



UGANDA NATIONAL EXAMINATIONS BOARD

CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST

273 GEOGRAPHY

Senior 3, Term 3

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:	Forestry and irrigation in Africa and other parts of the World.
Topic(s):	Forests, forest resources and forestry in Africa.
Learning Outcome(s):	Appreciate the need to preserve the natural environment.
Subject Competency (SC):	Appreciates the need to preserve the natural environment.
Generic skill (GS):	Critical thinking and problem solving.
Learning Domain:	Affective.

Level 1: Receiving

Subject Competency (SC): The learner receives information about the need to preserve the natural environment through:

- ☐ Reading.
- ☐ Making site visits.
- ☐ Listening to (teachers/ peers/ meteorologists, or audio-visual recordings etc.)
- ☐ Consulting (teachers/ peers/ meteorologists, etc.)

- ☐ Watching videos.

Generic skill (GS): The learner receives information about Critical thinking and problem solving while appreciating the need to preserve the natural environment through:

- ☐ Reading.
- ☐ Making site visits.
- ☐ Listening to (teachers/ peers/ meteorologists, or audio-visual recordings etc.)
- ☐ Consulting (teachers/ peers/ meteorologists, etc.)
- ☐ Watching videos.

Level 1 Indicators	
SC	GS

Level 2: Responding

Subject Competency (SC): The learner reacts to information received about the need to preserve the natural environment by:

- ☐ Asking questions.
- ☐ Responding to questions.
- ☐ Making notes.
- ☐ Carrying out research.
- ☐ Discussing.

Generic skill (GS): The learner reacts to information received about Critical thinking and problem solving while appreciating the need to preserve the natural environment by:

- ☐ Responding to questions.
- ☐ Making notes.
- ☐ Carrying out research.
- ☐ Discussing.
- ☐ Asking questions.

Level 2 Indicators	
SC	GS

Level 3: Valuing

Subject Competency (SC): The learner demonstrates behavior that reflects appreciates the need to preserve the natural environment by:

- ☐ Planting trees to replace the depleted ones.

- ☐ Collecting and separating wastes like synthetic from decomposing wastes.
- ☐ Using designated and rightful pathways.
- ☐ Digging trenches or channels to direct running water.
- ☐ Dredging waste blocked water sources or silted water sources.
- ☐ Recycling non-decomposing or non-bio-degradable materials.
- ☐ Disposing waste in designated areas.
- ☐ Writing articles emphasizing environmental protection.

Generic skill (GS): The learner demonstrates behavior that reflects Critical thinking and problem solving while appreciating the need to preserve the natural environment by:

- ☐ Planning and carrying out investigations.
- ☐ Sorting and analyzing information.
- ☐ Identifying problems and ways forward.
- ☐ Predicting outcomes and making reasoned decisions.
- ☐ Evaluating different solutions.

Level 3 Indicators	
SC	GS

Level 4: Organization

Subject Competency (SC): The learner influences others to appreciate the need to preserve the natural environment by;

- ☐ Encouraging.
- ☐ Sensitizing.
- ☐ Counseling.
- ☐ Reminding.
- ☐ Motivating.
- ☐ Guiding.
- ☐ Organizing.
- ☐ Supporting others.

Generic skill (GS): The learner influences others to demonstrate behavior that reflects critical thinking and problem solving while appreciating the need to preserve the natural environment by:

- ☐ Encouraging.
- ☐ Sensitizing.
- ☐ Counseling.
- ☐ Reminding.
- ☐ Motivating.

Level 4 Indicators	
SC	GS

- ☐ Guiding.
- ☐ Supporting others.

Level 5: Characterization

Subject Competency (SC): The learner consistently appreciates the need to preserve the natural environment by:

- ☐ Planting trees to replace the depleted ones.
- ☐ Collecting and separating wastes like synthetic from decomposing wastes.
- ☐ Using designated and rightful pathways.
- ☐ Digging trenches or channels to direct running water.
- ☐ Dredging waste blocked water sources or silted water sources.
- ☐ Recycling non-decomposing or non-bio-degradable materials.
- ☐ Disposing waste in designated areas.
- ☐ Demonstrating concern for well being of flora and fauna affected by environmental degradation.
- ☐ Organizing environmental awareness campaigns.
- ☐ Writing articles emphasizing environmental protection.

Generic skill (GS): The learner consistently demonstrates behavior that reflects critical thinking and problem solving while appreciating the need to preserve the natural environment by:

- ☐ Planning and carrying out investigations.
- ☐ Sorting and analyzing information
- ☐ Identifying problems and ways forward.
- ☐ Predicting outcomes and makes reasoned decision.
- ☐ Evaluating different solutions.

Level 5 Indicators	
SC	GS