



**UGANDA NATIONAL EXAMINATIONS BOARD**

**CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST  
225 HISTORY AND POLITICAL EDUCATION  
Senior 4, Term 2**

**Centre/CA No:** ..... **Year:** .....

**Learner's Name:** ..... **Learner's ID:** .....

**Instructions to the facilitator.**

- 1) This observation checklist contains **one** competence which **must** be assessed by the end of this term.
- 2) Please **Tick** against the indicator(s) the learner has exhibited at every level assessed.
- 3) Record the **Number of Indicators Observed** in the boxes provided at the end of each level for **Subject Competence (SC) and Generic Skill (GS)**.
- 4) Indicate **N/A** if learner has not been assessed for **(SC) & (GS)**.

<b>Theme:</b>	Interaction with the World
<b>Topic(s):</b>	Neo-colonialism in East Africa
<b>Learning Outcome(s):</b>	Appreciate the impact of Neo-colonialism to post independence East Africa
<b>Subject Competency (SC):</b>	Appreciates the impact of Neo-colonialism
<b>Generic skill (GS):</b>	Creativity and innovation
<b>Learning Domain:</b>	Affective

**Level 1: Receiving**

**Subject Competency (SC): The learner receives information about the impact of Neo-colonialism to post independence East Africa through;**

- ☐ Reading
- ☐ Making site visits
- ☐ Listening to (teachers, peers, political leaders, audio-visual recordings etc.)
- ☐ Consulting (teachers, peers, political leaders etc.)

**Generic skill (GS): The learner receives information about Creativity and innovation while appreciating the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Reading
- ☐ Making site visits
- ☐ Listening (teachers, peers, political leaders, audio-visual recordings etc.)
- ☐ Consulting (teachers, peers, political leaders etc.)

Level 1 Indicators	
SC	GS

### **Level 2: Responding**

**Subject Competency (SC): The learner reacts to information about the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Asking questions
- ☐ Responding to questions
- ☐ Making notes
- ☐ Carrying out research
- ☐ Discussing

**Generic skill (GS): The learner reacts to information about Creativity and innovation while appreciating the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Asking questions
- ☐ Responding to questions
- ☐ Making notes
- ☐ Carrying out research
- ☐ Discussing

Level 2 Indicators	
SC	GS

### **Level 3: Valuing**

**Subject Competency (SC): The learner demonstrates behavior that reflects the appreciation of the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Struggling for liberation

- ☐ Advocating for national sovereignty
- ☐ Discouraging economic exploitation
- ☐ Fighting for economic dependency
- ☐ Advocating for fair distribution of resources
- ☐ Rejecting imposition of policies
- ☐ Protecting infant domestic industries from foreign competition
- ☐ Promoting export promotion strategies
- ☐ Joining regional economic integrations like EAC, COMESA, PTA, ECOWAS, and SADC
- ☐ Condemning Neo - colonialism by writing articles in newspapers, holding talk shows on Radios, TVs Castigating the vice
- ☐ Introducing poverty eradication programs in their community
- ☐ Advocating for development of infrastructures like roads, railways, schools, health centers
- ☐ Advocating for the adjustment of Academic syllabi to fit the local needs of development

**Generic skill (GS): The learner demonstrates behavior that reflects creativity and innovation while appreciating the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Using imaginations to explore possibilities
- ☐ Working with others to generate ideas
- ☐ Suggesting and developing new solutions
- ☐ Trying out innovative alternatives
- ☐ Looking for patterns and making generalizations

Level 3 Indicators	
SC	GS

#### **Level 4: Organization**

**Subject Competency (SC): The learner demonstrates behavior that reflects creativity and innovation while appreciating the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Encouraging
- ☐ Sensitizing
- ☐ Counseling
- ☐ Reminding
- ☐ Motivating
- ☐ Guiding
- ☐ Supporting others

**Generic skill (GS): The learner influences others to demonstrate behavior that reflects creativity and innovation while appreciating the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Encouraging
- ☐ Sensitizing
- ☐ Counseling
- ☐ Reminding
- ☐ Motivating
- ☐ Guiding
- ☐ Supporting others

Level 4 Indicators	
SC	GS

### Level 5: Characterization

**Subject Competency (SC): The learner consistently appreciates the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Struggling for liberation
- ☐ Advocating for national sovereignty
- ☐ Discouraging economic exploitation
- ☐ Fighting for economic dependency
- ☐ Advocating for fair distribution of resources
- ☐ Rejecting imposition of policies
- ☐ Protecting infant domestic industries from foreign competition
- ☐ Promoting export promotion strategies
- ☐ Joining regional economic integrations like EAC, COMESA, PTA, ECOWAS, and SADC
- ☐ Condemning Neo - colonialism by writing articles in newspapers, holding talk shows on Radios, TVs Castigating the vice
- ☐ Introducing poverty eradication programs in their community
- ☐ Advocating for development of infrastructures like roads, railways, schools, health centers
- ☐ Advocating for the adjustment of Academic syllabi to fit the local needs of development

**Generic skill (GS): The learner consistently demonstrates behavior that reflects creativity and innovation while appreciating the impact of Neo-colonialism to post independence East Africa by;**

- ☐ Using imaginations to explore possibilities
- ☐ Working with others to generate ideas
- ☐ Suggesting and developing new solutions
- ☐ Trying out innovative alternatives
- ☐ Looking for patterns and making generalizations

Level 5 Indicators	
SC	GS