UGANDA NATIONAL EXAMINATIONS BOARD

CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST

545 CHEMISTRY

Senior 4, Term 1

Centre/CA No: …… **Year:** ……

Learner's Name: …… **Learner ID:** ……

Instructions to the facilitator:

1. This observation checklist contains **one** competency, 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 Competency (SC)** and **Generic Skill (GS)**.
4. Indicate **N/A** if the learner has not been assessed for a particular level(s).

Theme:	Redox Reactions.
Topic:	Industrial Processes.
Learning Outcome(s):	Describe some of the dangers to the community arising from these industrial processes and the steps that may be taken to minimize these dangers.
Subject Competency (SC):	Appreciates industrial processes.
Generic Skill (GS):	Co-operation and self-directed learning.
Learning Domain:	Affective.

Level 1: Receiving

Subject Competency (SC): The learner receives information on industrial processes (e.g. raw materials used in industrial processes, steps, conditions, and reaction vessels such as blast furnace used in industrial processes, and products (e.g. purified metals or nitrate fertilizer, by-products/wastes e.g. acidic gases of industrial processes, dangers of industrial processes and how to minimize these dangers, etc.) from the teacher, lab technician, peer, video clip, audio clip, etc., through:

 Listening to audio about industrial processes.

- Watching videos about industrial processes.
- Reading articles, books, and science journals on industrial processes.
- Visiting industries/factories.
- Attending talk shows on industrial processes.

Generic Skill (GS): The learner receives information on co-operation and self-directed learning from the teacher/peer/lab technician, etc., through:

- Listening to audio about co-operation and self-directed learning.
- Watching videos about co-operation and self-directed learning.
- Reading articles, books, and science journals on co-operation and self-directed learning.
- Attending talk shows on co-operation and self-directed learning.

Level 1 Indicators	
SC	**GS**

Level 2: Responding

Subject Competency (SC): The learner responds to the information received on industrial processes, by:

- Asking relevant questions on industrial processes.
- Responding to the questions raised on industrial processes.
- Researching on industrial processes on industrial processes.
- Making notes on industrial processes.

Generic Skill (GS): The learner reacts to the information received on co-operation and self-directed learning from the teacher, peer, lab technician, etc., by:

- Asking relevant questions on co-operation and self-directed learning.
- Responding to the questions raised co-operation and self-directed learning.
- Researching on co-operation and self-directed learning.
- Making notes on co-operation and self-directed learning.

Level 2 Indicators	
SC	**GS**

Level 3: Valuing

Subject Competency (SC): The learner demonstrates behavior that reflects an appreciation for industrial processes, by:

- Mapping raw materials used in industrial processes. e.g. ores for extraction of metals, ammonia, and nitric acid for the manufacture of nitrate fertilizers.
- Mapping the dangers associated with obtaining raw materials used in industrial processes.
- Mapping mitigation/prevention strategy to manage the identified dangers associated with obtaining raw materials used in industrial processes.
- Identifying the steps, conditions, and reaction vessels such as blast furnace used in industrial processes.
- Identifying the dangers associated with the steps, conditions, and reaction vessels such as blast furnace used in industrial processes.
- Identifying mitigation/prevention methods/strategies for the identified dangers associated with the steps, conditions, and reaction vessels such as blast furnace used in industrial processes.
- Identifying industrial products. e.g. purified metals or nitrate fertilizer, by-products/wastes. e.g. acidic gases of industrial processes.
- Identifying dangers associated with industrial products. e.g. purified metals or nitrate fertilizer, by-products/wastes. e.g. acidic gases.
- Identifying mitigation/prevention of the identified dangers associated with industrial products (purified metals or nitrate fertilizer, by-products/wastes. e.g. acidic gases).

Generic Skill (GS): Demonstrating co-operation and self-directed learning concerning industrial processes, the learner:

- Works effectively in diverse teams.
- Interacts effectively with others.
- Takes responsibility for own learning.
- Works independently with persistence.
- Manages goals and time.

Level 3 Indicators	
SC	**GS**

Level 4: Organisation

Subject Competency (SC): The learner influences others on industrial processes, through:

- Sensitising others on the benefits/importance of industrial processes.
- Sensitising others on the dangers of industrial processes.

- Sensitising others on how to minimize the dangers of industrial processes.
- Condemning unlawful disposal of industrial wastes.
- Proposing how industrial wastes should be disposed of.
- Encouraging others to take a keen interest in industrial processes.

Generic Skill (GS): The learner influences others to demonstrate co-operation and self-directed learning concerning industrial processes, through:

- Encouraging others to work effectively in diverse teams.
- Encouraging others to interact effectively with others.
- Encouraging others to take responsibility for their learning.
- Encouraging others to work independently with persistence.
- Encouraging others to manage goals and time.

Level 4 Indicators	
SC	**GS**

Level 5: Characterisation

Subject Competency (SC): The learner consistently demonstrates an appreciation for industrial processes, by:

- Promoting the benefits of industrial processes.
- Identifying emerging challenges associated with industrial processes.
- Coming up with or designs practical ways of managing industrial wastes.
- Condemning the wrong disposal of industrial processes wastes.

Generic Skill (GS): The learner consistently demonstrates co-operation and self-directed learning regarding industrial processes, 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**