



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 about the need to preserve the natural environment by;

- ☐ Asking questions
- ☐ Responding to questions about work ethics
- ☐ Making notes
- ☐ Carrying out research
- ☐ Discussing

Generic skill (GS): The learner reacts to information 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 makes reasoned decision
- ☐ 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
- ☐ 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
- ☐ Guiding

Level 4 Indicators	
SC	GS

- ☐ 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.
- ☐ 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 making reasoned decisions
- ☐ Evaluating different solutions

Level 5 Indicators	
SC	GS