



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2012**

**LIFE SCIENCES P2  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 7 pages.

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

- |     |        |  |    |         |      |
|-----|--------|--|----|---------|------|
| 1.1 | 1.1.1  | A  | ✓✓ |         |      |
|     | 1.1.2  | A  | ✓✓ |         |      |
|     | 1.1.3  | B  | ✓✓ |         |      |
|     | 1.1.4  | C  | ✓✓ |         |      |
|     | 1.1.5  | A  | ✓✓ |         |      |
|     | 1.1.6  | A  | ✓✓ |         |      |
|     | 1.1.7  | C  | ✓✓ |         |      |
|     | 1.1.8  | D  | ✓✓ |         |      |
|     | 1.1.9  | D  | ✓✓ |         |      |
|     | 1.1.10 | B  | ✓✓ | (10x2)  | (20) |
| 1.2 | 1.2.1  | Immunity   | ✓  |         |      |
|     | 1.2.2  | Thallus  | ✓  |         |      |
|     | 1.2.3  | Eukaryotes   | ✓  |         |      |
|     | 1.2.4  | Mycelium   | ✓  |         |      |
|     | 1.2.5  | Bacteria   | ✓  |         |      |
|     | 1.2.6  | Biodiversity   | ✓  |         |      |
|     | 1.2.7  | Vector   | ✓  |         |      |
|     | 1.2.8  | Plasmodium   | ✓  |         |      |
|     | 1.2.9  | Virus  | ✓  | (9x1)   | (9)  |
| 1.3 | 1.3.1  | None   | ✓✓ |         |      |
|     | 1.3.2  | A only   | ✓✓ |         |      |
|     | 1.3.3  | Both A and B   | ✓✓ |         |      |
|     | 1.3.4  | None   | ✓✓ |         |      |
|     | 1.3.5  | B only   | ✓✓ |         |      |
|     | 1.3.6  | B only   | ✓✓ |         |      |
|     | 1.3.7  | None   | ✓✓ |         |      |
|     | 1.3.8  | A only   | ✓✓ | (8x2)   | (16) |
| 1.4 | 1.4.1  | 2003   | ✓  |         | (1)  |
|     | 1.4.2  | 88 559   | ✓  |         | (1)  |
|     | 1.4.3  | The number of TB cases increased from 1997 to 2003 ✓ and decrease slightly in 2004. ✓    |    |         | (2)  |
|     | 1.4.4  | Probably due to an increase in the population. ✓/More people living in poor conditions ✓ |    | (Any 1) | (1)  |

**TOTAL SECTION A: 50**

## SECTION B

## QUESTION 2

- 2.1 2.1.1 A Sporangium ✓  
 B Sporangiphore ✓  
 C Rhizoid ✓ (3)
- 2.1.2 Sexually ✓ and Asexually ✓ (2)
- 2.1.3
  - They plays a role as decomposers ✓
  - Serves as food for humans. ✓
  - Have medical value ✓/used to produce antibiotics
  - Use in the baking and brewing industries. ✓
 (Mark first THREE answers only) (3)
- 2.1.4
  - rust/blight ✓
  - ergot ✓
  - black rot ✓
  - scab ✓ (Any 2) (2)
- 2.2 2.2.1 130 ✓✓ (120 - 140) mg/unit dry mass (2)
- 2.2.2
  - Some of these nitrogen-fixing bacteria may live inside the roots of soya beans ✓
  - They would absorb free-nitrogen ✓ from the air in the soil and convert it into nitrates ✓
  - The soya bean plant would then use these nitrates to make other nitrogen compounds ✓
  - Thus increasing the level of nitrogen inside the plant. ✓ (Any 3) (3)
- 2.2.3 Mutualism ✓  
 Not commensalism since both organism ✓ benefit whereas in commensalism only one ✓ benefits./Plant benefits by getting nitrates from bacteria ✓ whilst bacteria get carbohydrates from the plant ✓ 1+(Any 2) (3)
- 2.2.4
  - When soya bean plants die ✓
  - nitrifying bacteria will convert the nitrogen compounds in them to nitrates ✓
  - Nitrates will be converted to free nitrogen ✓
  - by denitrifying bacteria ✓ in the soil. (Any 3) (3)

- 2.3 2.3.1 It is a chemical substance ✓ that reduces the growth ✓ of bacteria by killing them/preventing them from reproducing (2)
- 2.3.2 They provide the bacteria with nutrients for growth. ✓ (1)
- 2.3.3
- To make sure that the agar plates are set up in sterile ✓ conditions.
  - To make sure that the agar plates are not contaminated ✓ with other bacteria and fungi. (Any 1) (1)
- 2.3.4
- Kept all plates at the same temperature. ✓
  - Ensured that the plates had the same amount of nutrients ✓ in the same concentration ✓ (Any 2x1) (2)
- 2.3.5
- Antibiotic 3 was the most effective in destroying the bacteria. ✓
  - Antibiotic 2 was ineffective against the bacteria. ✓
  - Antibiotic 1 was fairly effective ✓ (3)
- [30]**

### QUESTION 3

- 3.1 3.1.1
- A Bryophytes ✓
  - B Pteridophytes ✓
  - C Gymnosperms ✓
  - D Angiosperms ✓ (4)
- 3.1.2
- (a) Bryophytes ✓/moss/A and Pteridophytes ✓/ferns/B (2)
  - (b) Gymnosperms ✓/C and Angiosperms ✓/D (2)
- 3.1.3
- No true root, stem or leaves ✓
  - No conducting tissue ✓
  - No stomata ✓
  - Have rhizoids ✓
  - No cuticle ✓ (Any 3x1) (3)
- 3.2 3.2.1 Protista ✓ (1)
- 3.2.2 9 ✓ (1)
- 3.2.3
- (a) Porifera ✓ (1)
  - (b) Cnidaria ✓ (1)
- 3.2.4
- (a) Porifera ✓ (1)
  - (b) Platyhelminthes ✓ (1)
- 3.2.5
- Annelida ✓
  - Arthropoda ✓
  - Chordata ✓ (3)

- 3.3 3.3.1
  - The issuing of a licence is one way of controlling the number ✓
  - of fishermen that will be catching fish ✓
  - in obtaining a licence the fishermen are acknowledging that they are aware of the conditions ✓
  - relating to size restrictions and catch limits. ✓
  - This increases the chances of fishermen abiding by the regulations ✓ (Any 2x1) (2)
  
- 3.3.2 Not more than four per day ✓ (1)
  
- 3.3.3
  - To ensure that the shad population is not eliminated ✓ ensures that a fair number of shad remain ✓
  - To reproduce ✓ and increase the population once again.
  - This would allow for more sustainable use ✓ of the shad as a food source. (Any 3x1) (3)
  
- 3.3.4
  - Confiscation of catch ✓
  - Payment of a sum of money for each shad over the limit ✓
  - Cancelling their licence ✓
  - Imprisonment ✓ (Any 1x1) (1)
  
- 3.3.5
  - Catching small fish would prevent them from reaching a reproductive age ✓
  - at which they would be able to contribute to a population increase. ✓
  - Restricting the capture of smaller fish is therefore in the best interests of a sustainable use of this resource. ✓ (3)

[30]

**TOTAL SECTION B: 60**

## SECTION C

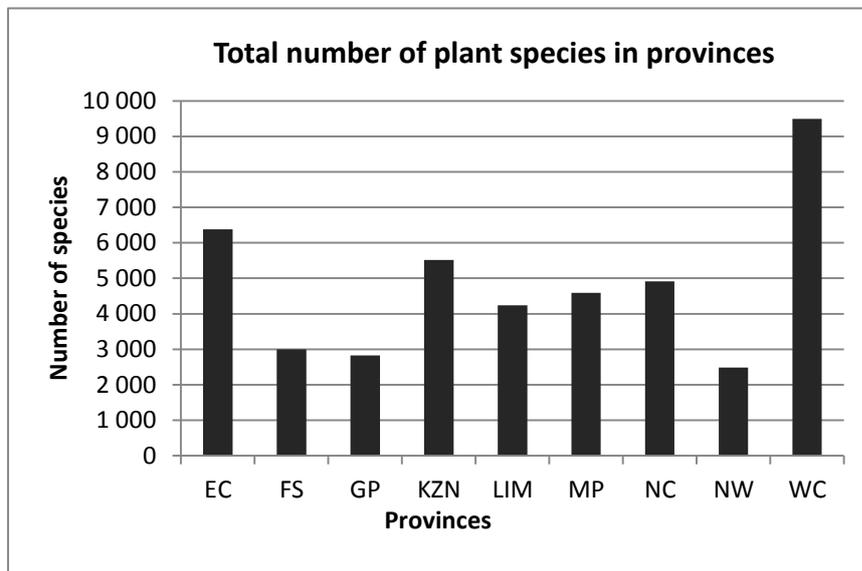
## QUESTION 4

4.1 4.1.1 Limpopo ✓ (1)

4.1.2 North West ✓ (1)

- 4.1.3
- South Africa is rich in species diversity ✓
  - Higher species diversity in plants than in animals ✓
  - The highest species diversity of plants is in the Western Cape ✓
  - The lowest species diversity of plants is in the North West ✓
  - Bird species are the highest amongst the animal species. ✓
- (Any 3x1) (3)

4.1.4



<b>Guideline for the assessing of the graph</b>	
Correct type of graph	1
Title of graph	1
Correct label of x-axes	1
Correct scale of x-axes, same width of bars	1
Correct label of y-axes	1
Correct scale of y-axes	1
Plotting of points	1 : 1 to 3 points plotted correctly 2 : 4 to 6 points plotted correctly 3 : 7 to 9 points plotted correctly

**NOTE:**

If the wrong type of graph is drawn, 4 marks will be lost for:

- Correct type of graph
- Plotting of points'

If labels of the axes are transposed then 4 marks will be lost for:

- Correct label and scale for X and Y axes

(9)

- 4.2 4.2.1
- Cycads have tall stems, ✓
  - palm like leaves, ✓
  - cones and ✓
  - separate male and female plants ✓ (Any 2x1) (2)
- 4.2.2 Police ✓ who enforce conservation laws ✓.
- OR**
- Police who identify stolen cycads ✓ and trace the owners of these cycads ✓ (2)
- 4.2.3
- Microchips are implanted into the trunk of the cycads ✓
  - DNA technology is also used ✓ (2)

#### 4.3 The Bat

- The forelimbs have become wings ✓
  - for flying. ✓
  - The first digit is hook-like to hang from trees ✓,
  - while the last four digits have become elongated to make up the wing ✓
- max 3

#### The monkey

- The forelimbs are very long ✓
  - to allow it to grasp trees while it is climbing ✓
  - and swinging ✓
- max 2

#### The mole

- Has a pair of short, spade-like forelimbs ✓
  - that are modified for digging ✓
- max 2

#### The seal

- The forelimbs have become flippers ✓
  - for steering ✓ and
  - maintaining equilibrium during swimming. ✓
- max 3

#### The horse

- The forelimbs are adapted for support ✓ and
  - running ✓
  - with the third digit being very elongated ending in a hoof ✓
- max 3

#### Charles Darwin's explanation:

- Forelimbs of mammals arose from a common ancestor ✓ in which the forelimb had the same pattern. ✓
  - The forelimbs of the five mammals show variations ✓ because of having been modified ✓ to perform different functions ✓
- max 4 (17)

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

Synthesis (3)

**TOTAL SECTION C: 40**

**GRAND TOTAL: 150**