



**UGANDA NATIONAL EXAMINATIONS BOARD**

**CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST  
273 GEOGRAPHY**

**Senior 3, 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)**.

<b>Theme:</b>	Further use of maps; Introduction to the rest of Africa.
<b>Topic(s):</b>	The relief regions and drainage of Africa
<b>Learning Outcome(s):</b>	1. Draw diagrams to show the formation of important physical features.  2. Use a sketch map to show the major relief regions, rivers and lakes in Africa.
<b>Subject Competency (SC):</b>	Represents and analyzes geographical information to identify relationships, patterns, and trends.
<b>Generic skill (GS):</b>	Creativity and innovation
<b>Learning Domain:</b>	Psychomotor

**Level 1: Imitation**

**Subject Competency (SC): Imitating teacher, peers, audio-visual recordings represent and analyze geographical information to identify relationships, patterns and trends, the learner:**

- ☐ Selects the form/method to use to represent the information (sketch maps, diagrams, cross sections, photographs, statistics, tables and graphs)
- ☐ Uses the form/method to represent the information
- ☐ Analyses the information represented
- ☐ Develops conclusions
- ☐ Makes recommendations

**Generic skill (GS): Imitating teacher, peers, audio-visual recordings demonstrating creativity and innovation while representing and analyzing geographical information to identify relationships, patterns and trends, the learner:**

- ☐ Uses imaginations to explore possibilities
- ☐ Works with others to generate ideas
- ☐ Suggests and develops new solutions
- ☐ Tries out innovative alternatives
- ☐ Looks for patterns and makes generalizations

Level 1 Indicators	
SC	GS

## Level 2: Manipulation

**Subject Competency (SC): Following instructions from teacher, peers, audio-visual recordings represent and analyze geographical information to identify relationships, patterns and trends, the learner:**

- ☐ Selects the form/method to use to represent the information (sketch maps, diagrams, cross sections, photographs, statistics, tables and graphs)
- ☐ Uses the form/method to represent the information
- ☐ Analyses the information represented
- ☐ Develops conclusions
- ☐ Makes recommendations

**Generic skill (GS): Following instructions from teacher, peers, audio-visual recordings in demonstrating creativity and innovation while representing and analyzing geographical information to identify relationships, patterns and trends, the learner:**

- ☐ Uses imaginations to explore possibilities
- ☐ Works with others to generate ideas
- ☐ Suggests and develops new solutions
- ☐ Tries out innovative alternatives
- ☐ Looks for patterns and makes generalizations

Level 2 Indicators	
SC	GS

### Level 3: Precision

**Subject Competency (SC): Representing and analyzing geographical information to identify relationships, patterns and trends independently but with minimal errors, the learner:**

- ☐ Selects the form/method to use to represent the information (sketch maps, diagrams, cross sections, photographs, statistics, tables and graphs)
- ☐ Uses the form/method to represent the information
- ☐ Analyses the information represented
- ☐ Develops conclusions
- ☐ Makes recommendations

**Generic skill (GS): Demonstrating creativity and innovation independently while representing and analyzing geographical information to identify relationships, patterns and trends, the learner:**

- ☐ Uses imaginations to explore possibilities
- ☐ Works with others to generate ideas
- ☐ Suggests and develops new solutions
- ☐ Tries out innovative alternatives
- ☐ Looks for patterns and make generalizations.

Level 3 Indicators	
SC	GS

### Level 4: Articulation

**Subject Competency (SC): Representing and analyzing geographical information to identify relationships, patterns and trends innovatively/accurately, the learner:**

- ☐ Selects the form/method to use to represent the information (sketch maps, diagrams, cross sections, photographs, statistics, tables and graphs)
- ☐ Uses the form/method to represent the information
- ☐ Analyses the information represented
- ☐ Develops conclusions
- ☐ Makes recommendations

**Generic skill (GS): Demonstrating creativity and innovation while representing and analyzing geographical information to identify relationships, patterns and trends, the learner:**

- ☐ Uses imaginations to explore possibilities

Level 4 Indicators	
SC	GS

- ☐ Works with others to generate ideas
- ☐ Suggests and develops new solutions
- ☐ Tries out innovative alternatives
- ☐ Looks for patterns and make generalization

### **Level 5: Naturalization**

**Subject Competency (SC): Representing and analyzing geographical information to identify relationships, patterns and trends with ease/naturally, the learner:**

- ☐ Selects the form/method to use to represent the information (sketch maps, diagrams, cross sections, photographs, statistics, tables and graphs)
- ☐ Uses the form/method to represent the information
- ☐ Analyses the information represented
- ☐ Develops conclusions
- ☐ Makes recommendations

**Generic skill (GS): Demonstrating creativity and innovation naturally while representing and analyzing geographical information to identify relationships, patterns and trends, the learner:**

- ☐ Uses imaginations to explore possibilities
- ☐ Works with others to generate
- ☐ Suggests and develops new solutions
- ☐ Tries out innovative alternatives
- ☐ Looks for patterns and make generalization

Level 5 Indicators	
SC	GS