



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)**.

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