

QUESTIONS 1

- 1.1 Be alert to the use of non-scientific terms, e.g. "eardrum" instead of "tympanum". Candidates can have difficulty in answering questions if they do not know and understand the terminology used. Candidates must study all the possible answers given before making a choice. 1.1.4 is an example of a multiple-choice question on 2 levels. Candidates must be given practice in developing the ability to answer these questions.
- 1.2 Biological terms: "earwax" is not acceptable. Once again, teachers must emphasize the importance of knowing scientific terms and their correct spelling. Candidates answered this question reasonably well.
- 1.3 Column A and Column B – fairly satisfactorily answered.
- 1.4 Higher-order question. This difficult question was answered very well by certain centres. Some candidates still do not know the difference between "results" and "conclusions". Candidates gave reasons instead of results.
Emphasize the following when doing practical:
Aim / Result / Control / Experiment / Differences in results.
- 1.5 This question was answered very poorly. Candidates must be given practice in answering questions without diagrams.

QUESTION 2

- 2.1 Giving explanations is very important. The writing of paragraphs needs practice to enable candidates to give correct explanations with confidence.

Candidates must be helped to draw parts of drawings instead of the whole. They must also be able to draw the side- and front views.

The ability to draw is very important in Biology and Life Sciences.

QUESTION 3

3.1 &

- 3.2 The questions on the hormone and negative feedback were answered poorly. Teachers must emphasize the effects of different hormones.

- 3.3 Teachers must expose candidates to many different diagrams and sketches on a specific part of work. Sketches used in the exam question paper may differ from the ones in the candidate's textbook. This can lead to misinterpretation.

QUESTION 4

- 4.2 Candidates will be expected to make calculations with calculators and must be given the opportunity to practise such calculations in class.

QUESTION 5

- 5.1 The requirements of outcomes-based answers must be explained to candidates. Candidates could not explain the advantage of the difference in diameter of the glomerulus in the Malpighian body.
- 5.2 Responses to data and the interpreting of tables need a lot of practice. Many sections of the syllabus can be tested in this manner. Candidates will develop confidence only if teachers use these question forms more often in assessment tasks.

SUGGESTIONS FOR ANSWERING THE NATIONAL SENIOR CERTIFICATE PAPER

1. Think carefully before answering.
2. Never leave a question unanswered.
3. Base the length of your answer on the number of marks allocated.
4. Number exactly as on the question paper.
5. Before answering, look for key words to guide you to the correct answer.
6. Make sure you understand the following instructions:
 - study*
 - name*
 - discuss*
 - compare*
 - explain*
 - describe*
 - cause and effect*

HOW TO DRAW A DIAGRAM

1. Use a pencil.
2. Use continuous lines, don't sketch.
3. Pay attention to the shape and proportions of different parts of the diagram.
4. Write labels one below the other.
5. The line connected to a label must touch the part involved.
6. A heading or caption must be given.
7. The diagram must cover at least 10 to 12 lines of your answer book.