



UGANDA NATIONAL EXAMINATIONS BOARD

**CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST
241 HISTORY AND POLITICAL EDUCATION
Senior 3, Term 1**

Centre/CA No: **Year:**

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

Instructions to the facilitator.

- 1) This observation checklist contains **two** competences 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)**.

Theme:	Uganda
Topic(s):	Constitutionalism in Uganda
Learning Outcome(s):	Understand the importance of the national constitution, national symbols, and values as given in the constitution
Subject Competency (SC) 1:	Appreciates the importance of the national symbols and values as given in the constitution
Generic skill (GS):	Cooperation and self-directed learning
Learning Domain:	Affective

Level 1: Receiving

Subject Competency (SC) 1: The learner receives information about the importance of the national symbols and values as given in the constitution 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 cooperation and self-directed learning while appreciating the importance of the national symbols and values as given in the constitution through;

- ☐ Reading
- ☐ Making site visits
- ☐ Listening to (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) 1: The learner reacts to information about the importance of the national symbols and values as given in the constitution by;

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

Generic skill (GS): The learner reacts to information about cooperation and self-directed learning while appreciating the importance of the national symbols and values as given in the constitution by;

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

Level 2 Indicators	
SC	GS

Level 3: Valuing

Subject Competency (SC) 1: The learner demonstrates behavior that reflects the appreciation of the importance of the national symbols and values as given in the constitution by;

- ☐ Standing at attention when the national anthem is being sang.
- ☐ Protecting national symbols e.g. flags from destruction
- ☐ Hoisting the national flag
- ☐ Displaying national symbol e.g. the flag
- ☐ Following the times when national symbols should be raised e.g. the flag is raised early in the morning
- ☐ Singing the national anthem during formal occasions
- ☐ Protecting wildlife example does not throw stones at the crested crane, kob.
- ☐ Protecting nature e.g. by not trespassing, planting trees, not littering the compound

Generic skill (GS): The learner demonstrates behavior that reflects cooperation and self-directed learning while appreciating the importance of the national symbols and values as given in the constitution by;

- ☐ Working effectively in diverse teams
- ☐ Interacting effectively with others
- ☐ Taking responsibility for own learning
- ☐ Working independently with persistence
- ☐ Managing goals and time

Level 3 Indicators	
SC	GS

Level 4: Organization

Subject Competency (SC) 1: The learner influences other to appreciate the importance of the national symbols and values as given in the constitution by;

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

Generic skill (GS): The learner influences others to demonstrate behavior that reflects cooperation and self-directed learning while appreciating the importance of the national symbols and values as given in the constitution by;

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

Level 4 Indicators	
SC	GS

Level 5: Characterization

Subject Competency (SC) 1: The learner consistently appreciates the importance of the national symbols, and values as given in the constitution by;

- ☐ Standing at attention when the national anthem is being sang
- ☐ Protecting national symbols e.g. flags from destruction
- ☐ Hoisting the national flag
- ☐ Displaying national symbol e.g. the flag
- ☐ Following the times when national symbols should be raised e.g. the flag is raised early in the morning
- ☐ Singing the national anthem during formal occasions
- ☐ Protecting wildlife example does not throw stones at the crested crane, kob
- ☐ Protecting nature e.g. by not trespassing, planting trees, not littering the compound

Generic skill (GS): The learner consistently demonstrates behavior that reflects cooperation and self-directed learning while appreciating the importance of the national symbols and values as given in the constitution by;

- ☐ Working effectively in diverse teams
- ☐ Interacting effectively with others
- ☐ Taking responsibility for own learning
- ☐ Working independently with persistence
- ☐ Managing goals and time

Level 5 Indicators	
SC	GS

Theme: Uganda
Topic(s): Constitutionalism in Uganda
Learning Outcome(s): Appreciate the role of the police, prisons and the army
Subject Competency (SC) 2: Appreciates the role of the police, prisons and the army
Generic skill (GS) 2 : Critical thinking and problem solving
Learning Domain: Affective

Level 1: Receiving

Subject Competency (SC) 2: The learner receives information about the role of the police, prisons and the army through;

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

Generic skill (GS) 2: The learner receives information about critical thinking and problem solving while appreciating the role of the police, prisons and the army through;

- ☐ Reading
- ☐ Making site visits
- ☐ Listening to (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) 2: The learner reacts to information about the role of the police, prisons and the army by;

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

Generic skill (GS) 2: The learner reacts to information about critical thinking and problem solving while appreciating the role of the police, prisons and the army by;

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

Level 2 Indicators	
SC	GS

Level 3: Valuing

Subject Competency (SC) 2: The learner demonstrates behavior that reflects the appreciation of the role of the police, prisons and the army by;

- ☐ Respecting traffic guidelines, road signs among others
- ☐ Following set school rules and regulations
- ☐ Engaging in free and fair elections of school leaders
- ☐ Reporting cases of child abuse like rape, defilement among others
- ☐ Treating every one equally
- ☐ Preventing crimes like theft, drug abuse, strikes, fighting
- ☐ Visiting prisoners
- ☐ Mediating conflicts
- ☐ Taking charge of unclaimed items or articles like book, sweaters and others
- ☐ Taking charge of unclaimed items or articles like book, sweaters and others
- ☐ Responding quickly to emergencies like fire, floods
- ☐ Ensuring transparency by being accountable in financial matters
- ☐ Accounting for their decisions and actions for example seek permission for going out of school
- ☐ Ensuring neutrality all kinds in the politics of the school, for example does not rig elections
- ☐ Protecting school facilities like furniture and buildings by not writing on the walls

Generic skill (GS)2: The learner demonstrates behavior that reflects critical thinking and problem solving while appreciating the role of the police, prisons and the army by;

- ☐ Planning and carrying out investigations
- ☐ Sorting and analyzing information
- ☐ Identifying problems and ways forward
- ☐ Predicting outcomes and making reasoned decisions
- ☐ Evaluating different solutions

Level 3 Indicators	
SC	GS

Level 4: Organization

Subject Competency (SC) 2: The learner influences others to demonstrate behavior that reflects the appreciation of the role of the police, prisons and the army by;

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

Generic skill (GS 2): The learner influences others to demonstrate behavior that reflects critical thinking and problem solving while appreciating the role of the police, prisons and the army by;

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

Level 4 Indicators	
SC	GS

Level 5: Characterization

Subject Competency (SC) 2: The learner consistently demonstrates behavior that reflects the appreciation of the role of the police, prisons and the army by;

- ☐ Respecting traffic guidelines, road signs among others
- ☐ Following set school rules and regulations
- ☐ Engaging in free and fair elections of school leaders
- ☐ Reporting cases of child abuse like rape, defilement among others
- ☐ Treating every one equally
- ☐ Preventing crimes like theft, drug abuse, strikes, fighting
- ☐ Visits prisoners
- ☐ Mediating conflicts
- ☐ Taking charge of unclaimed items or articles like book, sweaters and others
- ☐ Taking charge of unclaimed items or articles like book, sweaters and others
- ☐ Responding to emergencies like fire, floods
- ☐ Ensuring transparency by being accountable in financial matters
- ☐ Accounting for their decisions and actions for example seek permission for going out of school
- ☐ Ensuring neutrality all kinds in the politics of the school, for example does not rig elections
- ☐ Protecting school facilities like furniture and buildings

Generic skill (GS)2: The learner consistently demonstrates behavior that reflects critical thinking and problem solving while appreciating the role of the police, prisons and the army by;

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Level 5 Indicators	
SC	GS