

Subject: Agriculture

S4 Term 2 Topic 4.4. Land Tenure System

Learning Outcome: Know and understand the land tenure system, tenure types and land legislation of Uganda (k, u).

Assessment Strategy: Through conversation and observation, explore the table that learners have created to describe types of tenure systems.

Observation

When learners are in groups, observe their various discussions.
Do their discussions show a good level of understanding about the different types of land ownership in Uganda?

Conversation

To check their understanding, ask questions such as:

- Why are there four different types?
- What are the advantages of disadvantages to the owner or tenant?
- Can you suggest an alternative system of land ownership?

Activity

Drawing on what they have learned about the four types of land tenure in Uganda, learners are asked to draw a table that sets out the features of each type of tenure.

Product

Is the table accurate?
Does it contain all four types?
Does it illustrate features of different land tenure systems?



Subject: Nutrition and Food Technology

S3 Term 1 Topic 17. Food Preparation: Basic Meals

Learning Outcome: Prepare nutritious meals for different categories of people (u, s).

Assessment Strategy: Through conversation and observation, explore how well learners have understood the key features of how to prepare a nutritious breakfast for different categories of people.

Observation

Observe how well learners are able to:

- Show an understanding of dishes and nutrients in group discussion
- Show knowledge of ingredients and equipment
- Show effective skills in relation to preparation and presentation of breakfast dishes
- Correctly measure ingredients

Conversation

Ask the following questions to explore how well learners understand the importance of nutrients.

- What ingredients do you need?
- What nutrients do they have?
- How will the nutrients be affected by cooking?

Activity

Students work in groups to plan nutritious breakfast dishes. They:
Select the dishes that will be nutritious; List the ingredients for preparing each dish; Select the equipment to be used; Prepare and cook the meals; Garnish and serve the dishes.

Product

Explore the breakfast dishes prepared by each group. Check for the following features in order to ensure that the dish has been prepared correctly.

The breakfast dishes selected are nutritious

The are properly cooked and served appropriately

A photograph illustrates food served correctly

A report on the process of preparing a breakfast meal describes nutritious content



Triangulation Examples

Subject: Modern Foreign Languages

S1 Term 1 unit 1.1: Welcome and Introductions

Learning Outcome: Introduce self, stating name, town and country and ask others for the same information. (k, u, s).

Assessment Strategy: In conversation, ask learners to describe the relationship among people in the family using appropriate nouns, possessives and demonstrative pronouns. Through observation, check that the following structures are used correctly:

i) This is +possessive +noun

ii) This is + name

iii) She/he is + profession/occupation

Observation

When learners are in groups performing role-play, observe their introductions and interactions. Are they using appropriate structures, nouns, possessives and demonstrative pronouns?

Conversation

When learners are in groups performing their role-play ask them the prompt questions as above. Can they respond using the learnt language and structures above?

Activity

Group role play

Tell learners that they are going to meet some new people at a community event.

Tell them that they should:

Introduce themselves giving some detail about their family

Describe where they are from

Others in the group can ask prompt questions such as:

Who do you already know?

Introduce...people who they know in...the family

Learners take turns to introduce the family and to ask prompt questions.

Composition writing

Show learners a family photograph. Explain that they are one of the children in the photograph. Ask them to write some short sentences to introduce the people in the photograph to a foreign friend. Explain that they need to use appropriate possessives, nouns, names and professions/occupations.

Product

The sentences about relationships among family members are written correctly and use the learnt structures.

Subject: CRE

S1 Term 1 Topic 2: Christian Rituals and Celebrations

Learning Outcome: Understand the main rituals practised by Christians in order to develop unity and love.

Assessment Strategy: Through conversation and observation, explore how well learners are able to show how Christian rituals create a bond of love and unity.

Observation

Do the learners show their understanding of the rituals in their discussion and decisions about how to prepare the flowchart? Do they know the correct order? Have they included everything?

Conversation

Who uses this ritual? How frequently is it used? Where does it take place?
How does this ritual help develop love and unity?

Activity

Discuss and share ideas about their understanding of a ritual by working in groups to prepare a flowchart that sets the order out of the events and activities during a ritual.

Product

Does the flowchart cover all the elements of the ritual? Are they set out in the correct order?

Subject: Art & Design

S1 Term 1 Unit 1.1. Exploring the Natural Environment

Learning Outcome: Exploring the natural environment to arouse artistic instinct.

Assessment Strategy: Through conversation and observation, explore how well learners use the natural environment to make an artwork such as a collage, drawing, painting or a song.

Observation

Do learners show that they are exploring a range of ideas and stimuli for their art piece? Do they select and critically evaluate the effectiveness of different materials? Does the piece of art work reflect what learners intent to represent?

Conversation

Ask the following questions in order to explore the artwork that has been produced:

Tell me about your collage.
Which aspect of life does it depict?
How did you plan your collage?
Why have you chosen these materials?
How do they help you illustrate this aspect of life?
Tell me about the colours and shapes you have chosen. How do they help illustrate your idea?

Activity

Learners explore ideas for creating a decorative art piece which reflects natural aspects of their own community using traditional and contemporary elements. They should use natural materials to create a collage for example.

Product

Does the collage use natural materials?
Does it show signs of having been planned?
Does it effectively depict an aspect of the environment?



Triangulation Examples

Subject: Physical Education

S1 Term 1 Topic 1.3: Body Conditioning

Learning Outcome: Perform a range of safe warm up and cool down exercises that can be used before and after physical activity.

Assessment Strategy: Observe how well learners are able to practice a range of safe warm up and cool down exercises that can be used before and after a physical activity.

Observation

Listen to the discussion between some groups of learners as they select each exercise. Observe how they practice each warm up and cool down exercise and take notice of any changes they make in order to improve the effectiveness of each movement.

Consider, through observation, how effectively groups work as a team and demonstrate/communicate their sequences to others.

Observe how well learners take note of the dynamic nature of different exercises and how accurately they execute each move.

Conversation

Ask learners to explain and describe the benefits of each selected exercise for fitness and health. Ask them to identify what part of the body each exercise is of benefit to.

Activity

As a class, learners are introduced to the concepts of warm up and cool down, including the elements of stretching. Learners work in small groups to practice and create suitable sequences of warm up and cool down exercises that could be used before physical activity. They should share what they have created with another group.

Product

There is no product in this activity

Triangulation Examples

Subject: Biology

TS1 Term 1 Topic 1.3: Cells

Learning Outcome: Know and understand the structure and functions of a typical animal and plant cell.

Assessment Strategy: Observe how well learners are able to prepare slides for animal and plant cells and identify cell structures when observing them through a microscope.

Observation

- Are they able to focus the microscope effectively?
- Are they able to explain the structures to a fellow learner?
- Are they able to explain the differences between plant and animal cells?
- Are they able to mount the slides?

Conversation

- Ask questions such as these, to explore what learners understand in relation to the slide that they have produced:
 - Describe the structure that you see.
 - What is the difference between the plant and animal cell structures?

Activity

Learners are asked to observe two prepared slides, one of animal cells and one of plant cells. They then observe the slides through a microscope and identify the cell structures. They show their slides to a fellow learner, and explain the structures that they see. They explain to their partner learner the difference between animal and plant cells and make drawing that show the different structures.

Product

- Are their drawings accurate?
- Do they show the structure of the cells?
- Do they show the differences between the cell structures?