

AGRICULTURAL SCIENCE SG P 1

NOVEMBER 2006

SECTION A
QUESTION 1

- 1.1 Generally well-answered.
- 1.2 Poorly answered question. Most candidates showed poor understanding of **TERMINOLOGY** e.g. Accessory fruit . (HG – more exposure to this kind of question at school is essential)
- 1.3 Fairly-well answered.

QUESTION 2

Generally speaking, candidates displayed poor interpretation skills in this question.

- 2.1 Poorly-answered. Candidates could not classify the **THREE MAIN TYPES OF TEXTURE CLASSES**. For example: **Clay : smaller than 0,02 – 0,002 mm** Diameter also important!
- 2.2 Well-answered question.
- 2.3 Poorly answered question.
- 2.4 Fairly well answered.

2.5 HIGH-ORDER QUESTION

- 2.5.1 to 2.5.3 Very poorly answered by **ALL CANDIDATES**. Teachers should pay attention to **STRUCTURE TYPES (SHAPES)**.

2.6 HIGH-ORDER QUESTION

- 2.6.1 to 2.6.2 Poorly answered. Most candidates could not differentiate between:

DARK-COLOURED SOIL and **LIGHT-COLOURED SOILS**.

Instead

some centres explained **DARK-COLOURED SOIL** only under

HEAT

ABSORPTION, thus losing marks.

Example:

Dark coloured
Absorbs more heat

Light coloured
Absorbs less heat

2.7 HIGH –ORDER QUESTION

- 2.7.1 to 2.7.2 Candidates could not understand what the question required. Teachers should incorporate instruction verbs such as '**DEDUCE**' at school level

(see Assessment Guidelines: 2006 :4.5.2 – 4.5.5 for other examples)

Teachers are also encouraged to include practical questions in their school assessment. (Exposure of learners to '**FIELD TRIPS**' is essential.)

2.7.2 Very 'wide' question.

QUESTION 3

This question was answered very poorly. Some candidates left blank spaces for the whole of **QUESTION 3**.

- 3.1 Very few centres answered this one well.
- 3.2 Very well answered.
- 3.3 Few centres answered this question. Some candidates confused; **PHYSICAL PROPERTIES** with **CHEMICAL PROPERTIES**, possibly as a result of lack of exposure to practicals at school level.
- 3.4 Not well-answered. Candidates could not provide a step-by-step description of how soil classification is done.
- 3.5 Very poorly answered and blank spaces left. Perhaps more emphasis on the following is needed: Black brack, white or saline brack .
- 3.6 Answered fairly well. But some candidates confuse '**FREEZING**' with '**RUNNING**' water
- 3.7 Fairly well answered by all candidates.

QUESTION 4

This question was generally poorly- answered.

- 4.1.1 Simple labels were not known. Some candidates could not distinguish between terms such as : '**OVULE**', '**OVUM**' and '**OVARY**.'(Development of seed)
- 4.1.2 The term '**TESTA**' or '**SEED COVERING**' was new to most candidates.
- 4.1.3 Function of **MICROPYLE** not known.
- 4.2 Answered fairly well by some centres. Candidates need to develop their practical skills in order to deal with this section.
- 4.3 Fairly well answered.
- 4.4 **HIGH-ORDER QUESTION**

Candidates could not differentiate between '**POLLINATION**' and '**FERTILISATION**' in plants.
- 4.5 Most candidates did not apply their reasoning skills here. Some answered one part of double fertilisation without considering marks.
- 4.7 Poorly answered. Candidates confused '**BUDDING**' with '**GRAFTING**'
Again, practical work needed here.

QUESTION 5

- 5.1 Well-answered.
- 5.2 Answered well, except for the few candidates who included functions of water in animals as well.
- 5.3 Teachers should not focus on only one **TEXTBOOK** for diagrams (ACTION by Kuun should also be used.)
- 5.3.1 to 5.3.3 Fairly well answered.
- 5.4 Very poorly answered. Functions for N, P, K nutritional elements need to be emphasised.
- 5.6 Very poorly-answered. Candidates could not distinguish between: **PASSIVE** and **ACTIVE** ion adsorption. Some gave only one answer without considering the marks allocated.