



EBENEZER CHRISTIAN SS NAMULANDA

COMPETENCE BASED ASSESSMENT

END OF TERM 11 EXAMS 2025

S.1 BIOLOGY

TIME: 2 HOURS

NAME.....STREAM.....

INSTRUCTIONS

Attempt all questions

Item 1

A village in western Uganda has recently experienced an unusual pattern of illness. Several people developed sudden fever, tiredness, joint pain, and vomiting. After a few days, some started to bleed from the nose and gums.

Most of the first cases had attended a traditional burial where the deceased person had died of a “strange fever.” Villagers shared meals, hugged the body, and washed it without gloves. Later, a nurse at the local clinic also fell sick after treating two patients without full protective gear



Task

(a) What could be disturbing the village according to your analysis

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(b) What could be the likely possible causes of the identified problem in the village?

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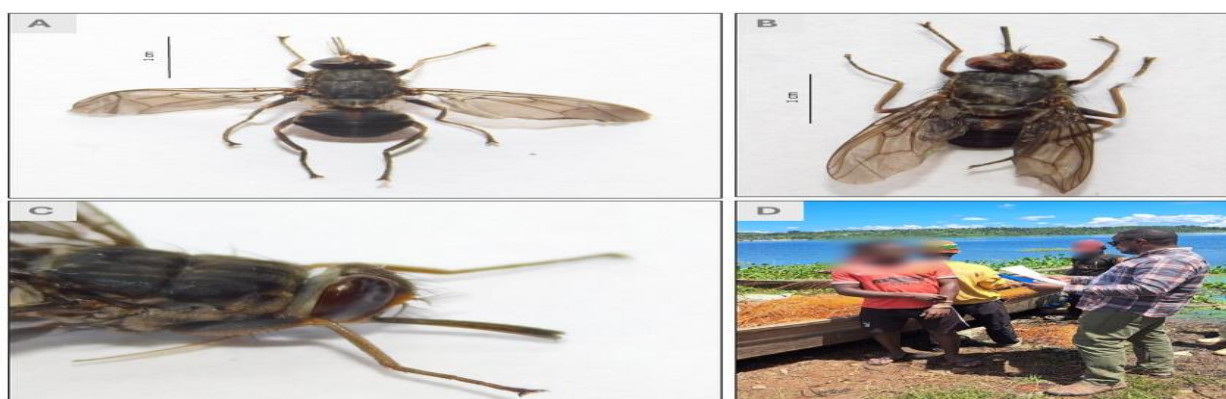
(c) What advice can you offer to the villagers to stop all the misery?

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Item 2

An outbreak of cholera has been registered in Kitale village. The people in the village have been advised by the Village Health Team (VHT) to ensure each home possesses a well-constructed pit latrine. The village chairperson has also advised that spraying the vectors around homes is an alternative solution. However, the community are not sure of exact insecticide and others find it expensive to buy insecticides.

Specimens below in the picture were collected around people's homes.



Task

- (a) (i) Identify with reasons the vector and classify it under; phylum and class.

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- (ii) Explain how the observed specimens qualify to be suitable vectors.

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(iv) Suggest possible alternative solutions to control the vector in the community.

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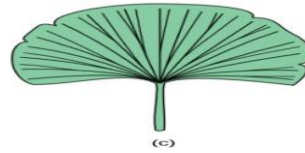
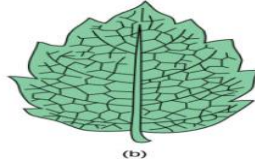
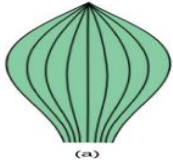
Item 3

Four students collected different leaves (labeled A, B, C, and D) from around the school. They forgot to record the plant names but left a few notes describing each leaf's features, shown below:

Leaf Description

- A Long and narrow leaf, veins run side by side, edges smooth.
- B Leaf shaped like a hand, with deep cuts between lobes, net-like veins.
- C Has a sharp-toothed edge, heart-shaped blade, veins form a network.
- D Needle-like leaf with no visible branching veins and a very smooth surface.

The science teacher challenges the class to help identify and group the leaves based only on observable characteristics to construct dichotomous key.



Task

- (a) Help the students to solve the problem as instructed by the science teacher.

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- (b) One of the students was found destroying the leaves
- (i) Show the student the negative impact of his actions on the plant.

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SECTION B

Item 4

During the rainy season, a school garden became overgrown with different types of living things. Some students noticed tiny green plants growing on the wall, small animals under the soil, mushrooms sprouting on decaying wood, and many insects flying around flowering plants.

However, when the science teacher asked the students to help plan a school science exhibition on living organisms, they realized they were confused about which organisms belonged to which groups.

They also found a strange living thing that had no chlorophyll, grew on rotten bread, and didn't seem to move or breathe like animals. The students began to argue whether it was a plant, animal, or something else.



Task

Use your knowledge of classification to help the students:

- a) Suggest a way the students could classify all the organisms observed into appropriate groups or kingdoms. Explain your method.
- b) c) Explain why it is important to correctly classify such organisms in a school exhibition

END

"Education is the most powerful weapon which you can use to change the world," and "The only limit to our realization of tomorrow will be our doubts of today."