

## **HISTORY PAPER 2**

### ***Guidelines for the assessment of 'A' level history essays***

For an essay to be categorized as excellent (22-25 marks) or very good (19-21marks), it should be composed of (a)relevant ideas/arguments (b) supportive evidence or specific examples (c) specific periods/dates (d) convincing and clearly flowing ideas from the introduction, through the essay body, up to the conclusion & enough coverage of what is asked (f) readable work. The lower grades of essay i.e good (16-18marks) and fairly good (13-15) are due to the less specific examples and time frame, less average and less accuracy. Then the 'O' level type/generalized essays (10-12marks) are either those without examples and time frame or those with sketchy statements/points. The lowest categories of essays are the poor ones (06-09 marks) and the very poor ones (00-05marks) with largely irrelevant material.

While marking the candidates' work in relation to the above questions, the following notes can be used. It is also important to note that the essays should be marked in consideration of their overall soundness and clear candidates' lines of argument.

### **1. A) THE PRE COLONIAL KIKUYU SOCIETY**

The kikuyu people are believed to have migrated from areas around Meru. By the 1<sup>st</sup> half of the 19<sup>th</sup> century, they had already reached the area around Metumu/Galo border. Their settlements gradually expanded as moreland was acquired from the neighbouring territories.

### **SOCIAL ORGANISATION**

The social organisation of the kikuyu was mainly based on the clan, age group/age set. Most of the kikuyu belonged to nine clans, which were corresponding to the nine daughters of Gakuyu, their legendary founder. Each clan was composed of age groups or generation sets (Imariika), in turn these were divided into age sets and each set was given a particular name. Young men at the age of about 18 years were initiated into the age set and this even involved circumcision. The male initiation was based on a 'Muhingo', closed period, which lasted for nine 'imera' (seasons) or 'Miaka (years) during which no initiations of boys took place at all. The closed period was followed by annual initiations for the next nine years. These nine initiation sets formed one army contingent or regiment set. On the part of females, they were initiated annually and in some areas, they formed their own age sets with particular names.

# History Paper Uace

**SB Merriam**



## History Paper Uace:

**A History of Modern Uganda Since 1945** Stephen Jjuuko, 2001      **Resources in Education**, 1999-10      **Index of Conference Proceedings** British Library. Document Supply Centre, 2003      *Higher Education and Lifelong Learning* Hans Schuetze, Maria Slowey, 2013-01-11 Responding to the emerging needs of lifelong learners arguably represents one of the most fundamental challenges facing higher education systems of the countries of the developing world At the start of the new century the concept of Lifelong Learning may indeed be counted as one of the the key organising concepts underlying public policy in many countries The interpretation of the concept however remains highly contested This timely book throws new light on the dramatic changes taking place in higher education through an exploration of the participation of non traditional students in ten countries Among others the following areas are explored the complex reality behind the statistics on participation in higher education in five European countries Austria Germany Ireland Sweden and the United Kingdom North America Japan Australia and New Zealand contrasting perceptions of lifelong learning changing patterns of participation by adults in higher education national and institutional policies and innovations to accommodate non traditional students and new forms of study conclusions for policy practice and research Higher Education for Lifelong Learners will be of interest to academics researchers and students involved with higher education lifelong learning and comparative education as well as policy makers educational managers and administrators The contributions reveal a remarkable transformation in the student body and in the way learners pursue their studies highlighting the international impact of increasing marketisation and differentiation on the nature of the higher education accessible to potential lifelong learners      **Combating Social Exclusion in University Adult Education** Julia Preece, 2018-08-17 Published in 1999 this work suggests that widening participation is not just about changing learner expectations it is also about changing institutional expectations and practices Higher learning for example should include a broader more inclusive range of knowledge and ways of knowing than at present and criteria for learning achievement should include assessment of citizenship as well as linear outcomes

**Policies, Politics and the Future of Lifelong Learning** Ann Hodgson, 2013-12-16 This text focuses on the political context of lifelong learning It addresses the background European and policy elements of lifelong learning as well as providing a detailed consideration of the linkage of educational and political issues in this subject      *British Education Index*, 2000      **Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks** Payne, Carla R., 2009-05-31 This volume is grounded in the thesis that information technology may offer the only viable avenue to the implementation of constructivist and progressive educational principles in higher education and that the numerous efforts now under way to realize these principles deserve examination and evaluation Provided by publisher

*Government White Paper on Implementation of the Recommendations of the Report of the Education Policy Review Commission Entitled "Education for National Integration and Development".* Uganda, 1992      **Current Serials Received**

British Library. Document Supply Centre,2006      The Triumph of National Movements and New States Mpagi Tonny Ssewanyana,2001      The Impact of Gender Quotas Susan Franceschet,Mona Lena Krook,Jennifer M. Piscopo,2012-03-02

The introduction of electoral gender quotas in diverse contexts around the globe has attracted a great deal of scholarly and political interest To date research on these measures has focused primarily on quota design adoption and effects on the numbers of women elected While this remains a crucial focus quotas are not simply about changing the proportion of women in political office Both supporters and opponents of quotas suggest albeit from different perspectives that positive action for women as candidates will influence the kinds of women elected the policy making process as it concerns women s issues the way citizens view women in public life and the relationship between female voters and the political process Seeking to initiate a second generation of research on quotas this volume is an effort to inspire a new literature focused on theorizing and studying the broader impact of quotas on politics and society The book is structured in relation to three facets of political representation the attributes of officeholders descriptive representation the promotion of group interests during the legislative process substantive representation and the broader cultural meanings and social consequences of political incorporation symbolic representation Within each section the chapters include case studies from four regions of the world Western Europe Latin America Sub Saharan Africa and Asia and the Middle East This approach recognizes that quotas are a global phenomenon and that research on quotas and representation benefits from a comparative cross national approach The Impact of Gender Quotas is a theory building and comparative exercise in elaborating concepts commonly used to analyze the broad impacts of gender quotas The book begins with the argument that the means by which women enter politics may influence how why and to what extent their presence affects political representation Following a preface by Drude Dahlerup one of the pioneers of gender quota research the editors introduce the book with a conceptual framework for analyzing the impact of quotas based upon descriptive substantive and symbolic dimensions of representation The book is subsequently organized into three sections each devoted to analyzing one of the dimensions of representation and each of these sections contains a chapter case study from one of four regions of the world Western Europe Latin America Sub Saharan Africa and Asia Each of the chapters follows a basic format instituted by the editors with the goal of facilitating cross case comparisons and broad theory building The editors conclude the book by summarizing the main themes and implications for future research on gender quotas      *Teaching Chemistry Around the World* Björn Risch,2010 As teachers we often tend to expect other countries to teach chemistry in much the same way as we do but educational systems differ widely At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world Teaching Chemistry around the World 25 countries have participated in the project The resulting country studies are presented in this book This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries Especially in the case of the school

subject chemistry which is very unpopular on the one hand and occupies an exceptional position on the other hand due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving we have to learn from each others educational systems

Mujeres inmigrantes y formación: perspectivas europeas María Luisa Setién, Arantza López Marugán, 2009 Este es el tercer número de la Colección Temas de Trabajo Social y en él se reúnen las experiencias teóricas desarrolladas por tres universidades europeas que trabajan en el ámbito de la inmigración con especial atención a las mujeres Profesores y profesoras de la Universidad de Deusto la Universidad de East London Reino Unido y la Universidad de Padova Italia contribuyen con diversos artículos a esta publicación El eje central en torno al que se articulan las distintas contribuciones es la formación como estrategia de integración social económica y cultural Se hace especial hincapié en las formas de abordar distintas estrategias para promocionar la presencia de mujeres inmigrantes en programas formativos y sus resultados Por último este trabajo refleja la dimensión europea del fenómeno de la inmigración a la vez que pone de manifiesto su diversidad histórica y cultural

*Adult Learning, Citizenship and Community Voices* Pam Coare, Rennie Johnston, 2003 This topical book examines the connections between theory and practice in citizenship learning Focusing on the experiences and views of a range of citizens many on the margins of society the contributors explore the significance and impact of particular forms of educational policies and provision in peoples lives and the role adult learning can play in the development of citizenship Organised into three sections the book provides a theoretical overview and a framework for understanding the links between learning and citizenship This is followed by an exploration of the voices of different citizens as they seek to develop their lives and learning The final section brings together theory and practice and identifies ten Propositions for Practice in developing adult learning for citizenship primarily in community contexts

St. Mary's College Kisubi Turns 100, 2006

Parliamentary Debates (Hansard) Uganda. Parliament, 2004

**Adult Education and Globalisation** Barry J. Hake, B. van Gent, 2004 This volume comprises an edited selection of papers which were originally presented at the 9th International Conference of the History of Adult Education that was held in Leiden in September 2002 The theme of that conference and this volume addresses the key dynamics associated with the impact of globalisation upon both the historical and contemporary development of the organisation of adult learning Following a general introduction to the key themes by the chief editor the first section of the volume comprises a number of papers of a distinctly historical nature The focus in this section is upon the development of organised adult learning as a major component of the European modernisation project from the Enlightenment period in the eighteenth century to the twentieth century The second section examines contemporary developments and the emergence of new forms for the organisation of adult learning in the learning society The emphasis here is upon those societal developments that contribute to the centrality of lifelong learning in current education and training policies The third section comprises a number of country studies focused upon the dilemmas associated with the restructuring of national education and training policies Issues of social

inclusion and the risk of exclusion form the recurring theme of these country studies      Using Foucault and Feminist Theory to Explain why Some Adults are Excluded from British University Education Julia Preece, 1999 Julia Preece is currently a lecturer in higher education at the University of Surrey      *Center for Southern Folklore* ,1979

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