



**UGANDA NATIONAL EXAMINATIONS BOARD**

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

**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>	Uganda
<b>Topic(s):</b>	Patriotism in Uganda
<b>Learning Outcome(s):</b>	Appreciate the impact of patriotism in Uganda since 1960
<b>Subject Competency (SC):</b>	Appreciates patriotism
<b>Generic skill (GS):</b>	Cooperation and self-directed learning
<b>Learning Domain:</b>	Affective

**Level 1: Receiving**

**Subject Competency (SC): The learner receives information about the impact of patriotism in Uganda since 1960 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 impact of patriotism in Uganda since 1960 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 impact of patriotism in Uganda since 1960 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 impact of patriotism in Uganda since 1960 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 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 school uniform
- ☐ 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 rule of law
- ☐ Sacrificing for his or her school in football, athletics, netball etc.
- ☐ Participating in cultural activities like music, dance and drama
- ☐ Promoting norms and values of the school like rules and regulations
- ☐ Joining clubs like rotaract, lions, interact, patriotism club etc.
- ☐ Protecting the environment by planting trees, not trespassing

**Generic skill (GS): The learner demonstrates behavior that reflects cooperation and self-directed learning while appreciating the impact of patriotism in Uganda since 1960 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): The learner influences others to appreciate the impact of patriotism in Uganda since 1960 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 impact of patriotism in Uganda since 1960 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 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 school uniform
- ☐ 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 rule of law
- ☐ Sacrificing for his or her school in football, athletics, netball etc.
- ☐ Participating in cultural activities like music, dance and drama
- ☐ Promoting norms and values of the school like rules and regulations
- ☐ Joining clubs like rotaract, lions, interact, patriotism club etc.
- ☐ Protecting the environment by planting trees, not trespassing

**Generic skill (GS): The learner consistently demonstrates behavior that reflects cooperation and self-directed learning while appreciating the impact of patriotism in Uganda since 1960 of 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