



**UGANDA NATIONAL EXAMINATIONS BOARD**  
**CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST**  
**553 BIOLOGY**  
**Senior 3, Term 2**

**Centre/CA No:** ..... **Year:** .....

**Learner's Name:** ..... **Learner ID:** .....

**Instructions to the facilitator:**

1. This observation checklist contains **one** competency, 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 Competency (SC)** and **Generic Skill (GS)**.
4. Indicate **N/A** if the learner has not been assessed for a particular level(s).

<b>Theme:</b>	Coordination in animals.
<b>Topic:</b>	Nervous Coordination in Humans.
<b>Learning Outcome(s):</b>	Understand how to prevent, control, and avoid involvement in substance and drug abuse.
<b>Subject Competency (SC):</b>	Appreciates substance and drug abuse.
<b>Generic Skill (GS):</b>	Exhibit critical thinking and problem-solving skills.
<b>Learning Domain:</b>	Affective.

**Level 1: Receiving**

**Subject Competency (SC): The learner receives information on substance and drug abuse from the teacher/peer/video clip/resource person(s), through:**

- ☐ Listening to audio recording(s) on drug and substance abuse.
- ☐ Watching video recording(s) on drug and substance abuse.
- ☐ Reading some article(s)/book(s)/science journals on drug and substance abuse.
- ☐ Consulting others on drug and substance abuse.

- ☐ Taking notes on information delivered or being delivered on substance and drug abuse.

**Generic Skill (GS):** The learner receives information on critical thinking and problem-solving skills concerning substance and drug abuse, through:

- ☐ Listening/watching audio/video attentively.
- ☐ Taking notes on critical thinking and problem-solving skills.
- ☐ Reading some article(s)/book(s) on critical thinking and problem-solving skills.
- ☐ Consulting others on critical thinking and problem-solving skills.

Level 1 Indicators	
SC	GS

## Level 2: Responding

**Subject Competency (SC):** The learner reacts to the information received on substance and drug abuse, by:

- ☐ Asking questions on substance and drug abuse.
- ☐ Researching on substance and drug abuse.
- ☐ Responding to question(s) asked on substance and drug abuse.
- ☐ Visiting rehabilitation centres for those addicted to substance and drug abuse to gather information.

**Generic Skill (GS):** The learner reacts to the information received on critical thinking and problem-solving skills in prevention, control, and avoidance of involvement in substance and drug abuse, by:

- ☐ Asking questions/inquiring on how to use critical thinking and problem-solving skills.
- ☐ Responding to questions raised on critical thinking and problem-solving skill skills.
- ☐ Researching about critical thinking and problem-solving skills.
- ☐ Taking notes on critical thinking and problem-solving skills.

Level 2 Indicators	
SC	GS

## Level 3: Valuing

**Subject Competency (SC): In appreciating substance and drug abuse, the learner:**

- ☐ Prevents substance and drug abuse.
- ☐ Controls the use of substances and drugs.
- ☐ Avoids involvement in substances and drug abuse.

**Generic Skill (GS): In exhibiting critical thinking and problem-solving skills in substance and drug abuse, the learner:**

- ☐ Plans and carries out investigation on substance and drug abuse.
- ☐ Sorts and analyses information on substance and drug abuse.
- ☐ Identifies problems and ways forward regarding substance and drug abuse.
- ☐ Predicts outcomes and makes reasonable decisions concerning substance and drug abuse.
- ☐ Evaluates different solutions regarding prevention, controlling, and avoiding involvement in substance and drug abuse.

Level 3 Indicators	
SC	GS

#### **Level 4: Organisation**

**Subject Competency (SC): The learner, influences others on substance and drug abuse, through:**

- ☐ Supporting others in matters regarding substances and drugs.
- ☐ Encouraging others to avoid involvement in substance and drug abuse.
- ☐ Condemning others who get involved in substance and drug abuse.
- ☐ Sensitising others on substance and drug abuse.
- ☐ Joins/forms club(s) to address substance and drug abuse in the community.

**Generic Skill (GS): The learner, influences others in critical thinking and problem-solving skills concerning prevention, control, and avoidance of involvement in substance and drug abuse, through:**

- ☐ Supporting others in planning and carrying out investigations.
- ☐ Encouraging others to sort and analyse information.
- ☐ Helping others to identify problems and ways forward.
- ☐ Supporting others in predicting outcomes and making reasoned decisions.
- ☐ Supporting others in evaluating different solutions.

Level 4 Indicators	
SC	GS

### **Level 5: Characterisation**

**Subject Competency (SC): The learner, consistently appreciates substance and drug abuse, by:**

- ☐ Preventing, controlling, and avoiding involvement in substance and drug abuse.
- ☐ Supporting others in preventing, controlling, and avoiding involvement in substance and drug abuse.
- ☐ Encouraging others to prevent, control, and avoid involvement in substance and drug abuse.
- ☐ Condemning others who do not prevent, control, and avoid involvement in substance and drug abuse.

**Generic Skill (GS): The learner, consistently uses critical thinking and problem-solving skills on prevention, control, and avoidance regarding involvement in substance and drug abuse, by:**

- ☐ Planning and carrying out an investigation.
- ☐ Sorting and analysing information.
- ☐ Identifying problems and ways forward.
- ☐ Predicting outcomes and making reasonable decisions.
- ☐ Evaluating different solutions.

Level 5 Indicators	
SC	GS