



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2011**

**LIFE SCIENCES P1  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 10 pages.

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**SECTION A:****QUESTION 1**

- |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                               |             |
|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1.1 | 1.1.1 | B✓✓                                                                                                                                                                                                                                                                                                                                                                                                                           | (2)         |
|     | 1.1.2 | C✓✓                                                                                                                                                                                                                                                                                                                                                                                                                           | (2)         |
|     | 1.1.3 | A✓✓                                                                                                                                                                                                                                                                                                                                                                                                                           | (2)         |
|     | 1.1.4 | D✓✓                                                                                                                                                                                                                                                                                                                                                                                                                           | (2)         |
|     | 1.1.5 | C✓✓                                                                                                                                                                                                                                                                                                                                                                                                                           | (2)         |
| 1.2 | 1.2.1 | Mitochondrial DNA✓/Mutant nucleotide in the mitochondrial DNA✓                                                                                                                                                                                                                                                                                                                                                                | (1)         |
|     | 1.2.2 | Recessive✓                                                                                                                                                                                                                                                                                                                                                                                                                    | (1)         |
|     | 1.2.3 | Polyploidy✓                                                                                                                                                                                                                                                                                                                                                                                                                   | (1)         |
|     | 1.2.4 | Genetic counsellor✓                                                                                                                                                                                                                                                                                                                                                                                                           | (1)         |
|     | 1.2.5 | Mrs. Ples/Plesianthropus✓                                                                                                                                                                                                                                                                                                                                                                                                     | (1)         |
| 1.3 | 1.3.1 | B only✓✓                                                                                                                                                                                                                                                                                                                                                                                                                      | (2)         |
|     | 1.3.2 | None✓✓                                                                                                                                                                                                                                                                                                                                                                                                                        | (2)         |
|     | 1.3.3 | A only✓✓                                                                                                                                                                                                                                                                                                                                                                                                                      | (2)         |
|     | 1.3.4 | A only✓✓                                                                                                                                                                                                                                                                                                                                                                                                                      | (2)         |
|     | 1.3.5 | B only✓✓                                                                                                                                                                                                                                                                                                                                                                                                                      | (2)         |
| 1.4 | 1.4.1 | Male partner 2                                                                                                                                                                                                                                                                                                                                                                                                                | (1)         |
|     | 1.4.2 | The child has more matching bands✓ with mother and male partner 2 than with mother and male partner 1✓                                                                                                                                                                                                                                                                                                                        | (2)         |
|     | 1.4.3 | <ul style="list-style-type: none"> <li>• For resolution of paternity test✓</li> <li>• For diagnosis of diseases✓</li> <li>• To identify an offender in a crime/apprehension of criminals✓</li> <li>• To identify wild animals✓</li> <li>• Developing cures for inherited disorders✓</li> <li>• Identification of relatives✓</li> <li>• Identification of badly burnt corpse✓, e.g. from plane crash and shack fire</li> </ul> | (Any 2) (2) |
|     | 1.4.4 | <ul style="list-style-type: none"> <li>• Can be planted at the crime scene✓</li> <li>• Not unique to an individual✓ e.g. identical twins</li> <li>• Human error that can lead to false results✓</li> <li>• Lack of uniform testing standards and quality controls✓</li> <li>• Is expensive✓</li> <li>• Contamination of sample✓</li> <li>• May reveal personal information✓ e.g. HIV/Aids status</li> </ul>                   | (Any 2) (2) |

1.5 1.5.1 Lamarck✓ (1)

1.5.2 A **hypothesis** is an educated guess to a well-framed question✓/is a proposed solution to a problem✓/is a term to describe an idea that still needs evidence to support it✓.  
(Any 1 x1)

A **theory** is an explanation that can be supported by facts, laws and tested hypothesis✓/is the best explanation we have at present for a phenomena or events that can be observed✓.  
(Any 1x1) (2)

1.5.3

| Lamarck's theory                                                                 | Darwin's theory                                                                                   |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Based on the theory of use and disuse of organs.✓                                | Based on mechanisms of natural selection.✓                                                        |
| Individuals change because they want to change. (Deterministic theory)✓          | Population changes because nature selects the best.✓                                              |
| Acquired characteristics are passed on from parent to offspring.✓                | Favourable characteristics are passed on from generation to another generation over a long time.✓ |
| Variation of offspring brought about by individuals in the population changing.✓ | Offspring showed variation from the moment of their production.✓                                  |
| Individuals in the population change.✓                                           | Population as a whole changes.✓                                                                   |

(Any 2x2=4)

Tabular column= 1 (5)

1.6 1.6.1 A group of organisms that includes humans and certain extinct primates✓ and represents a combination of human and primate features✓. (2)

1.6.2 Radiometric dating/absolute dating✓. (1)

1.6.3 Professor Lee Berger✓ (1)

1.6.4 Australopithecus sediba ✓ (1)

1.6.5

| Homo habilis                      | Homo sapiens                                                |
|-----------------------------------|-------------------------------------------------------------|
| Has ape-like head.✓               | More rounded head. ✓                                        |
| Protruding jaws. ✓                | Less protruding jaws. ✓                                     |
| Heavy brow ridges.✓               | Flat brow ridges. ✓                                         |
| Long, sloping face. ✓             | A less sloping face. ✓                                      |
| A less developed chin. ✓          | A more developed chin.✓                                     |
| Shorter body. (only 1,2 m tall) ✓ | Increased skeletal size which would mean increased height.✓ |
| Brain size (600-750ml). ✓         | Brain size (1200ml – 1800 ml)✓                              |
| The jaws are less rounded.✓       | More rounded jaws(gently curved jaws)✓                      |

(Any 2x2) (4)

1.6.6 Sterkfontein.✓ (1)

**TOTAL SECTION A: 50**

**SECTION B:****QUESTION 2**

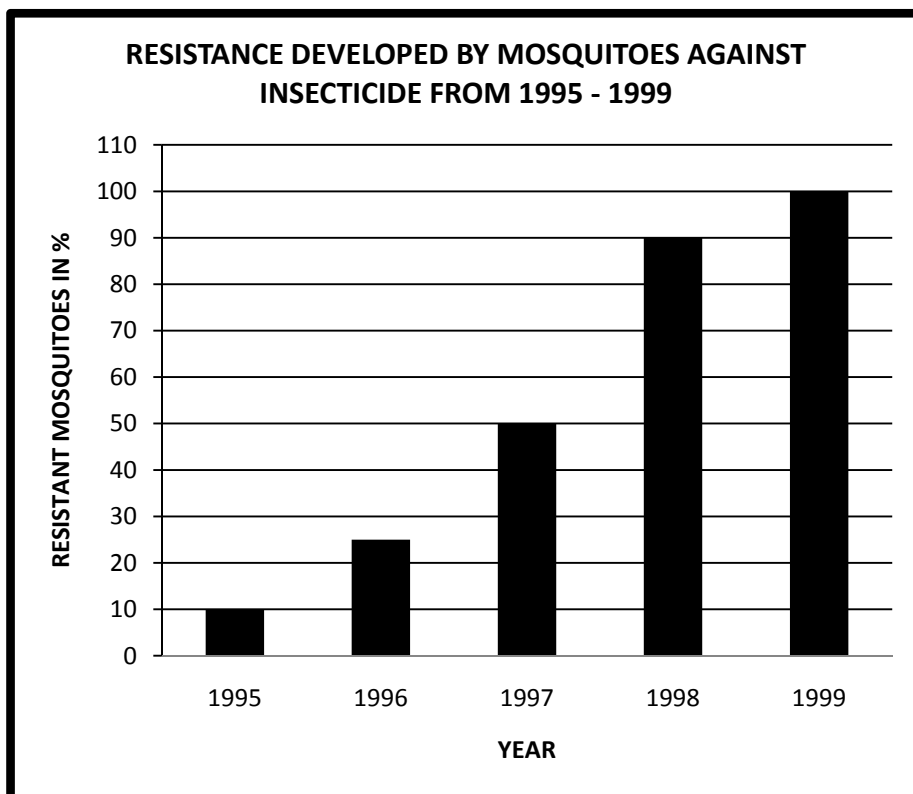
- 2.1 2.1.1 Allopatric speciation/Geographic speciation.✓ (1)
- 2.1.2 A mountain✓/River✓/sea✓/crator ✓ (Any 2) (2)
- 2.1.3 Mutation ✓ (1)
- 2.1.4
- Different gametes produced during meiosis✓/crossing over✓/random arrangement of chromosomes during metaphase1.✓
  - Chance fertilisation of egg cells by sperm cells.✓
  - Abnormal meiosis and mitosis.✓ (Any 3) (3)
- 2.1.5 Natural selection ✓ (1)
- 2.1.6 A group of organisms that have a large number of similar characteristics✓ and are able to interbreed✓ to produce viable✓ offspring which are fertile.✓ (Any 3) (3)

## 2.2 2.2.1 Probable death from malaria

$$\begin{aligned} \text{A: } 400 \times \frac{10}{100} & \checkmark = 40 \checkmark \\ \text{B: } 400 \times \frac{25}{100} & \checkmark = 100 \checkmark \\ \text{C: } 400 \times \frac{50}{100} & \checkmark = 200 \checkmark \\ \text{D: } 400 \times \frac{90}{100} & \checkmark = 360 \checkmark \end{aligned}$$

(8)

## 2.2.2



(7)

| Rubric for the mark allocation of the graph |                                                                    |
|---------------------------------------------|--------------------------------------------------------------------|
| Correct type of graph                       | 1                                                                  |
| Caption for the graph                       | 1                                                                  |
| Correct labels for X-axis                   | 1                                                                  |
| Correct labels for y-axis including unit    | 1                                                                  |
| Appropriate scale for Y-axis                | 1                                                                  |
| Drawing of graphs                           | 1 - 1 to 3 bars drawn correctly<br>2 - 3 to 5 bars drawn correctly |

**NOTE:** If the wrong type of graph is drawn: Marks will be lost for "correct type of graph".

2.2.3 When sprayed with insecticide, most of the mosquitoes die✓, but few insecticide resistant mosquitoes survive✓. The nature selects the best adapted✓ (insecticide resistant) mosquitoes and they breed rapidly and increase in numbers✓ since they have no competition because of the reduced population size.✓ (Any 4)

(4)  
[30]

**QUESTION 3**

- 3.1 3.1.1 Incidence of Down's syndrome✓ in children increases with an increase in maternal age.✓

**OR**

Incidence of Down's syndrome✓ in children is directly proportional to Maternal age✓

**OR**

Maternal age✓ has no effect on the incidence of Down's syndrome✓ in children.

(2)

- 3.1.2
- Decide on the mode of data gathering. ✓
  - Decide on sample size. ✓
  - Data should be collected from all racial groups. ✓
  - Data should be collected from both urban and rural settings.✓
  - Design an appropriate or relevant recording sheet. ✓
  - Decide on a date and time for data collection. ✓
  - Prior permission should be obtained from the relevant official to gain access to hospital records. ✓
  - Approach Down's syndrome foundation in South Africa for latest statistics regarding Down's syndrome.✓

Any other relevant answers

(Any 1) (1)

3.1.3  $\frac{85}{145} \times 100 = 59\%$ ✓

(3)

3.1.4  $\frac{15-10}{10} \times 100 = 50\%$ ✓

(3)

- 3.1.5 Incidence of Down's syndrome✓ in children increases with the maternal age✓/age of the mother.

(2)

- 3.2 3.2.1 Meiosis✓

(1)

- 3.2.2
- A: Homologous chromosomes/bivalent/tetrad.✓
  - B: Centromere✓
  - C: Chromatid✓
  - D: Chiasmata✓

(4)

- 3.2.3 Crossing over✓

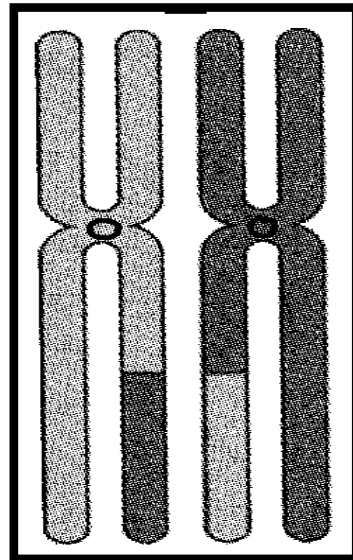
(1)

- 3.2.4  $1 \rightarrow 3 \rightarrow 2$  (in the correct order)

(3)

3.2.5

1 mark for the drawing.  
1 mark for the correct shading.



(2)

3.3 3.3.1 Organism B✓

(1)

3.3.2 The forward position of foramen magnum✓ in organism B suggests bipedalism.

**OR**

Organism B walks in an upright position without the assistance of fore-arms.✓

(1)

- 3.3.3
- The hands became free for carrying food, tools and babies✓
  - a better view of the surroundings in search of food and predators✓
  - movement from place to place becomes more efficient✓
  - faster cooling of the body, which was essential in their original hot tropical environment✓
  - display of the male sex organs as part of courtship behaviour✓

(Any 2)

(2)

3.3.4 The foot has long, curved toes✓ and opposable big toe✓ that sticks out to the sides, for gripping.

(2)

- 3.3.5
- Longer upper arms that can move freely✓
  - Larger brain✓
  - Binocular and stereoscopic vision✓
  - Fewer offspring ✓
  - Ability to sit upright✓

(Any 2)

(2)

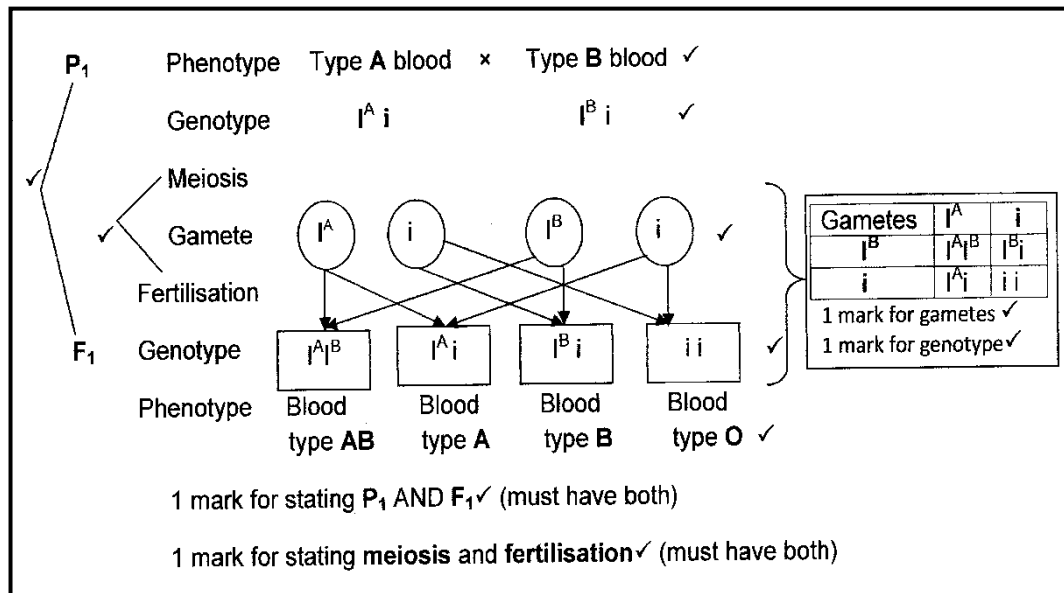
**[30]****TOTAL SECTION B: 60**

## SECTION C:

## QUESTION 4

- 4.1 4.1.1 Pedigree is a record of an organism's ancestors. ✓ (1)
- 4.1.2 Haemophilia occurs more frequently in the male than the female ✓. According to the pedigree diagram, it is clear that only the male members suffer from this disorder. ✓ (1)
- 4.1.3 2 - Genotype -  $X^H X^h$  ✓; Phenotype - Carrier/non-haemophiliac ✓  
4 - Genotype -  $X^h Y$  ✓; Phenotype - Haemophiliac ✓ (4)
- 4.1.4 25% ✓ (1)
- 4.2 4.2.1 GGU ✓; AAC ✓; UAU ✓; GCU ✓ (in the correct order) (4)
- 4.2.2 mRNA ✓ (1)
- 4.2.3 Transcription ✓ (1)
- 4.2.4 Nuclear radiation ✓ (1)
- 4.2.5 Glycine ✓; Asparagine ✓; Tyrosine ✓; Alanine ✓ (in the correct order) (4)

4.3



(7)



#### 4.4 What is genetically modified food?

The introduction of new genes ✓ into a living organism in order to produce desired characteristics and eliminate undesirable traits ✓. (2)

##### **Advantages of genetic modification.**

- improve taste and the nutritional value. ✓
- become resistant to drought, cold, heat or alkaline conditions. ✓
- enable plants to grow healthier, larger and to become mature quicker than the ordinary plants. (increased growth rate) ✓
- to increase the shelf-life for the fresh produce. ✓
- achieve higher yields from limited resources. ✓
- increase resistance to diseases. ✓
- obtain more predictable results. ✓
- provide resistance to herbicides and pesticides. ✓
- to give ability to survive in nitrogen poor soils. ✓
- to develop frost resistance crops. ✓
- to develop resistance to natural pests. ✓
- enable crops to grow in any season of the year. ✓
- to manufacture specific drugs or vitamins for human consumption. ✓

(Any 4) (4)

##### **Disadvantages/objections to genetically modification**

Genetically modified crops:

- can be costly as it involves modern biotechnology which requires highly skilled people and sophisticated and expensive equipments. ✓
- may cause allergic reactions in humans. ✓
- could reduce biodiversity in a specific habitat. ✓
- can easily be destroyed by new diseases. ✓
- can interbreed with wild plants and spread to future generation. ✓
- may include a pesticide resistant gene that spread to wildlife with bad results. ✓

##### **Opposition**

- organic farmers could have their crops contaminated with pollen from GM crops. ✓
- new pathogens can be developed which may not be controlled by conventional or traditional methods. ✓
- patented crops may lead to an increase in the price of seeds. This forces poor countries to depend on rich countries. ✓
- plants modified for pesticide resistance could cross pollinate with wild relatives, creating "super weeds" ✓
- unknown effects on human health can develop. ✓
- Poor countries do not have the know-how or economic stability to deal with any of the possible shortcomings. (to implement bio-safety) ✓

##### **Ethical and moral concerns**

- Main focus is on profit-making and not the well being of ordinary citizens. ✓
- Regarded as unfair business practice. ✓
- Ordinary citizens are regarded as guinea pigs to study the long term physiological effects. ✓

- Scientists have no right to manipulate the laws and change the course of nature.✓
- Giant companies tend to decide and dictate food safety norms.✓
- Multinational corporations become the sole patent of the newly created organism and monopolise the market with the aim of accumulating wealth.✓
- Increases the dependency of poor countries on wealthier countries.✓
- Governments will not be able to implement the bio-safety protocol.✓
- Subsistent farmers become unable to compete with giant multinational biotechnology corporations and therefore, cease to exist.✓
- Huge amounts budgeted for genetic engineering could have been allocated for alleviating poverty, hunger, housing shortages and improving the standard of education and health sectors.✓

**Religious and cultural objections:**

- God is the creator of everything and manipulating genes and thereby creating new organisms is an act against the will of God.✓
- Vegetarians believe that consuming plant products that contains animal genes is an insult to their way of life and culture.✓ (Any 4)

**Genetically modified food products should be labelled because:**

- Every citizen has a right to information.✓
- Everyone has a right make their own choice.✓
- The consumers should not be misled.✓
- It gives the consumer an opportunity to compare GM products with naturally grown (organic) food products.✓
- It denies the public to challenge if a product has an undesirable effect on health.✓
- It curtails any deliberate attempt of companies to capitalise on public ignorance.✓
- Many people believe that absence of labels on GM product is a deliberate attempt to divert attention and discourage further evidence against the development of more GM products.✓
- Labelling prevents GM products being camouflaged with naturally grown food and priced the same.✓

Any relevant answer

(Any 2) (2)

Synthesis (3)

[15]

| Marks | Descriptions                                                         |
|-------|----------------------------------------------------------------------|
| 3     | Well structured – demonstrates insight and understanding of question |
| 2     | Minor gaps in the answer                                             |
| 1     | Attempted but with significant gaps in the answer                    |
| 0     | Not attempted/nothing written other than question number             |

(3)

[15]

**TOTAL SECTION C: 40**

**GRAND TOTAL: 150**