

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
 - a) Provide an evaluation of the question paper and marking guideline.
 - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers.**
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	AGRICULTURAL SCIENCES	
PAPER	PAPER 2	
GRADE	12	DURATION OF PAPER : 2½ HOURS
PROVINCE	Western Cape	
CHIEF MARKER	NAME: DA SMUTS CONTACT DETAILS: 10 ALANT STREET PAARL 7620 021-8701404 084 209 2377 asmuts@pgwc.gov.za	

PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

2. COMMENTS ON SPECIFIC QUESTIONS. (SEE PART TWO QUESTION 1 AND 2 OF THIS DOCUMENT)

Question 1: This question was in line with the sub-questions as in previous papers (old papers).
Question 2: This question included a graph and candidates performed on average in this question. Some candidates still battle with graphing skills and analysis.
Question 3: This was the question that supplied a lot of data to the candidates to use in their responses in this question paper. Candidates were confused with label E in question 3.4 and the criteria for the candidates at question 3.3 could have been to subjective.
Question 4: Candidates battle with this content and application. Question 4.4 confused the candidates as this is an example of co-dominance and not incomplete dominance (the memo accommodated all possible responses).

QUESTION 1

1. General comment on the performance of candidates. Was the question well answered or poorly answered?

Generally the performance of the candidates was good.

2. Why question was poorly answered: Also provide specific examples: See part one question 2.

QUESTION 2

1. General comment on the performance of candidates. Was the question well answered or poorly answered?

Candidates performed poorly.

2. Why question was poorly answered: Also provide specific examples: See part one question 2.

The calculations and graphs presented some challenges to some candidates. (Question 2.2, 2.3 and 2.4)

QUESTION 3

1. General comment on the performance of candidates. Was the question well answered or poorly answered?
Generally the candidates performed satisfactorily in this question (many data response questions).
2. Why question was poorly answered: Also provide specific examples: See part one question 2.
The subjective nature of question 3.3 caused many candidates to loose marks.
QUESTION 4
1. General comment on the performance of candidates. Was the question well answered or poorly answered?
The performance was very poor in this question.
2. Why question was poorly answered: Also provide specific examples: See part one question 2.
Candidates do not know the labour laws and question 4.4 could have caused some confusion among candidates. Candidates do not know how to draw a punnet square and a schematic representation of a crossing.
3. Provide suggestion for improvement in relation to the following :
(i) Learning and teaching
Candidates need to be exposed to a similar format of question paper from Grade 10 to Grade 12. The formal test-based assessment should have similar format to that found in the Grade 12 final question papers. There should be a similar format to make candidates used to a cover page, instructions, shorter questions in Section A and longer questions in Section B. Candidates should be exposed to the variety of questions found in the Grade 12 question paper. There should be graphs, schematic representations, calculations, case studies, scenarios, data response questions, diagrams and labels, etc.
(ii) Support
Many centres are still underperforming. These centres should be identified and problems addressed. Candidates need to be exposed to very high standard of formal assessment that would prepare them for their final examination. It would be advisable to combine this subject with Life Sciences, as many aspects might complement each other.
4. Describe any observations relating to responses of candidates: e.g positive, negative, outstanding etc.
There was a definite difference between schools that performed very well and those that performed poorly. The schools that performed very well should share best practices and things that work for them.
5. Any other comments useful to teachers, subject advisors
Place a stronger focus on the development of teachers so as to give candidates better exposure to questions which could be important in the final examination.