



UGANDA TEACHERS' EDUCATION CONSULT (UTEC)

NEW DEVELOPMENTS

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ITEM SETTING / CONTENT FRAME WORK

FOR NLSC GEOGRAPHY FOR ITEMs 1-6.

ITEM 1: Map skills.

- ✓ Appreciates; the movement of the sun, weather, climate and natural vegetation and their effect on the people's life style.
- ✓ Using Map reading and map use skills, case-study maps, other geographical tools, techniques and methods to represent and analyse each.
- ✓ Topics include:
 - a) The earth and its movements.
 - b) Weather and climate.
 - c) Climate and natural vegetation in East Africa.
 - d) Climate change in East Africa and the world.
 - e) Major climate zones of the world.
 - f) Further skills in map reading and map use.
 - g) The climate and vegetation of Africa.

ITEM 2: Photograph skills.

- ✓ Appreciates innovative and sustainable utilization of natural resources.
- ✓ Apply photographs and other geographical tools, techniques and methods to analyse and represent their use and management.
- ✓ Topics to consider are:
 - a) MINING IN EAST AFRICA
 - b) DEVELOPMENT OF MANUFACTURING INDUSTRIES IN EAST AFRICA.
 - c) SUSTAINABLE USE OF FISHERIES RESOURCES IN EAST AFRICA.
 - d) WILD LIFE CONSERVATION AND TOURISM IN EAST AFRICA.
 - e) FORESTS, FOREST RESOURCES AND FORESTRY IN EAST AFRICA.
 - f) IRRIGATION FARMING IN AFRICA AND CHINA.
 - g) MINERAL RESOURCES AND MINING IN AFRICA.
 - h) INDUSTRIAL DEVELOPMENT IN AFRICA.
 - i) MINING AND INDUSTRIAL DEVELOPMENT IN CHINA.

Section B:

This section has two Parts I and II.

Answer one item from this part.

Section B: Part 1 (Items 3 + 4)

ITEM 3: Relief and its influence on people's life.

- ✓ Appreciates the location of Earth at different scales and their effect on people's life style and development.
- ✓ **Approach:** use of basic geographical tools and methods to locate, represent and analyse them.
- ✓ Essay write up to display knowledge and understanding of geographical phenomena.
- ✓ **Topics to consider are:**
 - a) Introduction to geography. With emphasis on environment.
 - b) Location, size and relief regions of East Africa.
 - c) Location and size of Africa and her Resources.

ITEM 4:

- ✓ Appreciate the formation of major landforms and drainage features.
- ✓ Their effect on people's way of life and development.
- ✓ **Approach:** through the use of basic geographical tools and methods to analyse them
- ✓ **Competence test on Knowledge and Understanding.**

Topics include:

- a) Formation of major landforms and drainage in east Africa.
- b) The relief regions and drainage of Africa.

Section B: Part II

Answer one item from this part.

ITEM 5 + 6 : Emphasis Statistics here.

- ✓ Appreciate population dynamics, urbanization and their impact, the development of transport, communication and trade.
- ✓ **Approach:** Analyse these using statistics diagrams: including charts, graphs, flow charts, population pyramids and other basic geographical tools, techniques and methods.
- ✓ **Competence tests on Essay write ups to display knowledge and understanding application of data in support material.**
- ✓ **Topics consider are:**
 - a) Population and urbanisation in East Africa.
 - b) Transport and communication in East Africa.
 - c) Trade within and outside East Africa.
 - d) Population and urbanisation in Africa.
 - e) Development of transport, communication and trade in Africa.
 - f) Trade between Africa and the rest of the world.

Proposed layout of the Learners write up on evaluation of learners work as per retooling program of National Examination scorer's, on September/2024.

Evaluation is based on the syllabus content as a guided and designed by NCDC.

Evaluation shall be based on the Learning outcomes in the syllabus including;

- ✓ Knowledge
 - ✓ Understanding
 - ✓ Appreciate.
 - ✓ Drawing skills.
- } “KUSVA”

The construction of the test items is done with the background to ensure all abilities / individual differences of learners are catered for.

Note that:

Knowledge based questions investigate recall information.

Understanding based questions investigate ability to go for deeper explanation of the context to bring the meaning through: Explanation, description, examine, illustration / drawing, Etc.

To appreciate calls for application / Naturalisation of what is learnt on real life and environment (life and all that is physical and human surrounding).

Also the learners write / essay/ sentence should show all these components in a sequence of the sentence presented the contains

- ✓ Conceptual Knowledge (CK) - (What)
- ✓ Conceptual understanding (CU) – (How)
- ✓ Application of Knowledge (AP) – (Where).

i.e. The sentence of the learner should have : identify the (Factor/problem/solution), + cause/ how /role/use + apply it on real life – by showing its impact/effect.
Teachers are called to adjust notes to this effect.

No Consideration will be given to : identification of the problem + Learners opinion.

Item setting / Elements of construct.

A. Element of construct -1 : Map reading and map use.

Basis of evaluation is to find out if the learner can:

- DV - means Demonstrate variety of physical and human features from a map extract using:
 - ✓ Locations by help of : Grid reference, Bearings
 - ✓ Calculation of Area.

- ✓ Drawing sketch maps from map extract
- ✓ Drawing cross-section.

- MW – means Measures weather. Questions that investigate application of topics that are in content frame work item 1 – Weather and climate, Climate and natural vegetation in East Africa.

Note: The learner's response should show:

- ▲ Conceptual Knowledge (ck) /what/ identify + conceptual understanding (cu) / How /Evidence + Application (Ap) / location of the evidence.

- IC - means Influence of climate. Questions that investigate the impact of human activity on climate and environment are used here.
 - ✓ Destruction of vegetation /deforestation,
 - ✓ Destruction of swamps / wetlands.
 - ✓ Destruction of varied landforms.
 - ✓ Etc.

Note: The learner's response should show:

- ▲ Conceptual Knowledge (ck) /what/ identify + conceptual understanding (cu) / How /Evidence + Application (Ap) / location of the evidence.

B. Element of construct -2 : Photograph skills:

Basis of evaluation is to find out if the learner can:

- DP
- Su
- ✓ DP – Demonstrate use of Photographs

Questions investigate the learner's ability to show skills in areas of

- Parts of the photograph to locate of features.
- Drawing a landscape sketch.
- Applying features in correct parts.

The learner will basically demonstrate conceptual Knowledge (ck)

- ✓ **SU** – Sustainable Utilisation of resources.
These questions will investigate the
 - Relationship between physical and human features on environment.
 - Effects of physical and human features on environment.
 - Influence of physical features on people's life.
 - Potential utilisation of features improve people's activities.
 - Problems.
 - Solutions.

Note: The learner's response should show:

- ▲ **Conceptual Knowledge (ck) /what/ identify + conceptual understanding (cu) / How /Evidence + Application (Ap) / location of the evidence.**

C. Element of construct -3 +4 :

- ▲ **Formation of major landforms and drainage in east Africa.**
- ▲ **The relief regions and drainage of Africa.**

Basis of evaluation is to find out if the learner can:

✓ **DF**

✓ **LF**

▲ **DF- Different features**

Formation and development of Landforms / Features and Drainage features.

This is Factual geography.

use “IDEED” approach

- ✓ Identify feature and process,
- ✓ Define it,
- ✓ Explain the formation process,
- ✓ Examples of resultant features,
- ✓ Draw / illustrate the feature.

Examples of varied features are; Rift valley, volcanic highlands, etc., Lakes, etc.

The learner will basically demonstrate conceptual Knowledge (ck)

▲ **LF – Link features.**

Questions will seek to investigate the:

- ✓ Impact/effect of landforms on people’s life.
- ✓ Influence of drainage / landforms on human beings.
- ✓ How people can utilise these feature to the benefit.

Note: The learner’s response should show:

- ▲ **Conceptual Knowledge (ck) /what/ identify + conceptual understanding (cu) / How /Evidence + Application (Ap) / location of the evidence.**

D. Element of construct : 5 +6.

Appreciate population dynamics, urbanization and their impact, the development of transport, communication and trade.

Basis of evaluation is to find out if the learner can:

✓ **US**

✓ **DL**

US – Understand Statistics.

Questions shall have 2 options displayed, one in either item 5 or item 6.

- # One question will be direct, asking a particular method of statistics to apply.
- # the other option will leave the learner to decide on the method given the data/ support material.
- # Emphasis is practice to draw all statistical methods including;
 - ✓ Simple / grouped/ cumulative Bar graphs
 - ✓ Simple / grouped / cumulative Line graphs.
 - ✓ Divided charts / Pie charts.
 - ✓ Population pyramid.
 - ✓ Etc
- # Learner show clearly display components of Marginal Information that include:
 - ▲ Title + labelling (axes / pie chart) + shade bars / a pie chart etc. (ck)
 - ▲ Accuracy by applying correct points. (Ap).
- # Other possible questions related to drawing graphs that can be investigated are the:
- # Trend – this will require the learner to demonstrate knowledge the sequence below
 - ▲ Period + what happened. (ck)
 - ▲ By how much / quantity (add units applied in data). (Ap)
- # Reasons/ factors for the above trend.
 - ▲ This situation can call for: Causes (Increasing trend) + Problems (Decreasing trend).

DL - Demonstrate Links.

Questions will investigate learner's ability to link;

Population dynamics, Urbanization and their impact, the development of transport, communication and trade.

- Causes
- Factors
- Contributions / benefits
- Challenges
- Recommendations / solutions

Learners are encouraged to write using descriptive language with relevant examples to display understanding and knowledge.

Fully explain points and discourage using phrases, paraphrasing statements as much as possible.

Give more information/ write more points to be sure of high scores.

Note: The learner's response should show:

- ▲ **Conceptual Knowledge (ck) /what/ identify + conceptual understanding (cu) / How /Evidence + Application (Ap) / location of the evidence.**

Test specifications:

Marking / scoring will emphasis on the following.

- ▲ CK – conceptual Knowledge. (What).
- ▲ CU – Conceptual Understanding. (How / when / Why).
- ▲ AP – Application (where / Impact / use of factor.

Score guide / success criterion

It shows the level of achievement of the learner.

Element of Achievement	Basis of Evaluation	Excellence 4 scores	Advanced 3 scores	Satisfactory 2 scores	Basic 1 score	Inadequate
Item 1: Map use	✓ DV ✓ MW ✓ IC	Learner can present: Ck+Cu+Ap above 5 scores	Learner can present: Ck+Cu+Ap 3- 4 scores	Learner can present: Ck+Cu+Ap 1-2 scores	Learner can present: Ck+Cu+Ap 1 scores	OO score, Wrong score
Item 2: Photograph skills	✓ DP ✓ SU					
Item 3 +4 Landforms + drainage.	✓ DF ✓ LF					
Item 5 +6: Population, Urbanisation, transport and trade	✓ US ✓ DL					

Score grid.

This score grid will now appear at the back of the item paper.

The score grid shall be for each item.

It will be basically for scorer's use only.

illustration below

Item no.	
Basic code	Score

Item no.	5
Basic code	Score
US	4
DL	3

OTHER DETAILS ARE RESERVED FOR EXAMINERS.