

Owing to the possible changes to the SAG for Agricultural Sciences this paper will be an important one to analyse and use in further preparation. The content of this paper forms the basis of Paper 1 and Paper 2 for 2009.

### **Section A**

In general this section was answered correctly and candidates understood the instructions. To a large extent the questions correspond with questions used in previous papers. These questions can be asked in a wide variety of ways and candidates should be exposed to all the possibilities. In the multiple choice questions one may find, for example, that a series of possibilities may have to be combined to give the correct answer. In this part of the paper candidates may be exposed to data in the form of description, schematic representation and even diagrams.

In the Column A/Column B type of question various possibilities may be offered only as distractors. In the terminology type questions candidates should be guided by the statement given. The underlined word to be corrected usually relates to the answer. In many cases it is possibly only the opposite.

It appears that candidates do get enough exposure to these kinds of questions.

### **Section B**

Candidates fared very badly in this part of the question paper. Although knowledge (which is very broad and overloaded) in the content topics is still important, it should be noted that the questions also contain other dimensions. Candidates are exposed to a wide variety of challenging questions including scenarios, case studies, calculations, graphs, interpretations of data, data response, application of knowledge, and designs.

Candidates fared very badly in most of the questions in Section B. Even obvious questions like Question 2.2.3 where the candidate had to distinguish between Roughage and Concentrated Feed was answered poorly.

On the other hand the question on HIV/AIDS was answered very well.

It is recommended that from Grade 10 onwards candidates be exposed to similar questions of such an outcomes-based nature.

The subject content is very broad and candidates have to spend a lot of time learning very hard while only a limited content coverage is possible in the paper.

It was obvious from the answers that candidates had had limited exposure to good textbooks available for the subject. It is recommended that each learner receive a textbook and that the teacher use all possible textbooks.

It would appear as if this paper were an obvious outcomes-based paper. Most of the questions were focused on candidates' special skills. The most important skill of a prospective candidate is, however, to be able to read. Candidates must work through (read) their questions very carefully and also pay attention to their time management in the examination.