



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)**.

Theme:	Further use of maps; Introduction to the rest of Africa.
Topic(s):	The relief regions and drainage of Africa
Learning Outcome(s):	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.
Subject Competency (SC):	Represents and analyzes geographical information to identify relationships, patterns, and trends.
Generic skill (GS):	Creativity and innovation
Learning Domain:	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