

## Subject: Christian Religious Education

### Learning Outcome:

S1 Term 1 Topic 1. Understand biblical teaching of worship.

### Description of Assessment Strategy:

Learners should work in pairs to read and discuss key features of Psalm 130:1-3. They should identify how this prayer expresses respect to God and then compose their own prayer in a similar style. In conversation, ask learners to explain their thinking in relation to how their prayer reflects what they have learnt about what the bible says about worship.

### A Prayer for Help

Psalm 130

From the depths of my despair I call to you, LORD.

<sup>2</sup> Hear my cry, O Lord;  
listen to my call for help!

<sup>3</sup> If you kept a record of our sins,  
who could escape being condemned?

The image shows a handwritten prayer on a piece of paper. The text of the prayer is: "Dear God, I accept that I have sinned. I am sorry for my sins. Forgive all my sins. I do not deserve to be forgiven because of what I have done. Thank you for your forgiveness because you are a forgiving God. In Jesus' name I pray. Amen." There are four green boxes with arrows pointing to specific parts of the prayer: "Evidence here of confession" points to "I accept that I have sinned.", "Evidence here of reflection" points to "I do not deserve to be forgiven because of what I have done.", "Statement here of thanksgiving for forgiveness" points to "Thank you for your forgiveness because you are a forgiving God.", and "Repentance" points to "Forgive all my sins.".

Dear God,  
I accept that I have sinned.  
I am sorry for my sins. Forgive all my sins.  
I do not deserve to be forgiven  
because of what I have done.  
Thank you for your forgiveness  
because you are a forgiving God.  
In Jesus' name I pray.  
Amen.

Evidence here of confession

Evidence here of reflection

Statement here of thanksgiving for forgiveness

Repentance

## Further Assessment opportunities

### Conversation:

Ask learners to describe what features of Psalm 130 they believe demonstrates respect. Ask them further to explain how they have selected these key features of form and style for their prayer.

### Observation:

Consider how well learners explain their ideas to each other and whether they use any other evidence to support their views.

### Subject: Art and Design

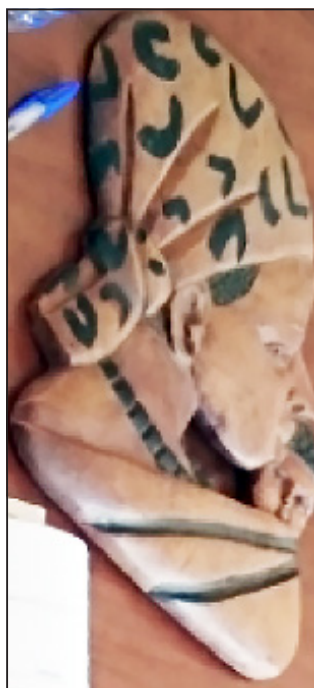
#### Learning Outcome:

S1 Term 2 Unit 6. Trace Africa art styles in Ugandan artworks.

#### Description of Assessment Strategy:

Observe learners conduct research in pairs in order to be able to describe key features of African Art Work. They should then look for these features in pieces of Ugandan artwork that is available to them and use these as examples to illustrate how African styles of art have influenced Ugandan artwork. They should prepare together and write, 2 or 3 paragraphs to explain how African styles have influenced Ugandan artworks including a list of at least four key styles.

#### Evidence of prior knowledge and understanding used to support research



This Ugandan artwork bears the following characteristics of African artworks:

- The subject depicts nature in daily life
- There is a simplicity of line to reflect form and image
- Materials used for the artwork are from the natural environment
- Colours are used in their primary form to depict images

Using this artwork, 'Mother and Child' we can see how African styles of art have influenced Ugandan artworks. The wood carving mimics styles from Dominican Republic of Congo and Tanzania, in particular the smooth lines and curves which also now feature in Ugandan stools and other decorative objects. Previously, curves in wood carvings in Uganda were limited to canoes and musical instruments.

#### List of 4 styles

#### Explanation of influence

#### Evidence of research

#### Details of African influence on Ugandan artwork

### Further Assessment opportunities

#### Conversation:

Ask learners to explain how they were able to describe these 4 characteristics. Ask them also about how Ugandan art may differ in style and form from artworks in other African countries.

#### Observation:

Observe how learners work together to select examples of African artwork that best supports their research for this activity. Consider how effective and relevant their questions are to each other to explain and justify their views.

## Subject: Entrepreneurship

### Learning Outcome:

S1 Term 2 Sub-topic 3.3. Investigate how to carry out a market survey.

### Description of Assessment Strategy:

Learners will have previously created an idea for a new energy bar or energy drink that they will use for this assessment activity. They will have worked in small groups to conduct some market research into existing products in this area, exploring how well they sell compared to similar products and what it is about these products that makes people buy them. Learners should summarise their findings and use this information to help them make plans to advertise and sell their own product. They should demonstrate in their summary what key pieces of information they will use to shape the production of their own drink or energy bar. Observe learners as they prepare these summaries and ask them questions that help to clarify the intentions of their marketing survey.

### Mango Magic – Market Research

These are examples of existing fruit juices in Uganda that sell well.



#### Why do these drink sell well? Why are they so popular?

We conducted some research in order to answer these questions. We asked 195 students in our school and 118 adults in our community. We asked these three questions:

*What do you think about the drinks here that you are familiar with?*

*What are the top two things that influence you when you are choosing a drink to buy?*

*What do you like the least about any of these drinks?*

Here is a summary of our findings.

People told us that they liked bright packaging with clear names and titles. The ingredients of each drink need to be clearly visible by the pictures shown.

These drinks are known to be of African origin and adverts describe that fruit is 'locally sourced'. People like that aspect of these drinks. We think this encourages people to buy them because they can see a connection to where they live.

These drinks are widely available. We have seen them in large and small supermarkets, in local community stores and in markets around our community throughout the week. Our survey revealed that people are more likely to buy what is available rather than go searching for their favourite drink.

People said that these drinks are reasonably priced, especially when you buy them in large quantities.

Our own taste tests reveal that these drinks are very tasty! They do contain a large amount of sugar though so we will reduce this as far as possible in our own drink.

#### A plan for Mango Magic

Develop the recipe and conduct taste tests. Review and adapt the recipe according to feedback.

Design 3 possible labels according to what we know works well from our market research. Share ideas and adapt according to feedback.

Collect empty bottles that can be washed and reused for our drink. Stick on chosen label.

Make and sell drinks in school community to make a small profit.

Clear reference to materials used to conduct the market research

Evidence of the recognition that a large sample of responses from market research is necessary in order to make informed choices about product development

A list of key questions used in market research

A summary of findings makes clear references to information gained that will influence designs for a new product

Sequence of events shown here that clearly illustrates a step by step account of how plans for the product will be developed

## Further Assessment opportunities

### Conversation:

Ask learners to describe what features of their market research they believe to be the most useful. Ask learners to explain how they were able to summarise their findings and any ideas they have for a marketing strategy.

### Observation:

Consider how well learners are able to present their ideas in this summary document and how well they work in their group to compose a strategy for developing their product. Observe how well they listen to each other and justify their own views.

## Examples of learners' work

### Subject: English

#### Learning Outcome:

S1 Term 1 1.1a. Be able to communicate information and opinions about families and family life (s).

#### Description of Assessment Strategy:

Observe learners as they talk in pairs about their families in English, comparing details of their family tree, likes and dislikes within their family in relation to everyday things such as foods, daily tasks and sports. Learners should then imagine that they are going to share information about their family with a child of a similar age in another part of Uganda in order to begin sharing and comparing stories of family life in different parts of Uganda. Learners should prepare a short written passage about their family and illustrate this further with a family tree.

My name is Issac. I am 13 years old and I live with my two brothers Brian and Joseph who are 10 and 8 years old and my sister Joan who is 15. I also live with my Mother, who is called Brenda, my father, Abbo and my Aunt, who is called Doran.

My family likes going to the market to explore foods and buy tasty ingredients for our family meals. My brother Joseph likes chicken for a stew and Joan likes Ugali to soak up the stew juices. My Aunt Doran likes the sweet mandazi the best.

My family likes to go fishing on Lake Victoria where we catch a lot of fish but my father does not like Nile perch which is a shame because it is easy to catch! Tiger fish is a family favorite.

```
graph TD
    Issac[Issac (me)] --- FamilyLine
    Joan[Joan (sister)] --- FamilyLine
    Joseph[Joseph (brother)] --- FamilyLine
    Brian[Brian (brother)] --- FamilyLine
    FamilyLine --- Brenda[Brenda (mother)]
    FamilyLine --- Abbo[Abbo (father)]
    Brenda --- Sharon[Sharon (sister)]
    Brenda --- Grandfather[Grandfather]
    Brenda --- Grandmother[Grandmother]
```

Annotations:

- Accurate spelling throughout
- Clear list of family members
- References to likes and dislikes
- Some comparisons made between family members
- Mostly accurate sentence structure throughout but limited to simple sentences and punctuation
- Family tree matches the written description of the family
- Family tree is constructed clearly, matching other templates and family tree structures

### Further Assessment opportunities

#### Conversation:

Ask learners to describe the families of their partner and check for complete sentences that include the use of 'like and dislike.' This will check for how well they listened to their partner and how well they have understood family descriptions.

#### Observation:

Observe how learners compose their pieces of writing. Note which pieces of vocabulary they struggle with and which phrases need extra practice. Encourage learners to rehearse their sentences with their partner before they begin to write them down and observe how well each learner is able to correct any mistakes in terms of sentence structure and vocabulary use.

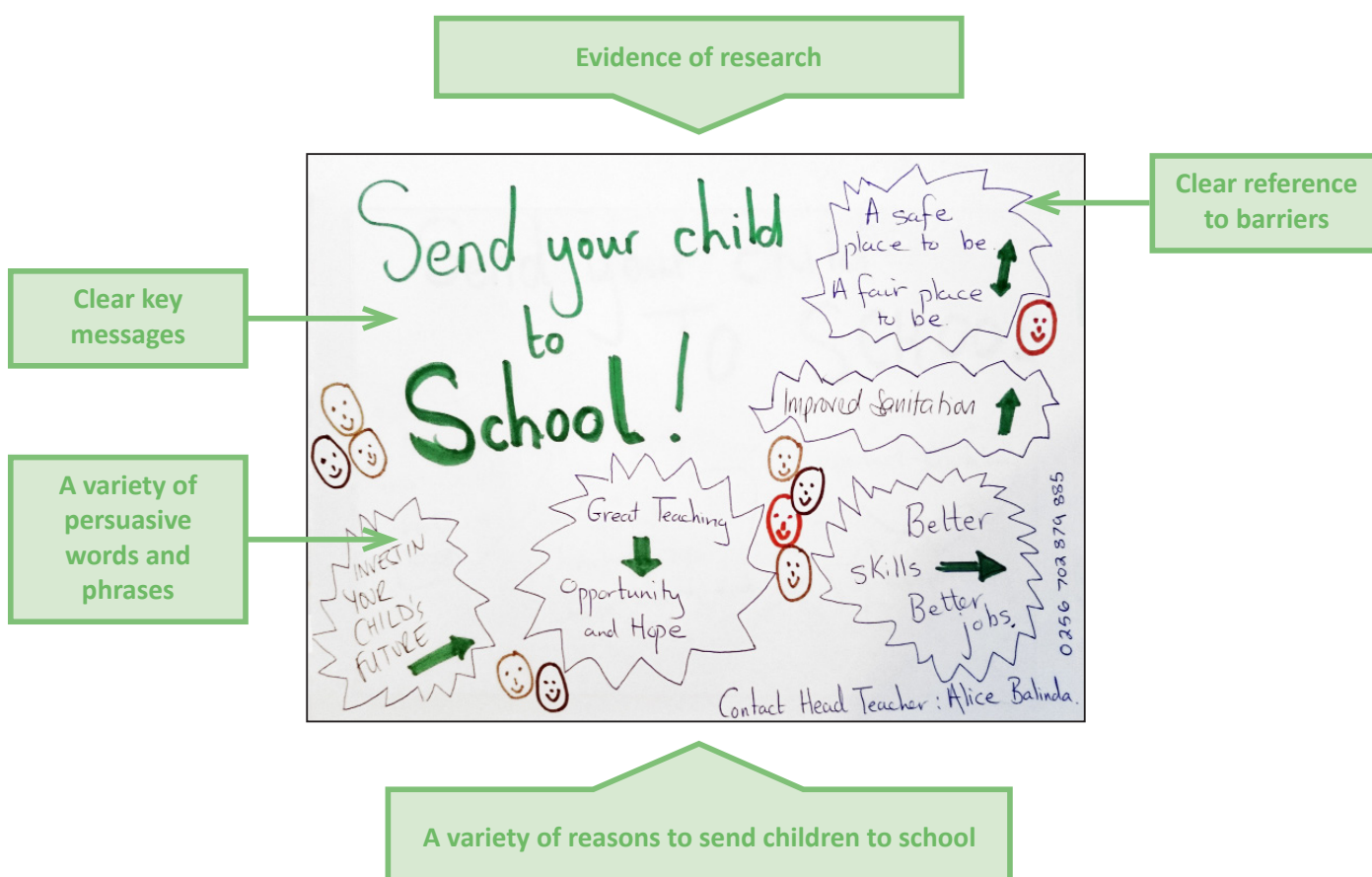
### Subject: History and Political Education

#### Learning Outcome:

S3 Theme 5. Understand the concept of human rights, the rule of law and civil society.

#### Description of Assessment Strategy:

Learners should build on their brainstorming activities in relation to Human Rights, to explore in particular the Rights of the Child (UNCRC). Observe learners as they work in small groups to design a poster aimed at persuading parents to send their children to school. Posters should include clear statements about the benefits of going to school. Posters should be clear, use words and phrases accurately and provide possible contact details for further information and support. In conversation, ask learners to provide evidence that they have conducted some research have conducted some research into the barriers faced by families and their communities with regards to sending their children to school.



### Further Assessment opportunities

#### Conversation:

Ask learners to explain how they selected key messages for their poster and how they conducted research in order to arrive at these conclusions.

#### Observation:

Consider how well learners understand the main barriers to children going to school by listening to their conversations about their own experiences and other related stories that they have heard about families not sending their children to school.



## Subject: Mathematics

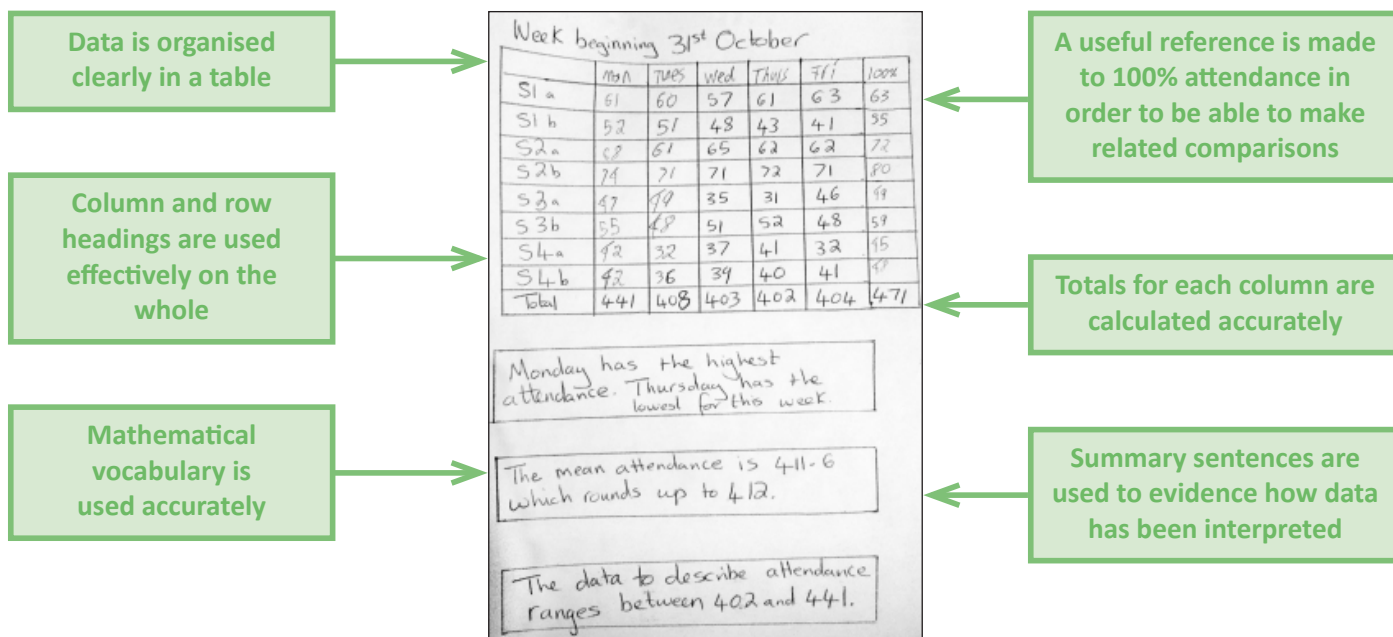
### Learning Outcome:

S3 Term 1 Topic 3. Understand mode, mean and median, as measures of location/central tendency and knows how to find them and when to use them.

### Description of Assessment Strategy:

Observe learners as they work in small groups to collect, compare and analyse data about attendance at school in different year groups. They should begin by discussing what they would like to find out, how they will collect the data and how this data should best be presented in order to make comparisons and draw conclusions about attendance at their school. Learners should make decisions about over what period of time this data needs to be collected. In conversation, discuss various starting points including: Which day or year group has the highest attendance rate? Are morning or afternoon sessions better attended? Which year group or day has the widest range and attendance? Which class of year group has the most variable attendance? All of these questions should provide a further opportunity for learners to explore and compare their answers with each other. Learners should begin to suggest reasons for the variance within this data collection and make plans to test these hypothesis.

Is there a day in the school week which is attended significantly better than others?



## Further Assessment opportunities

### Conversation:

Ask learners to explain how they organised their data collection. How did they check that their data was reasonable? Ask learners to provide other groups with a summary of their findings making use of the term mean and mode accurately.

### Observation:

Watch how learners organise their data collection and subsequent data analysis. Listen to the questions they ask each other to explore how accurately mathematical vocabulary is used and how well learners are able to explain their reasons for data collection in this way.

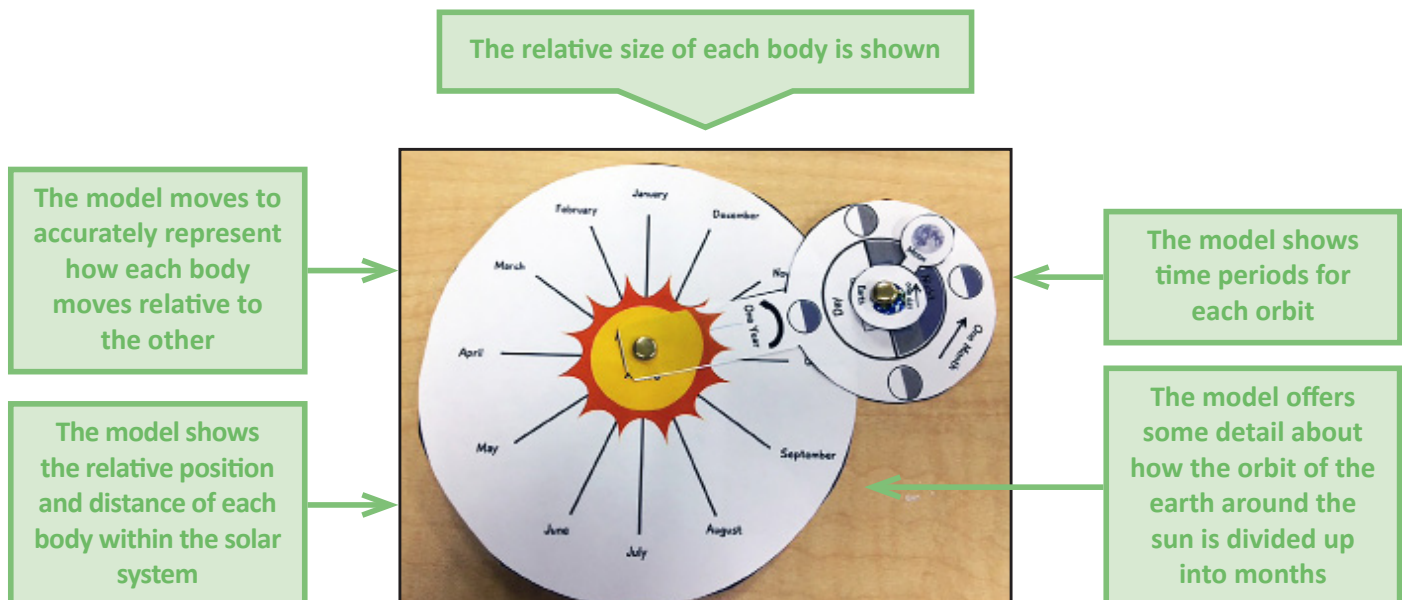
## Subject: Physics

### Learning Outcome:

S2 Term 3. Know the relative sizes, positions and motions of the Earth Sun and Moon system.

### Description of Assessment Strategy:

Learners should talk in small groups about what they already know about the sun, earth and moon. Observe how they prepare a summary of what they know about the relative sizes and positions of these bodies in order to share their learning with others. Based on the shared knowledge of the class and some possible further research, learners should construct a diagram or model to show the relative sizes and positions of the moon, earth and sun.



## Further Assessment opportunities

### Conversation:

Learners should explain the differences and similarities between the earth, sun and moon using the correct scientific terminology. They should be able to answer questions from other learners about the time periods for each orbit and how the position of the earth effects seasonal changes in different countries.

### Observation:

Consider how well learners work together to design their diagram or model. Listen to how well they justify their choices of shapes and information to explain their model.

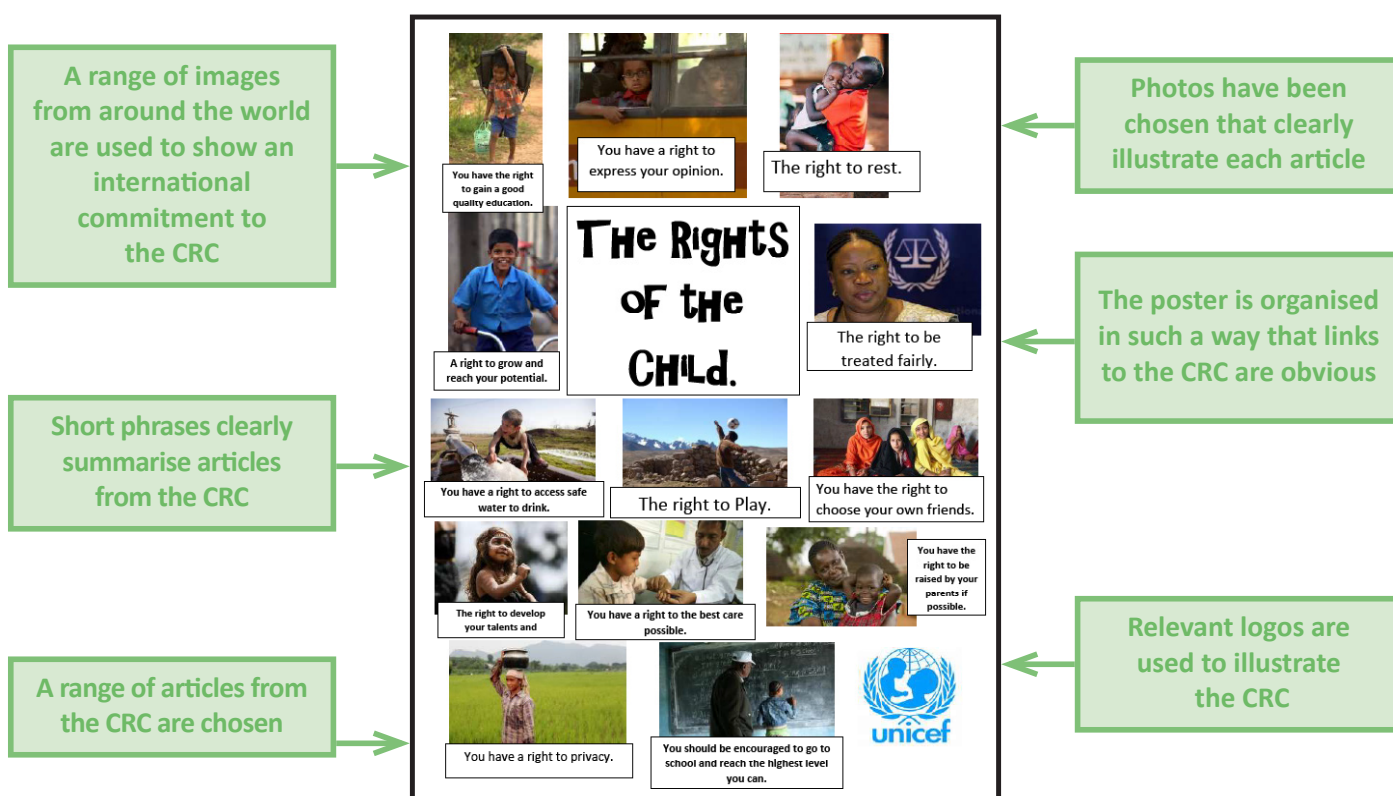
**Subject:** History and Political Education

### Learning Outcome:

S4 Theme 3. Understand the contribution of the United Nations in maintaining peace and development in Uganda.

### Description of Assessment Strategy:

Learners should work in pairs to explore the UN Convention on the Rights of the Child, building on their investigations into how and when the UN has assisted with peace and development of Uganda. They should compare this to the United Nations Human Rights Convention. In conversation, discuss with learners how the Rights of the Child are promoted in their community and what they know about national legislation and laws that protect children also. Learners should select a number (but not all) of rights that they believe to be of particular importance or may be especially challenging and then use a range of resources to find pictures to illustrate aspects of these rights. They should present these pictures in a poster, using short phrases to explain what each pictures or logo is illustrating.



## Further Assessment opportunities

### Conversation:

Learners should explain key features of the CRC, describing how and why they have selected images for their poster. Learners should talk about how they believe Human Rights should be promoted and what challenges different societies may face in doing so.

**Observation:**

Listen to the conversation learners are having about different aspects of the CRC. Consider how well individual learners are able to explain their views and justify their opinions. Consider how well learners listen to each other and respond with appropriate questions to deepen their understanding.