to secure the rights of Black people.</p> <p>b) assess the effects of the Civil Rights Movement (CRM) on the fight against injustice and inequality in the world.</p>	<p>i) describes key events, leaders, and campaigns of the civil rights movement.</p> <p>ii) analyses the effects of the movement on the fight against injustice and inequality in the world.</p> <p>iii) evaluates how the movement inspired global efforts against</p>		<p>High</p>

		injustice and inequality.	
	<p>xii) analyse the causes and effects of the Anglo-Boer conflicts between 1880 and 1902 in Southern Africa and how they promoted unity among minority groups. (gs, v, a)</p>	<p>a) examine the causes of the 1880–1902 Anglo-Boer conflicts in Southern Africa.</p> <p>b) assess the consequences of the conflicts on Southern Africa.</p> <p>c) analyse how the conflicts fostered British cooperation and unity among the British and Boers in Southern Africa.</p>	<p>i) explains the causes and results of the 1880–81 Anglo-Boer War in Southern Africa.</p> <p>ii) evaluates the causes and results of the 1899–1902 Anglo-Boer War in Southern Africa.</p> <p>iii) examines lessons from the Anglo-Boer Wars that can support the building of unity in contemporary conflict situations.</p>
			High



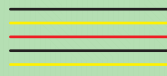
<p>xiii) examine the impact of the Treaty of Vereeniging to understand how it gave rise to racial discrimination in Southern Africa. (gs, v, a)</p>	<p>a) analyse the terms of the Treaty of Vereeniging in Southern Africa. b) assess the consequences of the treaty on the peoples of Southern Africa. c) examine how the treaty contributed to the institutionalisation of racial discrimination in Southern Africa.</p>	<p>i) describes the key provisions of the Treaty of Vereeniging in Southern Africa. ii) evaluates the effects of the treaty on Southern Africa. iii) analyses how the treaty laid the foundation for racial discrimination in Southern Africa.</p>	<p>High</p>
<p>xiv) assess the significance of the 1910 Act of Union to appreciate its impact on the creation of modern</p>	<p>a) assess the significance of the 1910 Act of Union in Southern Africa. b) analyse how the 1910 Act of Union contributed to the</p>	<p>i) describes the key terms of the 1910 Act of Union. ii) analyses the role of the Act in shaping modern Southern African states.</p>	<p>High</p>

Southern African states. (gs, v, a)	creation of modern Southern African states.		
xv) analyse the Non-Aligned Movement (NAM) to understand its role in promoting the sovereignty and independence of member states. (gs v, a)	a) analyse the objectives of the Non-Aligned Movement (NAM). b) assess how NAM promoted the sovereignty and independence of its member states. c) examine the influence of NAM on global diplomacy.	i) describes the aims of the Non-Aligned Movement (NAM). ii) evaluates the impact of NAM on protecting member states from external political pressures. iii) analyses NAM's role in shaping international cooperation and diplomacy among member states.	High
xvi) analyse the origins of Pan-Africanism, its key events and figures to	a) analyse the origins and development of Pan-Africanism.	i) traces the historical background and rise of the Pan-African movement.	High



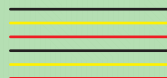
	<p>appreciate their contribution to the foundation of African independence struggles. (k, u, v)</p>	<p>b) examine the roles of key events and figures in the Pan-African movement.</p> <p>c) assess how Pan-Africanism contributed to the foundation of African independence struggles.</p>	<p>ii) explains the contributions of major Pan-African conferences, events, and leaders.</p> <p>iii) evaluates the influence of Pan-Africanism on African liberation movements and independence struggles.</p>	
<p>xvii) evaluate the factors for the rise of Pan-Africanism to understand its impact on the need for African freedom, equality</p>		<p>a) analyse the factors that led to the rise of Pan-Africanism.</p> <p>b) analyse how these factors influenced the call for African freedom and equality.</p>	<p>i) describes the circumstances that contributed to Pan-Africanism.</p> <p>ii) explains how these factors mobilised Africans and their</p>	<p>High</p>

	<p>and a fair world. (gs, v, a)</p> <p>xviii) analyse the challenges to the growth of Pan-Africanism to appreciate the challenges of modern African states. (gs, v, a)</p>	<p>c) assess the impact of Pan-Africanism on shaping ideas of justice and fairness in global relations.</p>	<p>allies towards freedom and equality. iii) evaluates the role of Pan-Africanism in promoting Africa's quest for justice and a fair world.</p>	<p>High</p>
	<p>xviii) analyse the challenges to the growth of Pan-Africanism to appreciate the challenges of modern African states. (gs, v, a)</p>	<p>a) analyse the challenges that hindered the growth of Pan-Africanism. b) assess how these challenges affected the unity and effectiveness of the Pan-African movement. c) examine the lessons from Pan-Africanism's challenges for</p>	<p>i) describes the obstacles that limited the growth of Pan-Africanism. ii) evaluates how these challenges affected the unity and effectiveness of the Pan-African movement. iii) analyses how these challenges inform the</p>	<p>High</p>



		<p>contemporary challenges faced by African states.</p> <p>i) describes the role of Pan-Africanism in shaping liberation movements in Africa.</p> <p>ii) evaluates its impact on independence struggles and the establishment of sovereign African states.</p> <p>iii) analyses the influence of Pan-African ideals on fostering unity, cooperation, and social justice across</p>	High
<p>xix)examine the impact of Pan-Africanism to appreciate its role in promoting unity, independence and social justice across Africa and beyond. (gs, v, a)</p>	<p>understanding issues facing modern African states.</p> <p>a) analyse the influence of Pan-Africanism on African political and social movements.</p> <p>b) assess the contribution of Pan-Africanism to the achievement of independence and national sovereignty in Africa.</p> <p>c) examine how Pan-Africanism promoted unity, cooperation, and social justice across Africa and globally.</p>		

			the continent and internationally.	
xx) analyse the forms and features of African nationalism to appreciate varied African responses of European colonialism. (k, u)	<p>a) analyse the different forms of African nationalism across the continent.</p> <p>b) examine the key features and characteristics of African nationalist movements.</p> <p>c) assess how African nationalism shaped varied responses to European colonialism.</p>	<p>i) explains the different forms and expressions of African nationalism.</p> <p>ii) describes the key features of African nationalist movements.</p> <p>iii) evaluates how nationalism influenced resistance, collaboration, and reforms during colonial rule.</p>	High	
xxi) examine the factors that contributed to the rise of African	a) analyse the factors that led to the rise of African nationalism.	i) describes colonial policies, economic exploitation, and	High	

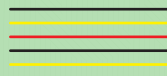


	<p>nationalism to appreciate the conditions that can cause discontent among people. (gs, v, a)</p>	<p>b) assess how these factors created widespread awareness and mobilisation among Africans.</p> <p>c) examine the connection between causes of nationalism and general conditions that provoke discontent.</p>	<p>social inequalities that fuelled nationalism.</p> <p>ii) evaluates the role of education, leadership, and political organisations in mobilising people.</p> <p>iii) analyses how these factors illustrate conditions that generate discontent within African societies.</p>	<p>High</p>
<p>xxii) evaluate the challenges in Africa's struggle for independence to appreciate the</p>		<p>a) analyse the challenges faced during Africa's struggle for independence.</p>	<p>i) describes the obstacles faced during African independence struggles.</p> <p>ii) explains the strategies adopted by African</p>	

	efforts of freedom fighters. (gs, v, a)	<p>b) assess how African nationalists responded to these challenges.</p> <p>c) evaluate the contributions and sacrifices of nationalists in achieving independence.</p>	<p>nationalists to overcome these challenges.</p> <p>iii) evaluates the contributions of selected African nationalists to the achievement of independence in their respective countries.</p>	High
	xxiii) examine the causes and effects of the 1955–1972 and 1983–2005 civil wars in Sudan to appreciate the importance of inclusive government, social	<p>a) analyse the causes of the 1955–1972 and 1983–2005 civil wars in Sudan.</p> <p>b) assess the effects of these wars on Sudan.</p> <p>c) examine the lessons these conflicts offer about the need for</p>	<p>i) describes the causes of the Sudanese civil wars.</p> <p>ii) assesses the impact of the wars on Sudan.</p> <p>iii) analyses how the experience of conflict in Sudan underscores the importance of</p>	

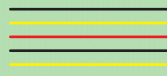
	cohesion and the value of sharing resources equally. (gs, v, a)	inclusive government and equitable resource distribution.	inclusive leadership and fair resource sharing.	
xxiv)	analyse the causes and outcomes of the 1990–94 Rwandan Civil War to promote peacebuilding initiatives and fight against ethnic divisions. (gs, v, a)	<p>a) analyse the causes of the 1990–1994 Rwandan Civil War.</p> <p>b) assess the effects of the war on Rwanda.</p> <p>c) examine how the Rwandan experience informs peacebuilding and efforts to overcome ethnic divisions.</p>	<p>i) describes the causes of the Rwandan 1990–1994 Civil War.</p> <p>ii) devaluates the impact of the 1990–1994 Rwandan Civil War.</p> <p>iii) analyses how Rwanda’s recovery shows the importance of peacebuilding , inclusiveness, and unity in diverse societies.</p>	High
xxv)	analyse the causes and	a) analyse the causes of the 1960–1964 Katanga	i) describes the factors that led to the 1960–	High

consequences of the 1960–64 Katanga Secession to understand our own resource-sharing-related challenges. (gs, v, a)	<p>Secession in the Democratic Republic of Congo.</p> <p>b) assess the consequences of the 1960–1964 Katanga Secession in the Democratic Republic of Congo.</p> <p>c) examine how the Katanga experience provides lessons for addressing resource-sharing-related challenges in contemporary societies.</p>	<p>1964 Katanga Secession.</p> <p>ii) evaluates the consequences of the 1960–1964 Katanga Secession in the Democratic Republic of Congo.</p> <p>iii) analyses how the conflict illustrates the importance of equitable resource distribution and inclusive governance.</p>
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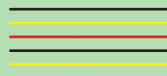
xxvi)	<p>evaluate the causes and the consequences of the Biafran Civil War of 1970 in Nigeria to strengthen the peacebuilding initiatives among the African states.</p>	<p>a) evaluate the causes of the Biafran Civil War of 1970 in Nigeria. b) analyse the consequences of the Biafran Civil War on Nigeria. c) assess how the lessons from the Biafran Civil War can guide peacebuilding initiatives across African states.</p>	<p>i) examines the causes of the 1970 Biafran Civil War. ii) evaluates the effects of the Biafran Civil War on Nigeria. iii) analyses how Nigeria's experience demonstrates the need for inclusion and peaceful conflict resolution in Africa.</p>	High
xxvii)	<p>describe the process involved in the unification of Italy by 1870 to understand its relevance to</p>	<p>a) describe the stages and key events in the process of Italian unification by 1870. b) examine the roles of major figures and</p>	<p>i) describes the main events and stages that led to the unification of Italy by 1870. ii) analyses the contributions of</p>	High

	<p>contemporary movements for national unity and independence in Africa. (gs, v, a)</p>	<p>movements achieving the unification of Italy.</p> <p>c) assess the relevance of the Italian unification experience to contemporary African movements for unity and independence.</p>	<p>leaders such as Cavour, Garibaldi, and Victor Emmanuel II to the unification process.</p> <p>iii) examines how Italian unification offers lessons for the pursuit of self-determination in Africa.</p>	
<p>xxviii) analyse the process involved in the unification of Germany by 1871 to understand its relevance to contemporary movements for national unity and</p>	<p>a) analyse the stages and events that led to the unification of Germany by 1871.</p> <p>b) examine the roles played by key leaders in the unification process.</p> <p>c) assess the relevance of the German unification</p>	<p>i) describes the main events in the unification of Germany by 1871.</p> <p>ii) explains the contributions of figures such as Otto von Bismarck to the</p>		<p>High</p>



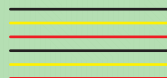
	<p>independence in Africa. (gs, v, a)</p>	<p>to Africa's search for nationhood and independence.</p>	<p>unification of Germany. iii) analyses how the unification of Germany offers lessons on how nationhood and independence can be achieved in Africa.</p>	<p>High</p>
<p>xxix) analyse the factors that led to the founding of Sierra Leone and Liberia to understand their contribution to the repatriation of freed slaves. (gs, u, v)</p>	<p>a) analyse the factors that led to the establishment of Sierra Leone and Liberia. b) examine the role of international organisations in their founding. c) assess the contribution of Sierra Leone and Liberia to the</p>	<p>i) describes the factors that prompted the founding of these states. ii) analyses the involvement of groups such as the British and American Colonisation Societies in the establishment of the settlements.</p>		

	<p>repatriation and resettlement of freed slaves.</p>	<p>iii) examines how the founding of Sierra Leone and Liberia facilitated the return and integration of freed slaves into African societies.</p>	<p>High</p>
<p>xxx) analyse the challenges faced in the resettlement and establishment of Sierra Leone and Liberia to appreciate the problems involved in the resettlement of people. (gs, v, a)</p>	<p>a) analyse the challenges faced in the resettlement and establishment of Sierra Leone and Liberia.</p> <p>b) examine the responses of settlers, indigenous communities, and administrators to these challenges.</p> <p>c) assess how the experiences of Sierra</p>	<p>i) describes the difficulties encountered during the resettlement and establishment of Sierra Leone and Liberia.</p> <p>ii) explains how settlers, local communities, and authorities addressed or</p>	



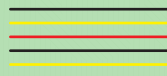
		<p>Leone and Liberia demonstrate the broader problems involved in the resettlement of people</p>	<p>attempted to manage these challenges. iii) analyses how the resettlement of Sierra Leone and Liberia shows the wider issues related to relocating and establishing new communities.</p>	
<p>xxxii) analyse the rise of Arab nationalism and its efforts towards unity to appreciate the relevance of the current Middle East issues. (gs, v, a)</p>	<p>a) analyse the factors that contributed to the rise of Arab nationalism. b) examine the efforts made towards achieving Arab unity in the 20th century. c) assess how the history of Arab nationalism</p>	<p>i) describes the conditions that encouraged the emergence of Arab nationalism in the Middle East. ii) explains the attempts at unity in 20th-century Middle East.</p>	High	

		helps explain current Middle East issues.	iii) analyses how the successes and failures of Arab nationalism relate to current issues in the Middle East.	
xxxii) analyse the impact of the formation of the United Arab Republic (UAR) to understand the search for unity worldwide. (gs, v, a)	<p>a) analyse the circumstances that led to the formation of the United Arab Republic.</p> <p>b) examine the impact of the UAR on regional cooperation and Arab unity.</p> <p>c) assess how the experience of the UAR contributes to the wider global search for unity among states and peoples.</p>	<p>i) describes the factors that encouraged Egypt and Syria to form the United Arab Republic (UAR).</p> <p>ii) explains the effects of the UAR on regional cooperation and Arab politics.</p> <p>iii) analyses how the experience of the UAR contributes to the wider global search for</p>	High	



			unity among states and peoples.	
	<p>xxxiii) examine the concepts of sovereignty and constitutionalism to understand their rights, responsibilities and their limits. (gs, v, a)</p>	<p>a) examine the meaning and principles of sovereignty and constitutionalism.</p> <p>b) analyse the rights and responsibilities that arise from sovereignty and constitutional governance.</p> <p>c) assess the limits placed on authority and power under constitutionalism.</p>	<p>i) analyses the core principles and historical evolution of the concepts of sovereignty and constitutionalism.</p> <p>ii) explains the rights and duties of citizens and leaders within a sovereign and constitutional system.</p> <p>iii) analyses how constitutional limits regulate the exercise of power and protect public interest.</p>	High

xxxiv) explain how Parliament represents the will of the people and reflects their voice in decision-making to promote inclusive governance. (v, a)	<p>a) explain how Parliament expresses the will of the people in national decision-making.</p> <p>b) analyse how parliamentary processes allow citizens' voices to influence governance.</p> <p>c) assess how parliamentary representation promotes inclusive and accountable government.</p>	<p>i) describes how elected representatives bring citizens' views into parliamentary decisions.</p> <p>ii) explains how parliamentary processes allow citizens' voices to influence governance</p> <p>iii) analyses how parliamentary representation promotes inclusive and accountable government.</p>	Moderate
xxxv) analyse the representation and respect of the	<p>a) analyse how minority groups are represented in parliamentary</p>	<p>i) describes the mechanisms through which minority groups</p>	High

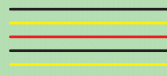


	rights of minority groups in Parliament so as to appreciate the need to respect the rights of others. (v, a)	structures and processes. b) examine how parliamentary practices protect and respect the rights of minority groups. c) assess how the treatment of minority groups in Parliament promotes respect for the rights of others.	gain representation in parliament. ii) explains how parliamentary rules, debates, and committees safeguard minority rights. iii) analyses how fair treatment of minority groups in Parliament encourages respect for the rights of all members of society.	High
	xxxvi) analyse the role of the press and media in the constitutional development of East Africa to	a) analyse how the press and media contributed to constitutional debates and reforms in East Africa.	i) describes the involvement of newspapers, radio, and other media in shaping constitutional	

	<p>appreciate its role in promoting good governance. (v, a)</p>	<p>b) examine the ways in which the press and media informed citizens and encouraged participation in constitutional processes.</p> <p>c) assess how the work of the press and media supports good governance in East Africa.</p>	<p>discussions in East Africa.</p> <p>ii) explains how media reporting improved public awareness of rights, reforms, and political developments.</p> <p>iii) analyses how the press and media support good governance in East Africa.</p>	
<p>Revolutions and their impact on the world</p>	<p>i) examine the causes of the 1789 French Revolution and identify ways to prevent similar</p>	<p>a) analyse the political, social, and economic causes of the 1789 French Revolution.</p> <p>b) examine how tensions and grievances</p>	<p>i) describes the major political, economic, and social problems that led to the 1789 French Revolution.</p>	<p>High</p>

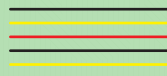
	<p>conflicts in the future. (v, a)</p>	<p>contributed to the outbreak of the revolution.</p> <p>c) assess lessons from the French Revolution that can help prevent similar conflicts in the future.</p>	<p>ii) explains inequality, poor leadership, and unrest contributed to rising tensions.</p> <p>iii) analyses how lessons from the revolution help avoid future conflicts.</p>	<p>how</p>
<p>ii) identify the major and events progression of the 1789 French Revolution to understand how historical events unfold and evolve. (u, v, a)</p>	<p>a) identify the major events that shaped the progression of the 1789 French Revolution.</p> <p>b) describe the sequence in which these events unfolded.</p> <p>c) examine how the progression of the revolution shows the</p>	<p>i) describes the key events of the revolution.</p> <p>ii) describes the order in which events took place and how one led to another.</p> <p>iii) explains how the movement from reform to radicalism</p>	<p>High</p>	

	way historical events develop and change over time.	shows the evolving nature of historical change.	
<p>iii) analyse the impact of the 1789 French Revolution on France and the world to understand how people can take charge of their own destiny. (gs, v, a)</p>	<p>a) analyse changes brought about by the 1789 French Revolution in France.</p> <p>b) examine the influence of the revolution on global movements for rights, freedoms, and self-determination.</p> <p>c) assess how the revolution demonstrates the ability of people to shape their own future.</p>	<p>i) assesses the positive and the negative impact of the 1789 French Revolution.</p> <p>ii) describes various strategies used by people to fight for their rights.</p> <p>iii) plans for good outcomes and makes informed decisions.</p> <p>iv) promotes mutual respect among individuals to foster peaceful and harmonious living.</p>	High



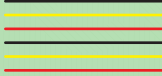
	iv) examine the factors that contributed to the spread of Islam in North Africa and its influence on cultural practices in modern Africa. (gs, u, v, a)	<p>a) analyse the factors that contributed to the spread of Islam in North Africa.</p> <p>b) assess the influence of Islam on cultural practices in modern Africa.</p> <p>c) evaluate how the spread of Islam shaped social, political, and economic life in African societies.</p>	<p>i) evaluates the role of trade, conquest, scholarship, and missionary activities in spreading Islam in North Africa.</p> <p>ii) assesses the impact of Islamic beliefs, rituals, and education on contemporary African cultural practices. analyses how the spread of Islam influenced governance, law, and social organisation in African societies.</p>	High

	v) explore the role of Jihad movements in West Africa and their contribution to contemporary cultural diversity in Africa. (gs, v, a)	<p>a) analyse the role of Jihad movements in West Africa.</p> <p>b) assess the contribution of Jihad movements to social and political changes.</p> <p>c) trace how the Jihad movements influenced contemporary cultural diversity in Africa.</p>	<p>i) examines the causes, leaders, and events of Jihad movements in West Africa.</p> <p>ii) evaluates the impact of the Jihad movements on the organisation of West African societies. illustrates how the Jihad movements shaped cultural practices and diversity in contemporary Africa.</p>	High
	vi) assess the causes and effects of the Mahdist Revolt to	a) analyse the causes of the Mahdist Revolt.	i) explains the factors that led to the Mahdist Revolt.	High



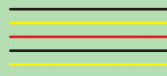
<p>understand the role of religion in shaping societal events. (gs, v, a)</p>	<p>b) evaluate the effects of the Mahdist Revolt on Sudanese society. examine the role of religion in shaping societal events.</p>	<p>ii) assesses the consequences of the Mahdist Revolt. illustrates how religious beliefs and movements influenced change in society.</p>	<p>High</p>
<p>vii) analyse the factors that contributed to the rise of Napoleon I of France to appreciate how his leadership was influential on society. (gs, a, v)</p>	<p>a) analyse the political, social, and economic changes brought about by the 1789 French Revolution in France. b) examine the influence of the revolution on global movements for rights, freedoms, and self-determination.</p>	<p>i) describes changes in France after the revolution. ii) explains how revolutionary ideas inspired reforms and independence movements in other parts of the world. iii) analyses how collective action</p>	<p>High</p>

		c) assess how the revolution demonstrates the ability of people to shape their own future.	shows the power of people to transform their destiny.	
viii) assess Napoleon Bonaparte's policies to appreciate the lessons that modern leaders in Africa can draw from his leadership. (u, v, a)		<p>a) examine Napoleon's domestic policies in France.</p> <p>b) analyse Napoleon's foreign policies.</p> <p>c) analyse lessons from Napoleon's policies that modern African leaders can apply today.</p>	<p>i) examines Napoleon's domestic policies in France.</p> <p>ii) analyses Napoleon's foreign policies and how they affected Europe.</p> <p>iii) analyses lessons from Napoleon's policies that modern African leaders can apply today.</p>	High



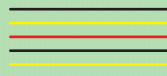
	ix) evaluate the factors leading to the end of the Napoleonic era in 1815 and their implications for ending aggressive regimes in modern times. (gs, v, a)	<p>a) analyse the factors that led to the downfall of Napoleon I in 1815.</p> <p>b) analyse how opposition from European powers contributed to Napoleon's downfall.</p> <p>c) assess how the end of the Napoleonic era offers lessons for addressing oppressive regimes in the modern world.</p>	<p>i) examines the internal and external factors for the downfall of Napoleon I by 1815.</p> <p>ii) explains how the actions of coalitions and alliances weakened Napoleon's hold on power.</p> <p>iii) analyses how the strategies used to contain and end Napoleon's rule help guide modern responses to oppressive leadership.</p>	High
	x) assess the role of the 1814–1815 Vienna	a) assess the objectives of the Vienna Settlement	i) assesses the conditions in Europe that led to the calling	High

	Settlement/the Congress System on diplomatic efforts in Europe to appreciate the contribution of collective efforts after periods of conflict. (gs, v)	and the Congress System in Europe. b) analyse how the Vienna Settlement and the Congress System affected Europe after the Napoleonic Wars. c) examine how the Congress System helped maintain stability in Europe. d) examine the role of key personalities in the restoration of peace in Europe.	of the Vienna Congress in Europe. ii) assesses the achievements of the Vienna Settlement and the Congress System of 1814–1815. iii) examines the role of key personalities in the restoration of peace in Europe.	
	xi) analyse the role of 1848 revolutions in the 19th century political order in	a) analyse the causes of the 1848 revolutions across Europe.	i) examines the causes of the 1848 revolutions across Europe.	High



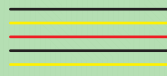
	<p>Europe to understand some of the current political movements and changes in the world. (v, a)</p>	<p>b) examine how the 1848 revolutions challenged the nineteenth-century political order.</p> <p>c) assess how the experience of the 1848 revolutions helps explain present-day political movements and demands for change.</p>	<p>ii) explains how the revolutions influenced politics in 19-century Europe.</p> <p>iii) analyses how issues that led to 1848 revolutions in Europe relate to contemporary political movements.</p>	
<p>xii) analyse the factors behind the rise of the Ottoman Empire and its impact on Europe to understand the challenges related to state formation</p>		<p>a) analyse the factors that contributed to the rise of the Ottoman Empire.</p> <p>b) examine the impact of the Ottoman Empire on Europe.</p> <p>c) assess how the Ottoman experience</p>	<p>i) examines the factors that contributed to the rise of the Ottoman Empire.</p> <p>ii) explains the impact of the Ottoman Empire on Europe.</p>	<p>High</p>

and consolidation. (k, gs, v, a)	illustrates the challenges of state formation and consolidation.	iii) analyses how the rise of the Ottoman Empire shows the difficulties of uniting diverse peoples.	High
xiii) examine the challenges posed by the 1831–1841 Syrian Question to Europe to understand how conflicting foreign interests can hinder the building of peaceful nations. (v, a)	<p>a) analyse the causes and main issues involved in the 1831–1841 Syrian Question in Europe.</p> <p>b) examine how conflicting foreign interests shaped the course and outcomes of the Syrian Question.</p> <p>c) assess how the Syrian Question illustrates the difficulties of building peaceful nations in the</p>	<p>i) describes the disputes that created the Syrian Question.</p> <p>ii) explains how European powers pursued competing interests that intensified tensions and prolonged instability.</p> <p>iii) analyses how the involvement of rival foreign powers demonstrates the</p>	



		presence of competing external powers.	challenges of achieving peace and stability in contested regions.	
xiv) analyse the causes of the 1854–1856 Crimean War and its impact on Europe to understand the current geopolitical conflicts and alliances in the world. (v, a)	<p>a) analyse the causes of the Crimean war on the continent of Europe.</p> <p>b) examine the impact of the Crimean War on Europe.</p> <p>c) appraise how the Crimean war helps us to understand the current geopolitical conflicts and alliances in the world.</p>	<p>i) examines the causes of the 1854–1856 Crimean War.</p> <p>ii) assesses the consequences of the Crimean war for European powers.</p> <p>iii) analyses how the Crimean War helps us to understand the current geopolitical conflicts and alliances in the world.</p>	Moderate	
xv) assess the impact of the 1878	a) assess how the 1878 Congress of Berlin	i) describes how the 1878 Congress of	High	

	<p>Congress of Berlin on settling European disputes and its relevance to modern diplomatic resolutions in Africa. (v, a)</p>	<p>addressed territorial and political disputes.</p> <p>b) analyse the impact of the 1878 Congress of Berlin and how it shaped relations among European powers.</p> <p>c) examine how the Congress of Berlin provides lessons for diplomatic conflict resolution in Africa today.</p>	<p>Berlin helped in settling European disputes.</p> <p>ii) examines the impact of the 1878 Congress of Berlin on the politics of Europe.</p> <p>iii) analyses how the Congress provides lessons for diplomatic conflict resolution in Africa today.</p>	
	<p>xvi) evaluate the impact of the 1908–1913 Balkan Crisis on Europe to</p>	<p>a) evaluate the tensions that shaped the 1908–1913 Balkan Crisis in Europe.</p>	<p>i) describes the events and disputes that triggered and</p>	<p>High</p>



	<p>appreciate the need for unity, patriotism and nationalism. (v, a)</p>	<p>b) analyse how the crisis affected relations among European states and contributed to instability.</p> <p>c) assess how the Balkan Crisis demonstrates the importance of national cohesion.</p>	<p>sustained the 1908–1913 Balkan Crisis.</p> <p>ii) assesses the impact of the 1908–1913 Balkan Crisis on Europe.</p> <p>iii) analyses how the crisis highlights the value of national cohesion.</p>	
xvii)	<p>a) examine the causes and outcomes of the 1917 Bolshevik Russian Revolution to understand its impact on global politics. (u, gs, v)</p>	<p>a) discuss the causes of 1917 Bolshevik Revolution.</p> <p>b) examine the effects 1917 Bolshevik /Russian Revolution on global politics.</p> <p>c) develop national consciousness and patriotism.</p>	<p>i) explains the causes (political, economic, social, and military) leading to the Russian revolution of 1917.</p> <p>ii) describes how the Russian revolution influenced political ideologies worldwide.</p>	High

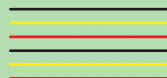
			iii) promotes the importance of national awareness, unity, and patriotic commitment among citizens.	
Global politics and ideologies	<p>i) analyse Ujamaa policy/Kenyatta's Harambee policy to appreciate its contribution to the rural development initiative, unity, and patriotism. (gs, v, a)</p>	<p>a) analyse the objectives of Ujamaa or Harambee in promoting rural development.</p> <p>b) assess the contribution of Ujamaa /Harambe policy to the rural development initiative, unity, and patriotism.</p> <p>c) assess how Ujamaa or Harambee policy strengthened rural development initiative, unity, and patriotism</p>	<p>i) describes the objectives of Ujamaa or Harambee policy in improving rural communities.</p> <p>ii) assesses the contribution of Ujamaa/Harambe policy to the rural development initiative, unity, and patriotism.</p> <p>iii) analyses how the Ujamaa or Harambee</p>	High

		policy strengthened rural development initiatives, unity, and patriotism.	
ii) examine the activities of Asians in post-colonial East Africa to appreciate the value of inclusivity as well as their contribution to the development of East Africa. (gs, v, a)	<p>a) examine the activities of Asians in post-colonial East Africa.</p> <p>b) analyse the contribution of Asian communities to the socio-economic development of East Africa after independence</p> <p>c) assess how Asian activities in post-colonial East Africa help people understand the need for inclusivity.</p>	<p>i) describes the Asian activities in post-colonial East Africa.</p> <p>ii) assesses the contribution of Asian activities to the socio-economic development of East Africa after independence.</p> <p>iii) analyses how Asian activities in post-colonial East Africa helped people</p>	High

		understand the need for inclusivity.		
iii) analyse the causes and results of the 1914–1918 World War I and its relevance to contemporary conflict prevention and international relations. (gs, v, a)	<p>a) analyse the causes of the 1914–1918 World War I.</p> <p>b) assess the results of the 1914–1918 World War I.</p> <p>c) examine the relevance of World War I in contemporary conflict prevention and international relations.</p>	<p>i) examines the causes of the 1914–1918 World War I.</p> <p>ii) assesses the results of the 1914–1918 World War I.</p> <p>iii) examines the relevance of World War I in contemporary conflict prevention and international relations.</p>	High	
iv) evaluate the role of the Versailles Peace Treaty of 1919 to understand its impact on	<p>a) evaluate the aims and terms of the Versailles Peace Treaty of 1919.</p> <p>b) analyse the effects of the treaty on Europe.</p>	<p>i) describes the aims and terms of the Versailles Peace Treaty of 1919.</p> <p>ii) explains the effects of the treaty on Europe.</p>	High	

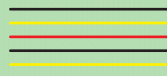
Europe and international diplomacy. (gs, v, a)	c) assess how the treaty influenced the development of international diplomacy after 1919.	iii) analyses how the treaty encouraged new approaches to international diplomacy.	High
v) analyse the role of the 1920–1939 League of Nations in maintaining world peace to promote the workings of international diplomacy. (gs, v, a)	a) analyse the role of the 1920–1939 League of Nations in maintaining world peace. b) examine how the League of Nations operated as an international diplomatic body. c) assess how the League's experience promotes the workings of international diplomacy today.	i) describes the aims and structure, and functions of the League. ii) analyses the role of the League of Nations in maintaining world peace from 1920 to 1939. iii) analyses how the strengths and limitations of the League offer lessons for modern	

			international diplomacy.	
vi) evaluate the causes and impact of the 1929–1935 World Economic Depression to understand how bad economic policies can result in economic crises. (gs, v)	<p>a) analyse the causes of the 1929–1935 World Economic Depression.</p> <p>b) assess the effects of the World Economic Depression.</p> <p>c) evaluate the economic depression of 1929–1935 helps to understand how bad economic policies can result in economic crises.</p>	<p>i) examines the causes of the 1929–1935 World Economic Depression.</p> <p>ii) examines the results of the 1929–1935 World Economic Depression.</p> <p>iii) analyses how the 1929–1935 World Economic Depression helps to understand how bad economic policies can result in economic crises.</p>	High	
vii) analyse the rise of Nazism in Germany (1933–45)	<p>a) examine the factors that led to the rise of Nazism in Germany</p>	<p>i) traces the background of Nazism in Germany.</p>	Moderate	



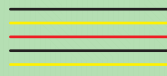
	<p>and its impact on Europe to understand its influence on world order. (gs, v, a)</p>	<p>between 1933 and 1945.</p> <p>b) examine the effects of Nazism on the people of Germany and the rest of the world.</p> <p>c) assess how the rise and actions of Nazism influenced the shaping of the modern world order.</p>	<p>ii) analyses the factors that led to the rise of Nazism in Germany between 1933 and 1945.</p> <p>iii) assesses the results of Nazism on the people of Germany and the rest of the world.</p> <p>iv) analyses how the effects of Nazism helped shape the present international order.</p>	<p>Moderate</p>
<p>viii) analyse the rise of Fascism in Italy from 1922–45 and its impact on Europe to</p>		<p>a) examine the factors for the rise of Fascism in Italy between 1922 and 1945.</p>	<p>i) traces the background of Fascism in Italy.</p> <p>ii) analyses the factors for the rise of Fascism</p>	

<p>understand its influence on world order. (gs, v, a)</p> <p>b) examine the impact of Fascism on the people of Italy to understand its influence on world order.</p> <p>c) assess how the rise and actions of Fascism influenced the shaping of the modern world order.</p>	<p>in Italy between 1922 and 1945.</p> <p>iii) assesses the impact of Fascism on the people of Italy and the rest of the world.</p> <p>iv) analyses how the effects of Fascism helped shape the present international order.</p>	
<p>ix) examine the causes and results of the 1939–1945 World War II and its relevance to contemporary conflict prevention</p>	<p>i) describes the causes that led to the outbreak of the 1939–1945 World War II.</p> <p>ii) explains the results that followed the 1939–1945 World War II.</p>	<p>High</p>



	<p>and international relations. (gs, v, a)</p> <p>x) analyse the role of the United Nations Organisation since 1945 to understand its effectiveness in promoting global peace, security and cooperation. (gs, v, a)</p>	<p>contemporary conflict prevention and international relations.</p> <p>a) analyse the role of the United Nations Organisation since 1945 in promoting global peace.</p> <p>b) examine the role of the United Nations in maintaining global security since 1945.</p> <p>c) assess the contribution of the United Nations to global cooperation since 1945.</p>	<p>iii) examines the relevance of the war for contemporary conflict prevention and international relations.</p> <p>i) describes the role the United Nations has played in promoting global peace since 1945.</p> <p>ii) explains how the United Nations has worked to maintain global security since 1945.</p> <p>iii) analyses the contribution the United Nations has</p>	<p>High</p>
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			made to global cooperation since 1945.	Moderate
xi) evaluate the ideological tensions of the “Cold War” period to understand their impact on global alliances. (gs, v, a)	<p>a) evaluate the ideological tensions that shaped the Cold War period.</p> <p>b) analyse how these ideological tensions influenced the formation of global alliances.</p> <p>c) examine the impact of Cold War rivalry on international relations.</p>	<p>i) describes the ideological tensions that defined the Cold War period.</p> <p>ii) explains the causes of the Cold War.</p> <p>iii) analyses how the Cold War ideological rivalry contributed to the formation of competing global alliances.</p> <p>iv) analyses the impact of Cold War ideological tensions on</p>		

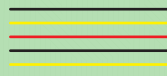


			international relations and global alignment.	High
	xii) assess the role of NATO and Warsaw Pact as collective defence organisations to understand their relevance in addressing international conflicts. (gs, v, a)	<p>a) assess the role of NATO as a collective defence organisation.</p> <p>b) analyse the role of the Warsaw Pact as a collective defence organisation.</p> <p>c) examine the relevance of NATO and the Warsaw Pact in addressing international conflicts.</p>	<p>i) describes the role NATO played as a collective defence organisation.</p> <p>ii) explains the role the Warsaw Pact played as a collective defence organisation.</p> <p>iii) analyses the relevance of both organisations in addressing international conflicts.</p>	High
	xiii) analyse the role of the Strategic Arms Limitation Talks (SALT) agreement in	<p>a) analyse the role of the SALT agreement in limiting the production of deadly weapons.</p>	i) describes the role the SALT Agreement played in limiting the production of deadly weapons.	High

<p>limiting the production of deadly weapons to appreciate the need for arms control and global security. (gs, v, a)</p>	<p>b) examine how the SALT Agreement contributed to reducing global military tensions. c) assess the relevance of the SALT Agreement to current efforts towards arms control and global security.</p>	<p>ii) explains how the SALT Agreement helped reduce tension between major powers. iii) analyses the relevance of the SALT Agreement to today's arms control and global security initiatives.</p>	
<p>xiv) evaluate the impact of the discovery of oil in the Middle East to appreciate its influence on global energy markets and international relations. (gs, v, a)</p>	<p>a) evaluate the impact of the discovery of oil in the Middle East on global energy markets. b) analyse how the discovery of oil shaped international relations. c) examine the wider influence of Middle</p>	<p>i) describes the impact the discovery of oil in the Middle East had on global energy markets. ii) explains how oil shaped relations among states and affected foreign policy.</p>	<p>High</p>

		Eastern oil on global political and economic interests.	iii) analyses the wider influence of Middle Eastern oil on political and economic developments across the world.	
xv) evaluate the relationship between the Middle East and the Western world to understand its influence on contemporary global diplomacy. (gs, v, a)	a) evaluate the relationship between the Middle East and the Western world. b) analyse how this relationship has shaped political, economic, and security interactions. c) examine how the Middle East–Western relationship influences	i) describes the main features of the relationship between the Middle East and the Western world. ii) explains how political, economic, and security interests have shaped interactions between the two regions. iii) analyses how this relationship influences	Moderate	

		contemporary global diplomacy.	contemporary global diplomacy and international decision-making.	
xvi) evaluate the causes and impact of the instabilities in the Middle East between 1973 and 2003 to understand their influence on regional development. (gs, v, a)	<p>a) evaluate the causes of the instabilities in the Middle East between 1973 and 2003.</p> <p>b) analyse the impact of these instabilities on political, social, and economic development in the region.</p> <p>c) examine how the instabilities of this period influenced broader regional development.</p>	<p>i) describes the causes of Middle Eastern instabilities between 1973 and 2003.</p> <p>ii) explains the impact of these instabilities on political, social, and economic conditions in the region.</p> <p>iii) analyses how the conflicts and tensions of the period influenced wider regional development.</p>	High	



	<p>xvii) analyse the relations between Palestine and Israel (1948–1978) to understand their impact on regional stability and international diplomacy. (gs, v, a)</p> <p>a) analyse the relations between Palestine and Israel from 1948 to 1978.</p> <p>b) examine how these relations affected stability in the Middle East.</p> <p>c) assess how the Palestine-Israel question influenced international diplomacy during the period.</p>	<p>i) describes the main developments in Palestine–Israel relations from 1948 to 1978.</p> <p>ii) explains how these developments affected regional stability in the Middle East.</p> <p>iii) analyses how the Palestine-Israel question shaped international diplomatic actions and responses.</p>	High
	<p>xviii) analyse the impact of World War II conferences</p> <p>a) analyse the impact of World War II</p>	<p>i) describes the decisions made during World War II</p>	High

	<p>on Southern Asia to understand their influence on regional relations and geopolitics. (gs, v, a)</p>	<p>conferences on Southern Asia.</p> <p>b) examine how wartime decisions shaped regional relations in Southern Asia.</p> <p>c) assess how these conferences influenced the geopolitics of Southern Asia.</p>	<p>conferences that affected Southern Asia.</p> <p>ii) explains how these decisions shaped relations among states in Southern Asia.</p> <p>iii) analyses how the conferences influenced the geopolitical landscape of Southern Asia.</p>	
<p>xix) analyse the collapse of the Kuomintang government in China to understand the challenges of</p>		<p>a) analyse the factors that led to the collapse of the Kuomintang government in China.</p> <p>b) examine how weaknesses within the Kuomintang affected</p>	<p>i) describes the factors that caused the decline of the Kuomintang government in China.</p> <p>ii) explains how internal divisions, limited</p>	<p>High</p>

<p>nation-building. (gs, v, a)</p>	<p>efforts towards nation-building. c) assess how the fall of the Kuomintang helps explain wider challenges of nation-building.</p>	<p>reforms, and military setbacks weakened nation-building. iii) analyses how the collapse of the Kuomintang illustrates difficulties that states face in building stable institutions.</p>	
<p>xx) examine the causes and results of the rise of communism in China to appreciate the role of ideologies in spurring development. (gs, v, a)</p>	<p>a) examine the causes of the rise of communism in China. b) analyse the results of the rise of communism in China. c) assess how the rise of communism in China shows the role of</p>	<p>i) describes the causes that led to the rise of communism in China. ii) analyses the results of communism in China. iii) analyses how the communist ideology influenced China's development path and shows the role</p>	<p>High</p>

		ideologies in spurring development.	ideologies play in shaping national progress.	
xxi) analyse the division of Korea and its impact to understand its influence on regional security and international relations. (gs, v, a)	<ul style="list-style-type: none"> a) analyse the division of Korea. b) examine the impact of the division of Korea on regional security. c) assess how the division of Korea has influenced international relations. 	<ul style="list-style-type: none"> i) describes the events and factors that led to the division of Korea. ii) explains the impact of the division of Korea on regional security in East Asia. iii) analyses how the division of Korea has influenced international relations among global powers. 	High	

3. Structure of History Assessment Papers

There will be two assessment papers for History at the Advanced Secondary level namely; The World Socio-economic and Political History since 1800 and History of World Affairs since 1789.

Each examination paper will be assessing two Assessment Objectives (AO) in respective two constructs of History. All together History has **Four** Constructs and **Four** Assessment Objectives.

Each paper will consist of four assessment items; two in sections A and two items in section B. The learner attempts only two items, picking one from each section.

HISTORY PAPER 1 : The World Socio-economic and Political History since 1800.

This examination paper will have four optional scenario assessment items of equal weight and the learner will attempt one item from each of sections A and B. Section A will represent construct one with its corresponding Assessment Objective while section B will assess construct two. All together the learner will attempt two assessment items. This paper will be done in a period of two hours and twenty minutes.

HISTORY PAPER 2: History of World Affairs since 1789

This examination paper will have four optional scenario assessment items of equal weight and the learner will attempt one item from each of two sections A and B. Section A will represent construct three and its Assessment Objective while section B will assess construct four and its Assessment Objective. All together the learner will attempt two assessment items from this paper. This paper will be done in a period of two hours and twenty minutes

SAMPLE EXAMINATION PAPERS**History****Paper 1:**

The World Socio-economic and Political History since 1800

November 2025

Time: 2 Hours, 20 Minutes

UGANDA ADVANCED CERTIFICATE OF EDUCATION**SAMPLE EXAMINATION PAPER****HISTORY****PAPER I****INSTRUCTIONS TO CANDIDATES**

This paper consists of four items.

It has two sections A and B.

Attempt any two items by choosing one item from each section.

SECTION A:**Item 1**

In pre-colonial Africa, many communities took pride in their customs and ways of life. Since The Colonial Era, many socio-economic developments have been experienced across the continent, and these have greatly affected the way young Africans view their cultures. Elders are concerned that young people no longer value cultural traditions and instead copy foreign lifestyles. To address this, the community has started a campaign to bring back cultural practices to

make them meaningful in today's world. As part of this campaign, the community is organising a cultural awareness week during which the youths will be educated about the African culture and traditions and how this influenced community life before the colonial era. They will also learn about the relevance of observing traditional customs and ways of life today. You are a community Cultural Officer and you have been requested to be one of the facilitators during the cultural week.

Task

Prepare a detailed presentation which you will share with the youth during the cultural week analysing the problem cited in the scenario and how it can be overcome.

SECTION B:

Item 2

Over the past two decades, Shuku kingdom has witnessed the coming of different waves of foreigners. Each group has come with particular interests and targets. Some of the groups have used forceful means to take over land and mineralised areas from the local communities while others have used “friendly means”. The kingdom has experienced major political, social and economic changes as a result of the coming of these invaders. For instance, the invaders have imposed foreign systems and new demands that have disrupted the traditional ways of life in the kingdom.

Some of the Local leaders, acting out of fear or self-interest, have made important decisions where they have advised their communities to collaborate with the invaders. Other leaders have decided to resist the foreign system. You are a conflict resolution expert and you have been contracted by the United Nations Organisation (UNO) to advise on how the issues in Shuku Kingdom can be resolved.

Task

Write the kind of advice which you will present to the UNO in order to deal with the situation in the Kingdom.

END



History

Paper II : History of World Affairs since 1789.

November 2025

Time: 2 Hours 20 Minutes

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

HISTORY

PAPER II

INSTRUCTIONS TO CANDIDATES

This paper consists of four items.

It has two sections A and B.

Attempt any two items by choosing at least one item from each section.

SECTION A:

Item 1

During a well-attended public lecture, a senior history lecturer at one of the country's top universities argued that the 1789 French Revolution and the 1848 European revolutions laid the foundation for modern democracy across the world. However, several of his colleagues disagreed. They argued that in Africa and other parts of the Global South, democracy and liberalism did not simply come from Europe. Instead, they grew out of local struggles against colonial rule, economic exploitation, and racial injustice.

To address this disagreement, a national radio station has organised a live debate on "World Revolutions and their impact on democracy in Africa". You have been invited as a panellist to give a historical analysis of the issue.

Task:

As a panellist, prepare a detailed document you will use to guide the debate.

SECTION B**Item 2.**

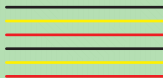
At one of the TV talk shows, a case is presented that:

The world was at peace after World War II in 1945 with most countries aiming at developmental issues following the devastation of states like Japan and the Axis camp, until February 2014 when Global peace disappeared with Russia invading Ukraine. Analysts claim that this was done in attempt to restrict Ukraine from building alliances with America the capitalist state and yet historically Ukraine was a vassal state of Russia in the 18th and 19th Century period. Consequently the global silence on the Russia-Ukraine war has pushed the superiority of America in cooperation with Israel to bomb Iran and Kill her supreme leader Ayatollah Ali Khamenei on 28th February 2026. It is claimed that with the above two situations, the world states have been divided into alliances already and a “third World War” is looming.

You have been invited to participate in the next discussion of this case to analyse and suggest remedies for the foreseen “third World War”.

Task:

Prepare a detailed presentation to share with public in this talk show.



4. History Paper 1 Rubrics Tables

HISTORY PAPER I

SECTION A

ITEM 1 ASSESSMENT RUBRIC

Expected Output: A write-up

Basis of Evaluation	Score 4	Score 3	Score 2	Score 1
interpretation of the task/Content text) Clearly shows the comprehension	i) Clearly demonstrates a comprehensive understanding of the African traditional culture by identifying all the important beliefs and the traditional	i) Demonstrates a good understanding of the African traditional culture by showing the need to revive the aspects of the	i) Demonstrates basic understanding of the African traditional culture by identifying some important aspects of the African Traditional	i) Demonstrates limited or little understanding of the task by identifying few aspects of the African traditional Culture about beliefs, culture and traditional practices

on of the African traditional culture in the respect to the scenario/Context.	African cultural practices that need to be revived. ii) Clearly positions the African Traditional Culture within the scenario/context with a clear line of argument by showing the impact of the declining culture among the youth.	traditional African practices. ii) Clearly positions the African Traditional Culture within the scenario/context with minimal omissions or limited depth about declining traditional beliefs. iii) Identifies and explains the problem in the scenario.	Culture like the impact of the youth neglecting the African traditional practices. ii) Generally, positions the African Traditional Culture within the scenario/context but lacks depth and precision on iii) Shows partial link between traditional cultures and current situations.	declining in our communities today. ii) Shows no understanding of the African traditional practices. iii) He/she mentions the African Traditional Culture within the context but it is poorly interpreted and not aligning with the Scenario.
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<p>Generating and Presenting Ideas</p> <p>a) A learner generates ideas that addresses the African traditional culture.</p>	<p>Clearly demonstrates a comprehensive understanding of the Traditional African Culture with relevant ideas on cultural awareness sessions.</p>	<p>Demonstrates general understanding of the Traditional African Culture with relevant ideas about the problem of neglecting the traditional practices among the youth.</p>	<p>i) Addresses the African Traditional culture with ideas not fully explained on how they can contribute on the cultural awareness week.</p> <p>ii) Refers to the problem generally without detailed linkage to community effects.</p>	<p>i) Attempts to address the task but with unclear or not connected explanations.</p> <p>ii) The given information lacks coherence.</p> <p>iii) Demonstrates weak understanding of cultural significance.</p>
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Makes connections and between ideas and context.	Draws a clear connection between the historical background and the challenges being faced by the youth today	Gives connection between the historical background and the challenges being faced by the youth today	Provides some connection between the historical background and the challenges being faced by the youth today	Provides no connection between the historical background and the challenges being faced by the youth today
Presents ideas coherently	Clearly identifies coherently the problem of declining traditional culture among youth.	identifies coherently the problem of declining traditional culture among youth.	Tries with limited coherency to present the problem of declining traditional culture among youth	no coherency observed the in presenting the problem of declining traditional culture among youth.
Making Informed Judgement Use the acquired	i) Forms an opinion/conclusion that is highly informed, and well-reasoned based on comprehensive	i) Forms an opinion/conclusion that is clear, logical, and supported by relevant evidence	i) Forms fair opinion/conclusion that is based on knowledge and few historical lessons, lacks adequate	i) Forms weak opinion/conclusion that shows limited use of knowledge, reasoning with minimal or no lessons learnt about the

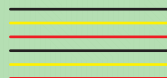
knowledge to form an informed opinion/ conclusion or judgement .	understanding and application of knowledge with insightful lessons given on remedies for the decaying cultural practices in our communities today. ii) Suggests practical evidence-based recommendations for preserving culture.	with clear lessons on the remedies that can stop the declining beliefs and cultures about the Youth. ii) Provides some practical suggestions for maintaining cultural practices. iii) Learner concludes by summarizing the key information required in the cultural awareness week.	depth about information required on the cultural awareness week. ii) Gives a general conclusion with limited discussion of relevance.	remedies for cultural decay among the youth. ii) Shows minimal understanding of the importance of African culture today.
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SECTION B

ITEM 2 ASSESSMENT RUBRIC

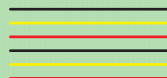
Expected Output: A write-up

Basis of Evaluation	Score 4	Score 3	Score 2	Score 1
interpretation of the task/Context) Clearly shows the comprehension of the task in the respect to the scenario/Context by connecting the invasion of Shuku Kingdom with the colonisation of Africa.	i) Clearly demonstrates a comprehensive understanding of the colonialism by identifying various ways of overcoming these invaders in shuku kingdom. ii) Clearly positions the colonialism within the scenario/context with a clear line of argument	i) Demonstrates a good understanding of the colonialism by identifying most of the important aspects of the task by showing means how to chase away the invaders from the Shuku Kingdom.	i) Demonstrates basic understanding of colonialism, by identifying some important aspects of the task on how to decolonize the shuku kingdom by sending away the invaders. ii) Generally positions the task within the scenario /context but lacks depth explanation	i) Demonstrates limited or little understanding of the colonialism by identifying few aspects of the task on the Shuku Kingdom can be decolonized. ii) Shows no understanding of the process for decolonization of shuku Kingdom.



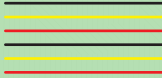
	<p>t by interpreting and relating the scenario with the colonisation of Africa and how to overcome it.</p> <p>iii) Draws a clear connection between the historical background and the invaders of shuku community today</p>	<p>ii) Clearly positions the colonialism within the scenario/context with minimal omissions or limited depth on how to decolonize the Shuku Kingdom by staging a strong resistance on the invaders.</p> <p>iii) Identifies and explains the problem in the scenario.</p>	<p>analyses about the processes for the decolonization of Africa.</p> <p>iii) Shows partial link between shuku Kingdom and the decolonization of Africa.</p>	<p>iii) He/she mentions the colonialism within the context but its poorly interpreted and not aligning with the Scenario.</p>
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Generating and Presenting Ideas a) A learner generates ideas that addresses the colonization & decolonization of Shuku Kingdom.	Clearly demonstrates a comprehensive understanding of the colonialism with relevant ideas on how foreign invaders can be chased from Shuku Kingdom.	i) Demonstrates general understanding of the colonialism with relevant ideas about the process for the decolonization of Africa. ii) Gives some personality examples who contributed to the decolonization of Africa.	i) Addresses colonialism with ideas not fully explained on how they can contribute on sending away the invaders from the Shuku Kingdom. ii) Fails to connect properly the Shuku Kingdom with the decolonization of Africa.	i) Attempts to address the task but with unclear or not colonialism connected explanations. ii) The given information lacks coherence. iii) There is little knowledge on how to send away the invaders from the shuku kingdom. iv) Cannot explain the facts of decolonization process of Africa. Just listed some few.
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Makes connections within and between ideas and the context	Clearly connects the scenario of the Shuku Kingdom invaders with the colonisation of Africa by whites and its contextual results .	Connects the scenario of the Shuku kingdom invaders with the colonisation of Africa by whites and its contextual results	Fairly connects the scenario of the Shuku Kingdom invaders with the colonisation of Africa by whites and its contextual results	i) Fails to connects the scenario of the Shuku Kingdom invaders with the colonisation of Africa by whites and its contextual results. ii) Poor mixed work has been written.	
Presents ideas coherently.	Clearly connected the task with the colonization and decolonization of Africa coherently	Connected the task with the colonization and decolonization of Africa coherently	Tries to connect the task with the colonization and decolonization of Africa coherently	Failed to connected the task with the colonization and decolonization of Africa coherently	

Making Informed Judgement	i) Forms an opinion/conclusion that is highly informed, and well-reasoned based on comprehensive understanding and application of knowledge with insightful lessons given on the sending away the invaders/colonisers from the Shuku Kingdom	i) Forms an opinion/conclusion that is clear, logical, and supported by relevant evidence with clear lessons on the decolonization of African communities.	i) Forms fair opinion/conclusion that is based on knowledge and few historical lessons, lacks adequate depth about the process for the decolonization of Africa.	i) Forms weak opinion/conclusion that shows limited use of knowledge, reasoning with minimal or no lessons learnt about the benefits for the decolonization of Africa
a) Use the acquired knowledge to form an informed opinion/conclusion or judgement.				
b) Learner concludes by summarizing the key information required on how to send the foreigners out of Africa.	ii) Gives many examples of personalities who	ii) Provides details of African decolonisation and its effects on the communities.	ii) Gives limited or little examples of personalities who helped in the decolonization of Africa.	ii) Gives no examples of personalities who helped in the decolonization of Africa.
c) Clearly emphasize, the				



<p>lessons from the decolonisation of other world states like India, Ghana, Canada etc.</p>	<p>helped in the decolonization of Africa. iii) Explains the advantages of African decolonization.</p>	<p>iii) Gives few examples of personalities who helped in the decolonization of Africa.</p>	
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History Paper II Rubric Tables

HISTORY OF WORLD AFFAIRS SINCE 1789

HISTORY PAPER TWO

SECTION A

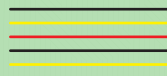
ITEM 1 ASSESSMENT RUBRIC

Expected Output: Written essay

Basis of Evaluation	Score 4	Score 3	Score 2	Score 1
interpretation of the task/Context) a) Clearly shows the comprehension of the origin in of democracy in the respect to the scenario/Context of a debate.	i) Clearly demonstrates a comprehensive understanding of the origin of democracy by identifying one side of the debate and support it with	i) Demonstrates a good understanding of the origin of democracy by participating well on one side of the debate.	i) Demonstrates basic understanding of the origin of democracy by not identifying clearly the source of	i) Demonstrates limited or little understanding of the origin of democracy by identifying few aspects of the debate facts.

<p>b) Clearly identifies and explains the problem in the scenario of debating whether democracy originated from Europe or African states.</p>	<p>argument in favor of African origin or European origin of democracy.</p> <p>ii) Clearly positions the origin of democracy within the scenario/context with minor omissions or limited depth on the origin and source of democratic institutions in Africa</p> <p>iii) Draws a clear connection of the historical origin of democracy in Africa by supporting the</p>	<p>ii) Clearly positions the origin of democracy within the scenario/context with minor omissions or limited depth on the origin and source of democratic institutions in Africa</p> <p>iii) Identifies and explains the problem in the scenario of trying to ascertain the source of democracy in Africa (Europe or Africa)</p>	<p>democratic institutions in Africa.</p> <p>ii) Shows no understanding of the debate by acting both as opposer and pro-poser.</p> <p>iii) Makes unrelated statements about factors that explain the origin of democracy that we use in Africa today.</p>	<p>ii) Facts are poorly explained and backed by wrong examples.</p> <p>iii) Lacks knowledge of the debate and gives confused ideas.</p>
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	<p>African side or European origin of the argument.</p> <p>iv) Explains how modern states should practice democratic leadership to avoid wars and revolutions .</p>	<p>iv) Shows some link between the types of democracy being practiced in Africa and European states.</p>		
<p>Generating and Presenting Ideas</p> <p>a) A learner generates ideas that addresses the origin of democracy</p>	<p>i) Clearly demonstrates a comprehensive understanding of the origin of democracy with relevant ideas about the debate</p>	<p>Demonstrates general understanding of the origin of democracy by using relevant facts on one side of the debate.</p>	<p>i) Addresses the origin of democracy with fair ideas in the debate and not fully explained.</p>	<p>Attempts are made to address the origin of democracy during the debate but he/she using unclear or not connected</p>



	by supporting one side as an proposer or an opposer.		The debate audience is picking few of her arguments.	explanations on how democracy came to Africa.
Makes connections within and between ideas and context.	<p>i) Clearly identifies a problem and explains the problem in the scenario of debating whether democracy originated from Europe or African states.</p> <p>ii) Choose one side and supported it excellently.</p>	Explains the problem in the scenario of debating whether democracy originated from Europe or African states.	Fairly explains the problem in the scenario of debating whether democracy originated from Europe or African states.	Poorly debated the problem in the scenario of debating whether democracy originated from Europe or African states. Mixed facts of proposer and opposer came out together.

Presents ideas Coherently	A learner clearly brings out coherently many factors on her/his debating side and they well explained	A learner brings out coherently few factors on her/his debating side. Weak explanations seen	i) No coherency followed to bring out factors on her/his debating side. ii) Poor English is used to explain the limited factors given.
Making Informed Judgement a) Use the acquired knowledge to form an informed opinion/ conclusion or	i) Forms an opinion/conclusion that is highly informed, and well-reasoned based on comprehensive	i) Forms an opinion/conclusion that is clear, logical, and supported by relevant examples	i) Forms fair opinion/conclusion that is based on knowledge and few historical
			i) Forms weak opinion/conclusion that shows limited use of knowledge about the source of

<p>judgement during the debate.</p> <p>b) Learner concludes by summarising the possible key reasons of why he/she supported that side of the debate of either Africa or European origin of democracy.</p> <p>c) Clearly emphasize the lessons from the 19th century origin of democracy by clearly supporting his/her side of the debate.</p>	<p>understanding and application of knowledge with insightful lessons about the African democracy and its origin during debate time.</p> <p>ii) Appreciates the contribution of leaders either in Africa or Europe during the debate.</p>	<p>during his/her debate time.</p> <p>ii) Gives a general conclusion about his/her line of debate supporting either Africa or Europe source of democracy.</p>	<p>lessons ,lacks adequate depth about on explaining the key factors during his/her debate time.</p> <p>ii) Limited reference is made to African or European historical lessons during the debate time.</p>	<p>democracy in Africa during the debate.</p> <p>ii) He presents uncoordinated arguments during the debate time by supporting both sides .</p>
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SECTION B
ITEM 2 ASSESSMENT RUBRIC
Expected Output: Written essay

Basis of Evaluation	Score 4	Score 3	Score 2	Score 1
Interpretation of the task/Context)				
a) Clearly shows the comprehension of the task in the respect to the scenario/Context.	i) Clearly demonstrates a comprehensive understanding of the war facts by identifying all the important aspects on the leadership reforms to avoid a 3rd world War.	i) Demonstrates a good understanding of the war facts by identifying most of the important aspects of the task. ii) Clearly positions the war facts within the scenario/context with minor omissions or limited depth in the line of	i) Demonstrates basic understanding of the war facts by identifying some important aspects of the task ii) Generally positions the task within the scenario/context but lacks	i) Demonstrates limited or little understanding of the war facts by identifying few aspects of the task. ii) He/she mentions the war within the context but its
b) Clearly identifies and explains the scenario focusing on serious	ii) Clearly positions the task within the scenario/context with a			

<p>s governance a nd socio- economic chall enges in the wo rld today.</p>	<p>clear line of argue ment. iii) Draws a clear conne ction between the hi storical background and the challenges of the World states t oday.</p>	<p>f the World State coo peration iii) Identifies and explains the problem in the sce nario. iv) Shows some link betw een the world Alliance s today.</p>	<p>cks depth and p recision iii) Shows partial li nk between hist orical revolutio ns and current s ituations.</p>	<p>poorly interpre ted and not ali gning with the Scenario.</p>
<p>Generating and Presenting Ideas a)A learner generates ideas that addresses the task.</p>	<p>Clearly demonstrates a comprehensive understanding of the task with relevant ideas on how a 3rd World war can be avoided with relevant examples.</p>	<p>Demonstrates general understanding of the task with relevant ideas about the remedies that can stop the 3rd World war but with unrelated examples</p>	<p>Addresses the task with ideas not fully explained on the remedies that can stop the outbreak of the 3rd world war.</p>	<p>Attempts to address the task but with unclear or not connections explanations on how the possibility of 3rd world war can be stopped.</p>

Makes connections within and between ideas and context.	Draws a clear connection between the historical background and the challenges affecting the world today that can erupt into a 3 rd world war. With good examples given	Shows a connection between the historical background and the challenges affecting the world today that can erupt into a 3 rd world war.	Fairly explains the connection between the historical background and the challenges affecting the world today and cannot mention anything about the possibility of the 3 rd world war.	Poorly explains the connection between the historical background and the challenges affecting the world today and cannot mention anything about the possibility of the 3 rd world war.
Presents ideas coherently	Clearly and coherently positions the task within the scenario/context with clear examples.	Coherently positions the task within the scenario/context with examples.	Coherently he/she tries to position the task within the scenario/context with some examples.	No coherency seen in the work. He/she poorly positioned the task within the scenario/context and with no examples given

<p>Making Informed Judgement</p> <p>a) Use the acquired knowledge to form an informed opinion/conclusion or judgement.</p> <p>b) Learner concludes by summarising the possible remedies for the outbreak of the 3rd World war.</p>	<p>Forms an opinion/conclusion that is highly informed, and well-reasoned based on comprehensive understanding and application of knowledge with insightful lessons given on remedies that can stop the outbreak of the 3rd world war.</p>	<p>Forms an opinion/conclusion that is clear, logical, and supported by relevant evidence with clear lessons on the remedies that can stop the outbreak of the 3rd world War.</p>	<p>Forms fair opinion/conclusion that is based on knowledge and few historical lessons, lacks adequate depth about remedies for the outbreak of the 3rd World war.</p>	<p>Forms weak opinion/conclusion that shows limited use of knowledge, reasoning with minimal or no lessons learnt about the remedies that can stop the outbreak of the 3rd World War.</p>
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<div> <div>c) Clearly emphasize, that lessons from the 19th century revolutions can help to stop the outbreak of 3rd world war.</div> </div>	

5. Performance Level Descriptors

Construct	Performance Levels	Descriptors
Socio-economic systems in Africa	Exceptional	The responses demonstrate an excellent understanding of pre-colonial African socio-economic systems by analysing their key features and clearly linking them to regional practices.
	Outstanding	The responses demonstrate a very good understanding of pre-colonial African socio-economic systems, with clear analysis of key features supported by mostly accurate details.
	Satisfactory	The responses show a good understanding of pre-colonial African socio-economic systems by identifying some key features and giving simple or partial explanations.
	Basic	The responses show a fair understanding of pre-colonial African socio-economic systems, identifying a few features but with shallow or incomplete explanations.

	Elementary	The responses show a below-average understanding of pre-colonial African socio-economic systems, with explanations that are largely incomplete or inaccurate and poorly organised around key features.
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Construct Table 2 of Descriptors

Construct	Performance Levels	Descriptors
Colonialism, national agitation and the rise of new states in the world	Exceptional	The responses demonstrate an excellent, well-structured understanding of colonialism, national liberation movements, and the rise of new states by clearly analysing their causes, forms, and impacts while linking local and global contexts.
	Outstanding	The responses demonstrate a very good understanding of colonialism, anti-colonial struggles, and the emergence of new states, with mostly accurate analysis of key features and some links between local movements and global trends.
	Satisfactory	The responses show a good understanding of colonialism, anti-colonial struggles, and the emergence of new states, identifying some causes, events, and impacts with partial or simple explanations.

Construct	Performance Levels	Descriptors
	Basic	The responses show a fair understanding of colonialism, anti-colonial struggles, and the emergence of new states, but identify few features and provide shallow or incomplete explanations.
	Elementary	The responses show a below-average understanding of colonialism, anti-colonial struggles, and the emergence of new states, with mostly incomplete or inaccurate content and limited explanation of key features.

Construct Table 3 of Descriptors

Construct	Performance Levels	Descriptors
Revolutions and their impact on the world	Exceptional	The responses demonstrate an excellent understanding of major revolutions, analysing their causes, processes, consequences, and interconnections with clear evidence and historical reasoning.
	Outstanding	The responses demonstrate a very good understanding of major revolutions, analysing key features with mostly accurate details and offering some evaluation of impacts.
	Satisfactory	The responses show a good understanding of major revolutions, identifying some causes, events, and consequences with partial or simple explanations.
	Basic	The responses show a fair understanding of major revolutions, identifying few features and providing shallow or incomplete explanations.
	Elementary	The responses show a below-average understanding of major revolutions, being mostly incomplete or inaccurate with little explanation of key features.

Construct Table 4 of Descriptors

Construct	Performance Levels	Descriptors
Global politics and ideologies	Exceptional	The responses demonstrate an excellent understanding of global politics and major ideologies, analysing their development, principles, and impact while linking them to historical events and global outcomes with coherent arguments.
	Outstanding	The responses demonstrate a very good understanding of global politics and major ideologies, analysing key features with mostly accurate details and evaluating their influence on international relations.
	Satisfactory	The responses show a good understanding of global politics and major ideologies, identifying some principles, events, and impacts with partial or simple explanations.
	Basic	The responses show a fair understanding of global politics and major ideologies, identifying few features and providing shallow or incomplete explanations.
	Elementary	The responses show a below-average understanding of global politics and major ideologies, being mostly incomplete or inaccurate with little explanation or organisation of key features.

END



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