

UGANDA NATIONAL EXAMINATIONS BOARD

CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST 241 HISTORY AND POLITICAL EDUCATION Senior 3, Term 3

Centre/CA No:	
Learner's Name:	Learner's ID:
Instructions to the facilita	tor.
by the end of this term 2) Please Tick against the assessed. 3) Record the Number of of each level for Subject	klist contains one competence which must be assessed in. The indicator(s) the learner has exhibited at every level Indicators Observed in the boxes provided at the end ct Competence (SC) and Generic Skill (GS). That not been assessed for (SC) & (GS).
Theme:	Uganda
Topic(s): Learning Outcome(s):	Patriotism in Uganda Appreciate the impact of patriotism in Uganda since 1960
Subject Competency (SC): Generic skill (GS): Learning Domain:	Appreciates patriotism Cooperation and self-directed learning Affective
	Level 1: Receiving
Subject Competency (SC): T impact of patriotism in Uga	he learner receives information about the nda since 1960 through;
 Reading Making site visits Listening to (teachers, petc.) 	peers, political leaders, audio-visual recordings
Consulting (teachers, p.	eers, political leaders etc.)

Generic skill (GS): The learner receives information about cooperation and self-directed learning while appreciating impact of patriotism in Uganda since 1960 by;						
	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 impact of patriotism in Uganda since 1960 by;						
	Making notes Carrying out research					
Generic skill (GS): The learner reacts to information about cooperation and self-directed learning while appreciating the impact of patriotism in Uganda since 1960 by;						
	Asking questions					
	Responding to questions	Level 2 I	ndicators			
	Making notes	sc	GS			
	Carrying out research Discussing					
Level 3: Valuing						
Subject Competency (SC): The learner demonstrates behavior that reflects the appreciation impact of patriotism in Uganda since 1960 by;						
	Taking part in celebrating patriotic events e.g. Independe Liberation day, Heroes day, Youth day	nce day,				

	Taking pride in his or her school e.g. puts on the school Sharing with others Taking keen interest in whatever takes place at school Advocating for equality Protecting national symbols from being damaged Respecting national symbols and school symbols Promoting unity Condemning those who violate human rights and the respective for his or her school in football, athletics, ner Participating in cultural activities like music, dance and Promoting norms and values of the school like rules and Joining clubs like rotaract, lions, interact, patriotism of Protecting the environment by planting trees, not trespective.	ale of law tball etc. I drama d regulatio ub etc.	ons
coop	Interacting effectively with others Taking responsibility for own learning	the impac	ct of Indicators GS
	Managing goals and time		
_	Level 4: Organization ect Competency (SC): The learner influences others to ct of patriotism in Uganda since 1960 by; Encouraging Sensitizing Counseling Reminding Motivating Guiding	o apprecia	ate the

that	ric skill (GS): The learner influences others to demo reflects cooperation and self-directed learning while ict of patriotism in Uganda since 1960 by;					
_						
	Encouraging					
	Sensitizing					
	Counseling Reminding Level 4 Indicators					
	Reminding	sc	I GS			
	Motivating		- 45			
	Guiding Supporting others					
	Supporting others					
	Level 5: Characterization					
Subject Competency (SC):The learner consistently appreciates the impact of patriotism in Uganda since 1960 by;						
	☐ Taking part in celebrating patriotic events e.g. Independence day, Liberation day, Heroes day, Youth day					
	Taking pride in his or her school e.g. puts on the scho	ol uniform				
	Sharing with others	01 011110111				
	Taking keen interest in whatever takes place at school					
	Advocating for equality					
	Protecting national symbols from being damaged					
	Promoting unity					
	Condemning those who violate human rights and the					
	□ Sacrificing for his or her school in football, athletics, netball etc.					
	Promoting norms and values of the school like rules as	0	ions			
	☐ Joining clubs like rotaract, lions, interact, patriotism club etc.					
	Protecting the environment by planting trees, not tresp	passing				
refle	eric skill (GS): The learner consistently demonstrate cts cooperation and self-directed learning while app					
impa	ct of patriotism in Uganda since 1960 of by;					
	Working effectively in diverse teams					
П	Interacting effectively with others					
	70.11					
_	Taking responsibility for own learning	Level 5	Indicators			
	Working independently with persistence	SC Level 5	Indicators GS			