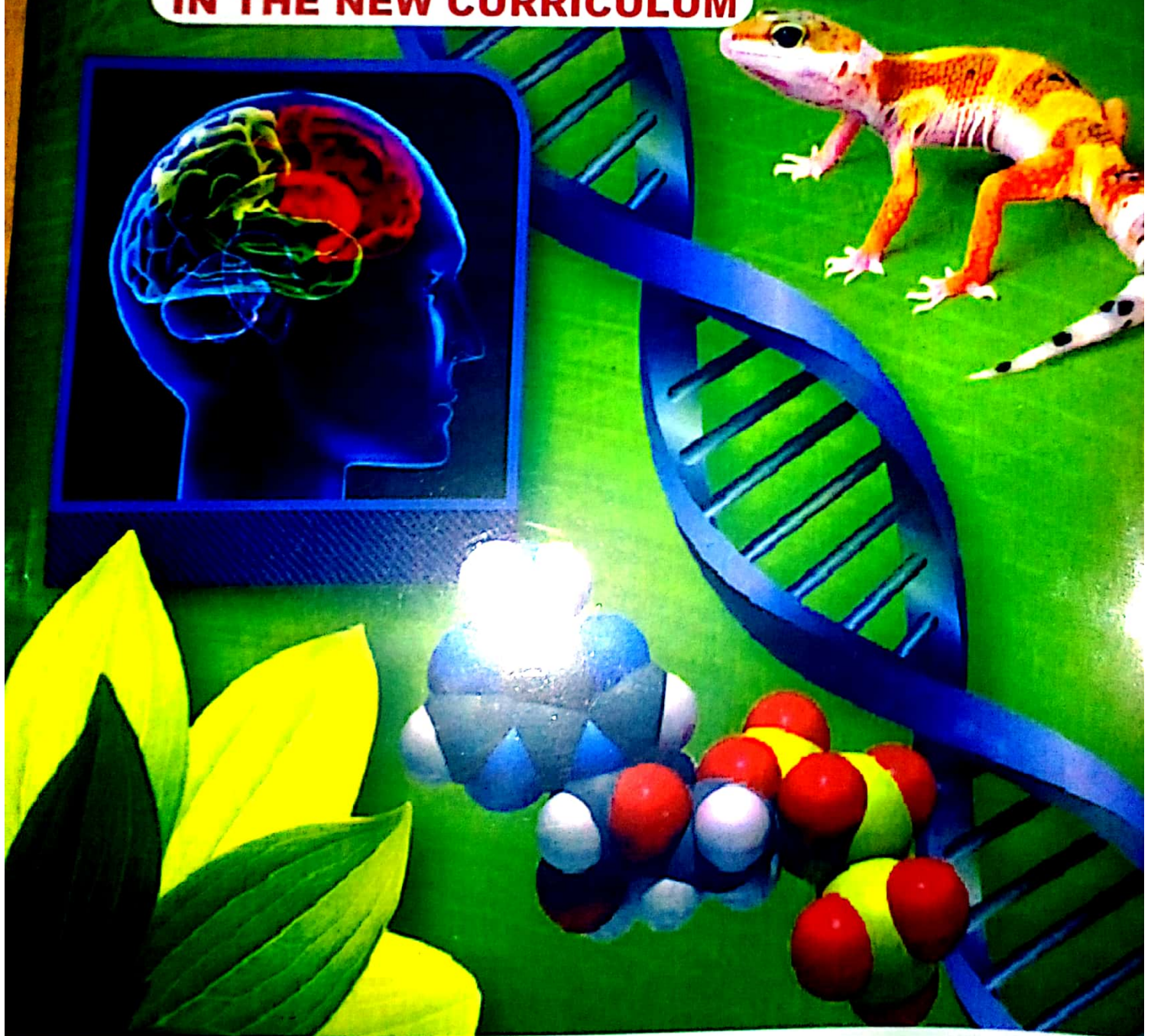


EXCEL IN U.C.E

THIRD EDITION

Biology

**WITH A+
IN THE NEW CURRICULUM**



COMPILED BY: BUYI MILON
0784 296040 / 0752 057694

- Biology Paper 1 (Theory)
- 1. 553/1 Biology Paper 1 (Theory)
- 2. 553/2 Biology Paper 2 Practical or 553/3 Biology Paper 3 (Practical)
- In the New Lower Secondary Curriculum (NLSC), all examination items are based.

Meaning of a Scenario Examination Item/question.

- A Scenario is a set of information a learner needs to mobilize his or her knowledge and skills to solve a real-life problem/task/challenge.
- It is a realistic or hypothetical situation or problem presented to a learner to evaluate their ability, their knowledge, skills to solve a real-life problem.
- The scenario must have a problem or contraction affecting a group of people or an individual.
- A scenario must demand knowledge/skills from different competences.
- A scenario generally includes the following:
 - ✓ **Introduction:** Sets the context and provides background information.
 - ✓ **Description of problem/challenge:** for a learner to respond to.
 - ✓ **Relevant information/support material** such as data, images, videos, etc.
 - ✓ **Requirement/criteria:** Outlines requirements that the learner must respond to a task.
 - ✓ **Clear Task:** specifying the steps a test taker has to go through in order to respond to a task.
- The task must depend on the scenario.

Elements of construct in Biology Examinations.

- Items in Biology Paper 1 (theory) are developed basing on the five categories of related topics/competences called **elements of construct**.
- Items in Biology Paper 2 (practical) or paper 3 (practical) are developed basing on two categories of inter-related topics/competences called **elements of construct**.

Elements of Construct for 553/1 Biology Paper 1

Item	Elements of Construct	Themes/Topics/Sub-Topics
Item 1	Understands how plants obtain and use nutrients to meet their requirements during which raw materials and products are carried to and from various organs involved.	<ul style="list-style-type: none"> • Plant cells. • Nutrition in green plants. • Transport in green plants. • Respiration in plants. • Growth and development in plants.
Item 2	Appreciate how the human body is coordinating various activities to ensure normal	<ul style="list-style-type: none"> • Chemical coordination in humans. • Nervous coordination in humans. • Receptor organs in man.

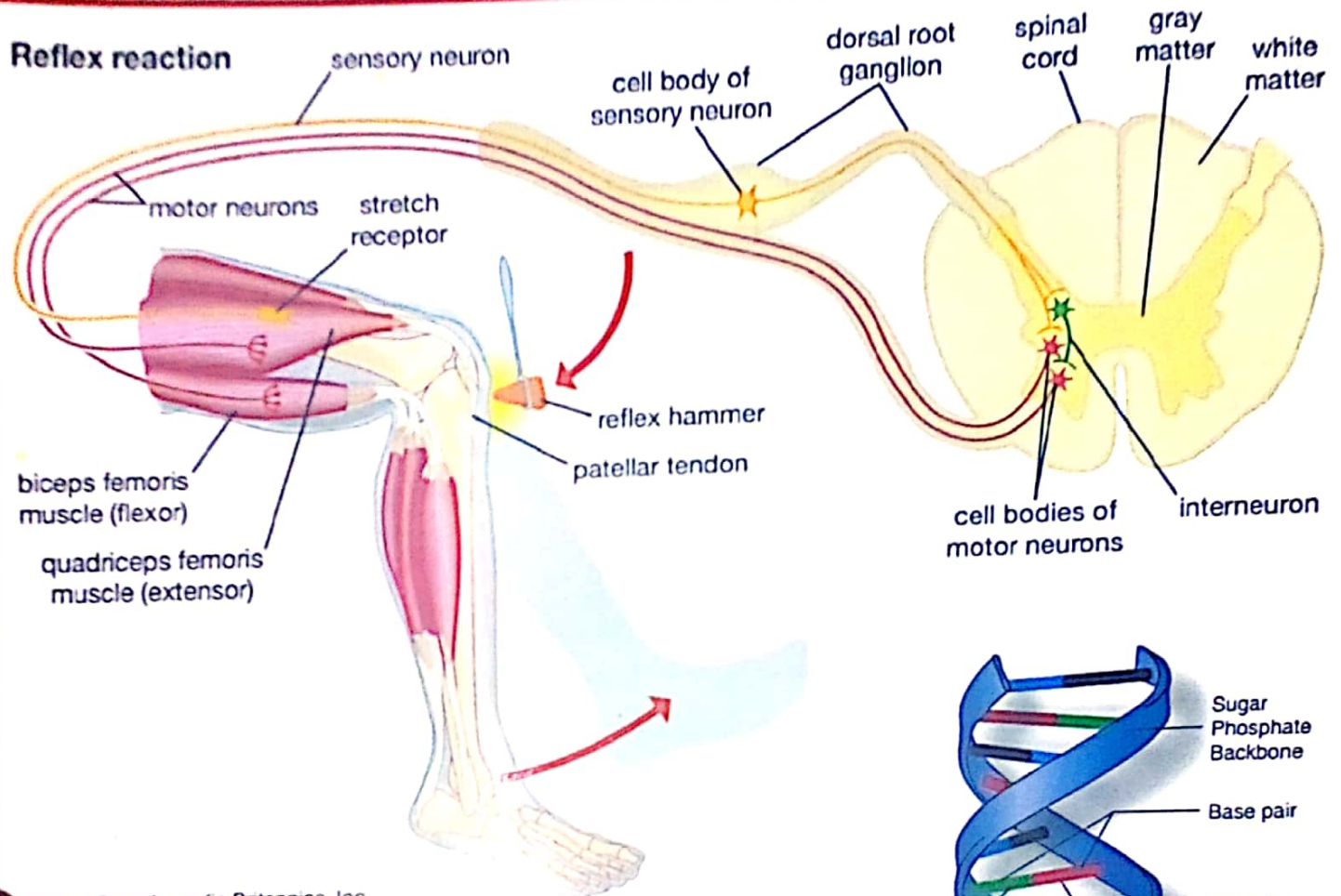
3	functions of body systems	<ul style="list-style-type: none"> • Locomotion in mammals
4	Appreciates how characteristics are inherited in living organisms, passed through reproduction and are manifested as organisms grow.	<ul style="list-style-type: none"> • Cell division • Inheritance. • Variation and selection. • Sexual reproduction in plants and humans. • Growth and development in plant and animals
5	Understand diversity of living things and sustainability of natural resources	<ul style="list-style-type: none"> • Diversity of living things. • Soil • Ecology/interrelationships
6	Understands how mammals obtain and use nutrients to meet their energy requirements during raw materials and products are carried to and from various organs involved	<ul style="list-style-type: none"> • Nutrition in animals. • Transport in animals. • Gaseous exchange in mammals. • Respiration in animals. • Excretion in animals • Growth and development in animals.

Elements of Construct for 553/2 & 3 Biology Paper 2 & 3.

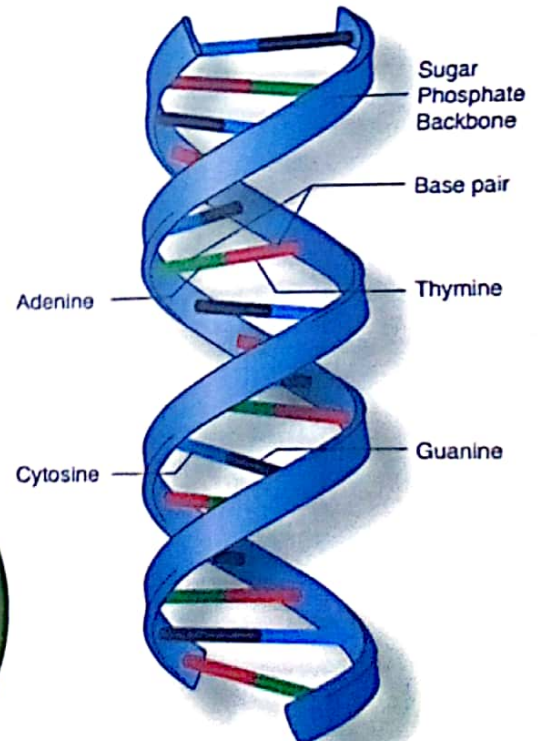
	Element of Construct	Topics/Sub-Topics
1	Appreciates scientific inquiry/process skills in Biology.	<ul style="list-style-type: none"> • Nutrient compounds and food tests. • Enzyme activity • Physical and chemical properties of soil. • Osmosis • Diffusion • Respiration
2	Appreciates the structure and function in living organisms	<ul style="list-style-type: none"> • Insects • Flowering plants (roots, stems, leaves, flowers, seeds and fruits). • Physical and chemical properties of soil. • Mammalian teeth • Bones such as cervical, thoracic and lumbar vertebrae

ABOUT AUTHOR

BUYI MILON is a seasoned Biology teacher who taught in various schools in the country such as **MILESTONE STAR HIGH SCHOOL, BUGISU HIGH SCHOOL, KAWOOWO SSS ENTEBBE SENIOR SEC SCHOOL**, and currently teaching **MERRYLAND HIGH SCHOOLS ENTEBBE**. He has participated in evaluating and assessing students in different assessment bodies, given the past expertise in assesment, the author steadily transiltioned with appropriate skills of assesment to the current new lower secondary curriculum.



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