



SUBJECT:	AGRICULTURAL SCIENCES
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GRADE:	12	PAPER:	1
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DATE OF EXAMINATION:	27 NOV. 2008	DURATION:	2 HOURS
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES

Give a detailed account of how the candidates performed in each question. In doing this, the following steps should be followed:

- 1.1 The aim/objective for setting the question (what skills, knowledge, values and attitudes were being tested by asking the question)
- 1.2 Relevance or relation of the question to the Los and ASs.
- 1.3 How did the candidates perform in the question?
- 1.4 Where and how did candidates lack or fail in giving an appropriate answer to score high marks in the question?

QUESTION 1

The aim of this question was to test the candidates' comprehension of basic agricultural principles / phenomena and their application.

The sub-questions covered the LOs and ASs adequately and were relevant.

Besides the afore-mentioned comments (points 1, 3, 4, and 5), the Grade 12 learners in the majority of schools, if not all, had no Grade 11 textbooks. Pathetically, **ALL** questions for Paper 1 were entirely based on the Grade 11 work.

It is therefore not surprising that the general performance was so awful. Scores ranged between 00 – 29 out of 45 marks for the EFAL candidates, and between 10 – 42 for the AHL candidates.

QUESTION 2

The aim of this question was to test the candidates' comprehension of basic agricultural principles / phenomena and their application, interpretation of graphs, as well as relating part to function. The question also sought to assess the candidates' ability to use acquired information to address sustainable agricultural practices, indigenous knowledge and inter-related issues in agriculture.

The sub-questions covered the LOs and ASs adequately and were relevant.

Excepting the verbosity and complexity of the questions, the lack of textbooks alluded to in "**Question 1**", greatly contributed to the poor performance of candidates in this question. Of the 13 401 candidates who wrote the examination, more than 90% of them obtained **below** 10 out of 35 marks.

QUESTION 3.

The aim of this question was to test the candidates' knowledge and comprehension of basic agricultural principles / phenomena and interpretation of graphs. The question also sought to assess the candidates' ability to use acquired information to address issues related to sustainable agricultural practices.

This question required very high cognitive skills, particularly questions 3.1.5 (3 marks) and 3.2 (10 marks).

The reasons for the poor performance of candidates in this question are no different from those previously mentioned.

QUESTION 4

The aim of this question was to test the candidates' knowledge and comprehension of basic agricultural principles / phenomena and interpretation of data. The question also sought to assess the candidates' ability to use data to draw graphs.

Candidates' performance in this question was no better than the previous questions.

Generally the level at which the paper was pitched calls for great concern.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS IN HELPING THE LEARNERS TO REACH THE EXPECTED LEVEL.

1. Grade 12 learners must be issued with Grade 11 textbooks.
2. Educators should endeavour to expose their learners to as many high order questions as possible. Tasks designed by educators must be thought-provoking and aimed at higher skills development.
3. Trips to Agricultural Colleges and Experimental Stations must be encouraged.
4. Educators must attend Cluster / District / Provincial-organised workshops.
5. Educators must use / consult a variety of textbooks and other related material in their preparations.

8. ANY OTHER COMMENTS

1. It will be much appreciated if the following could be considered:
 - a. Grade 12 candidates are not re-examined on the Grade 11 work.
 - b. Questions are set to accommodate mediocre learners as well, without compromising standards.
 - c. Duration of the paper is increased from 2 hours to at least 2½ hours.

SIGNATURE OF EXAMINER: _____



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