UGANDA NATIONAL EXAMINATIONS BOARD

CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST

535 PHYSICS

Senior 4, Term 2

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:	Electricity
Topic:	Electric energy distribution and consumption.
Learning Outcome(s):	1. Understand the distribution of electricity from the source to consumer units. 2. Understand the energy transformations in common domestic electrical devices and how energy can be saved. 3. Understand how to use mains electricity safely and know the insulation colour codes used in domestic wiring. 4. Know the dangers of mains electricity and understand how these may be minimised by safety devices, and by sensible precautions. 5. Know how to read a domestic electricity meter and its significance. Appreciate the importance of the use of energy-saving appliances.

Subject Competency (SC):	Appreciates electric energy distribution and consumption.
Generic Skill (GS):	Cooperation & self-directed learning.
Learning Domain:	Affective.

Level 1: Receiving

Subject Competency (SC): The learner receives information on electric energy distribution and consumption, through:

- Listening to the teacher/peer/electrician or resource person.
- Watching video clip.
- Listening to audio clip.
- Reading materials.
- Consulting others.
- Site visits of electric energy power plant/station and transmission sub-stations.

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/science journals, etc., 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 electric energy distribution and consumption, by:

- Asking questions.
- Responding to questions raised by the teacher/peer/electrician/laboratory technician, etc.
- Researching to obtain more information.
- Making notes.

Generic Skill (GS): The learner reacts to the information received on co-operation and self-directed learning, 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): Demonstrating behavior that reflects an appreciation for electric energy distribution and consumption, the learner:

- Demonstrates an understanding of electricity distribution from source to consumer units.
- Knows energy transformations in common domestic electrical devices.
- Mentions how energy can be saved.
- Follows appliance instructions for improved electrical safety.
- Saves electrical energy (switches off lights when not needed, disconnects power source when not in use, avoids overloading of a socket, etc.).
- Opens power plug, identifies each insulation colour code used in domestic wiring, correctly, and unscrews live, neutral, and earthing wires. Also fixes them back correctly.
- Minimises the dangers of mains electricity by using only insulated electrical equipment, avoiding contact with water when dealing with electricity, condemning and avoiding overloading of a socket, etc.
- Opens the plug correctly, tells whether the fuse is working or not, and can read the current rating of the fuse.
- States sensible precautions needed to minimise the dangers of mains electricity.
- Reads a domestic electricity meter.
- Recommends the use of energy-saving appliances or buys energy-saving appliances.

Generic Skill (GS): Demonstrating co-operation and self-directed learning while valuing electric distribution and consumption, 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 electric energy distribution and consumption, by:

- Sensitising others on electricity distribution from source to consumer units.
- Sensitising others on how to use mains electricity safely.
- Sensitising others on the dangers of mains electricity.
- Sensitising others on insulation colour code used in domestic wiring.
- Sensitising others on how the dangers of mains electricity are minimised by safety devices.
- Sensitising others on sensible precautions needed to minimise the dangers of mains electricity.
- Sensitising others on energy transformations in common domestic electrical devices.
- Sensitising others on how energy can be saved.
- Encouraging others to use energy-saving appliances.
- Helping others in reading a domestic electricity meter.
- Condemning those who construct under the high voltage electric lines.
- Condemning those who vandalise electric power pylons for selfish benefits.
- Condemning illegal connections.

Generic Skill (GS): The learner influences others to demonstrate co-operation and self-directed learning concerning electric energy distribution and consumption, 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): Demonstrating behavior that reflects an appreciation for electric energy consistently, the learner:

- Explains how electricity distribution from the source to consumer units.
- Knows the dangers of mains electricity.

- Knows how to minimise the dangers of mains electricity and uses safety devices.
- Takes sensible precautions needed to minimise the dangers of mains electricity. e.g. insulating bare wires, not fixing electric conductors into the sockets, etc.
- Knows energy transformations in common domestic electrical devices.
- Encourages others to save electrical energy, and saves electrical energy (switches off lights when not needed, disconnects power source when not in use, uses only insulated electrical equipment, avoids contact with water when dealing with electricity, condemns and avoids overloading of a socket, etc.).
- Recommends the use of energy-saving appliances or buys energy-saving appliances.
- Classifies insulation colour code used in domestic wiring.

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