

SECTION A

Question 1.1

Most candidates produced answers of a fair standard.

Question 1.2

Was poorly answered – candidates struggled with one-word answer questions – educators should give more attention to this area.

National should provide educators with list of acceptable terminology, especially in Afrikaans, as there are many alternatives used by educators that were not accommodated in the memo.

Candidates confused *chloroplast* with *chlorophyll* (1.2.1) and could not distinguish between *excretion*, *egestion* and *defaecation*.

Question 1.3

Was well answered by most candidates.

Question 1.4

Many candidates could not follow the instructions and thus lost marks.

1.4.2 Problem with the oil layer (should not have been part of the sketch) – created confusion for most candidates

Question 1.5

Educators are encouraged to always include CAPTION, SHAPE and PROPORTION in their school assessments as this gives candidates enough practice.

National should provide specific diagrams that candidates are expected to draw in the exams.

Question 1.6.2

Memo was quite wide open

Question 2

2.1.2 (i) Candidates gave functions of liver and not what is stored.
They confused *glycogen* with *glucagon*.

(ii) Most got *insulin*, but not *glucagons*.

2.13 Candidates used the term *reabsorb* water instead of *absorb* water

2.2 Candidates struggled with the interpretation of the graph.

2.2.1 Most candidates gave a reason as an answer

2.2.3 Answers were confused with those of 2.1.3

2.3 Badly answered – no practical done in most schools

QUESTION 3

SG candidates still demonstrated poor understanding of data response questions – more practice needed at school

- 3.1 Poorly answered – structure not understood by most candidates
- 3.2 Phrasing of the question confused most candidates – poorly answered
- 3.3.1 Most could not distinguish between *herbivore* and *carnivore*.

Question 4

- 4.1.1 and 4.1.2 Candidates confused *body temperature* with *given temperature*.
Two different graphs in one question for were confusing for SG candidates.
The questions were confused with population dynamics.
- 4.1.1 Candidates could not interpret this question correctly.
 - Candidates need more practice in the interpretation of graphs.
 - Teachers must pay more attention to the way in which candidates express their answers.
 - Too many candidates were incapable of using biological terms correctly
- 4.2.1 98% of candidates answered 18 000 – they did not understand the word *introduced*.
Too many terms used in the introduction, i.e. *insect pest, enemies, predators, natural enemy*. Too much information given.
Graph was problematic – predator numbers must be smaller than prey. Two graphs flowing together were unclear.
- 4.2.3 Well answered.
- 4.2.4 Candidates confused – too much information given

Question 5

- 1.1.6 Many candidates not sure of what was wanted and did not attempt the question
- 1.2 Candidates describes the movement of oxygen from alveolus to blood capillaries
They explained gaseous exchange in lungs instead of explaining the adaptations of the alveolus
- 5.3.1 Candidates confused *photosynthesis* with *respiration*
- 5.3.2 Candidates need to know what is meant by control and the setting up of it.
- 5.3.4 Practical work need much more attention – majority of candidates performed poorly in practicals