QUESTION 1

1.1.1 - 1.1.3 Poorly answered, sometimes due to poor following of the instructions.

1.1.5 Candidates did not understand how to answer this question. (HG - More exposure to these kinds of questions at school level is essential.)

1.2 Poorly answered question. Some candidates left it blank. Most candidates did not know terminology.
1.2.7 –1.2.8 were most poorly answered in this question.

1.3 Generally well answered

1.4 Candidates could not link the diagrams to specific investigations: an indication that they have not been exposed to practicals at school.

1.5 Candidates could not relate the diagram to a part of the alimentary canal, which led to many of them missing a lot of marks.
1.5.3 Most candidates explained processes instead of identifying them from the diagram.
1.5.4 Functions of the amino acids are not well known. **N.B. Proteins are reserve and not direct source of energy**

1.6

1.6.2 Ribs and sternum form ribcage.
Ribs; sternum; intercostal muscles and diaphragm form thorax. These concepts need to be clarified for candidates as they lead to confusion and eventually loss of marks.

1.6.3 Many candidates were not familiar with the relation between structure and function.

QUESTION 2

In general candidates displayed poor reading skills in relation to this question.

2.1.1 Many candidates did not mention process, instead they explained.

2.1.2 Some centres still use **gullet** instead of oesophagus.
Some misinterpreted the diagram and this led to wrong answers being given.

2.1.3 Adaptations of the oesophagus for peristalsis were unknown to many candidates. They could not specify the contraction and relaxation of muscles which cause movement of food.

2.2.1 Candidates identified structures not required. The incorrect identification of the kidney; pancreas and duodenum was common in most centres. This led to many of the candidates loosing marks.

2.2.4 and 2.2.2: Many candidates were confused by these questions.

2.2.5 Candidates explained the basic functions of the liver and pancreas as separate entities instead of relating them as required by the question. Incorrect perceptions, such as that insulin is stored in the liver and that insulin converts glucose to glycogen, should be rectified.

2.2.6 Poorly answered as candidates explained adaptations for absorption instead of digestion.

QUESTION 3

3.1.2 Candidates did not answer the question with the words "**process photosynthesis"** in mind.
(i) Candidates often referred to it absorbing light instead of allowing light through.
(ii) The focus is on chlorophyll not chloroplast.
(iii) Most candidates did not know the role and location of the airspaces
(iv) Candidates must mention that the **guard cells** CONTROL the opening and closure of the stomata, and not just measure the opening and closure of stomata.

3.14 Most candidates did not know the importance of photosynthesis.

3.2 The candidates did not use the data from the graph to answer the question. A lot of candidates were confused as they took the food types labels as headings for the nutrients.

QUESTION 4

This question was generally poorly answered.

4.1.1 Candidates could not distinguish between breathing and gaseous exchange. Most did not answer the similarities

4.1.5 The function of the thermos flask was unknown to most candidates. Maybe they have not been exposed to the practicals at school.

4.2.1 Simple labels not known. Candidates must be able to distinguish between vessels and capillaries. Some use the words " dirty and clean blood" to distinguish oxygenated and deoxygenated blood

4.2.3 Adaptations of the alveoli unknown.

QUESTION 5

5.1.1 The candidates did not refer to the diagram and gave their own examples. They must follow instructions.

5.2 Answered well except 5.2.2.

5.2.4 Units were left out and data was incorrectly read.

5.3.2. Application was poorly understood by candidates. They gave general precautionary methods and not ones related to the given situation