Province of the EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2024 NSC CHIEF MARKER'S REPORT

SUBJECT	AGRICULTURAL SCIENCES		
QUESTION PAPER		2	
DURATION OF QUESTION PAPER	2½		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	STOFILE-NKQAYI RINAH		
NAME OF THE CHIEF MARKER	NGOZI-NIKELO SIBONGILE		
DATES OF MARKING	01 – 15 DECEMBER 2024		
HEAD OF EXAMINATION:	MR E MABONA		

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Generally, the 2024 Agricultural Sciences paper 2 was fairly answered not very far from 2023 raw mark performance. The 2024 item analysis of 100 sampled scripts indicates that Question 4 (Basic Agricultural genetics) was the most performed question with 55 %, followed by Question 3 with 53 % (Production factors), then question 1 (Short questions) with 52% and lastly question 2 with 49% (Agricultural management and marketing).

The Seven-point scale analysis after 14 033 scripts were captured shows that Agric P2 is at 85,3 % pass with the following distribution of levels.

L1	L2	L3	L4	L5	L6	L7	Overall pass
14.7	20.1	22.5	19.7	13.3	7.6	2,6	85.3

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 1 was fairly answered by learners. Most candidates managed to score a minimum of 10 marks in Section A and a maximum of 40 marks. Sub-question responses: Question 1.1.1 – 1.1 10 2024 candidates answered this question very well though there were some misconceptions in the following questions. 1.1.4 candidates failed to give the correct combinations that explains the downward sloping of demand curve. In Qn 1.1.8 learners failed to give the correct examples of external forces. **Question 1.2** was well answered by most candidates except 1.2.3 where candidate had a misconception that only the farmer contributes to Unemployment Insurance fund. Question 1.2.5 confused candidates as they thought X-linked and Y –linked characteristics are sex chromosomes instead of XX and XY. **Question 1.3** was poorly answered by majority of candidates with lot of misconceptions and others leaving gaps. Question 1.3.1 was poorly answered by majority of learners as they were leaving the key word "RISK" in their terminology ending up writing strategic management. Question 1.3.2 was also poorly answered by majority of candidates as they gave responses such as labour and land productivity instead of Productivity as the correct concept. Question 1.3.3 was well answered by most candidates as they were able to identify prepotency as the correct concept. In question 1.3.4 learners were having a problem of correct spelling of Biometrics Question 1.3.5 was poorly answered by most of the candidates, learners had a misconception thinking that Super weeds are genetically modified weeds. Question 1.4.1 was poorly answered as most learners wrote market equilibrium instead of price determination. Question 1.4.5 was fairly answered although some learners confused the process of GM with the GMO. ***Suggestions to overcome challenges in section A***

- Teachers must compile concepts following CAPS document and present them first whenever introducing new topic and keep assessing them.
- More revision in concepts/terminology in formal and informal assessments
- More Spelling exercises for Agricultural Sciences terms.
- Teachers must drill learners more on terminology trying to give clear differences between concepts that are close to each other.
- Use various resources and strategies to drill learners with concepts e.g use of puzzles, quiz, crosswords and word charts.

QUESTION 2

Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2

The question was having challenging areas to candidates as a result very few managed to score above 30 marks.

2.1 Demand and Supply

In *Question 2.1.1* the learners were able to use the stimulus provided by the given illustrations to distinguish between supply and demand.

In *Question 2.1.2* candidates were confusing the *law of demand* with the *law of Supply.*

In *Question 2.1.3* some candidates were mixing factors affecting supply with those that affect demand.

2.2 Elasticity of Demand

In *Question 2.2.1* (a) and (b) some candidates were confusing *price elastic* with *elasticity of supply*. Some also interchanged Price elastic (a) with Price inelastic (b).

In *Question 2.2.2* candidates failed to differentiate between price elastic graph with that one of price inelasticity. Candidates failed to give a reason explaining the price elastic, they write huge change in price or in supply.

In *Question 2.2.3*, candidates were confusing factors affecting price elastic with the factors affecting demand.

2.3 Marketing systems

In question 2.3.1 some candidates confused the channels with the marketing systems, they wrote responses such as farm gate or internet marketing.

2.4 Entrepreneurship

In question 2.4.1 some candidates gave a definition of an entrepreneur without extracting from the scenario.

In question 2.4 2 some candidates wrote the success factors they know, they did not extract from the scenario e.g. they wrote perseverance, innovative.

2.5 Agricultural marketing chain

In question 2.5.1 some candidates wrote responses such as purchasing chain instead of demand chain and selling chain instead of supply chain.

In question 2.5. some candidates were unable to give the correct response, the language barrier and application   is a problem.

2.6 Roles of legislation in effective marketing of agricultural products

In this question some candidates wrote the marketing related acts and also labour related laws instead of the role of legislation in the effective marketing of agricultural products.

2.7 Business plan

In question 2.7.1 some candidates wrote responses such as business management plan or plan.

In question 2.7.2 the majority of candidates wrote responses such as loan application instead of securing funding.

In question 2.7.3 the majority of candidates wrote responses such as poor writing instead of incorrect format.

QUESTION 3

3.1 Land

In question 3.1.1 majority of candidates managed to get correct response showing that they know Land as a production factor.

 In question 3.1.2 majority of candidates managed to score marks, however some few learners confused economic functions of land with economic characteristics of land.

3.2 The law of diminishing

In question 3.2.1 majority of candidates managed to score a mark for the deduction of the law. of diminishing returns.

In question 3.2.2 majority of candidates struggled with explaining the comparison of maize production in response to increased fertiliser.

3.3 Duties performed by farm workers

In question 3.3.1 (a) majority of candidates did not give a correct e.g. they wrote the types of labour (permanent or temporal labour) for 3.3.1 (b) majority of learners managed to give a correct response.

In question 3.3.2 majority of candidates were unable to give the correct reason for the answer provide in (a) seasonal labour.

In question 3.3.3 candidates could not score all marks as they were giving examples that explains one way of increasing labour productivity.

3.4 Labour legislation

In question 3.4.2 candidates failed to interpret the question and failed to give the correct ways in which migration of farm workers could affect farming production they write production will decrease.

3.5 Types of capital

In Question 3.5.2 instead of giving examples of production capital, they wrote any other types of capital.

3.6 Income and expenses

In Question 3.6.2 learners showed that they are not well versed with financial records. They wrote balance sheet or budget instead of income statement.

In Question 3.6.3 learners struggled to calculate the profit or loss as they used the wrong formula.

Learners could not write the correct formula and some also left out profit/loss whilst others were writing net worth instead of profit/loss.

Some learners twisted and calculated (Expenditure – Income) as a result they came out with positive answer.

3.7 Problems of capital as a production factor.

Question 3.7.1 was badly answered; most learners wrote undercapitalisation instead of scarcity or shortage of capital.

Question 3.8.1 and 3.8.2 showed that learners do not know different sources of risks.

Question 3.8.3 learners failed to identify "diversification" as the risk management strategy given in the scenario.

3.8.4 was fairly answered but other candidates gave the management principles that are not within CAPS guidelines.

Provide suggestions for improvement in relation to Teaching and Learning.

- Teachers must give learners more assessment on elasticity and inelasticity of demand and supply using graphs.
- Practical demonstrations and audio visuals and also YOU TUBE lessons should be used with the content that is within CAPS.
- Intensive use of previous question papers when giving learners classwork, class test and doing revision.
- Team teaching with commerce educators.
- Teachers should put more emphasis that the learners should read instructions before they answer.

QUESTION 4

The overall performance of the question was fair, and most of the learners managed to get above 10 marks and all candidates attempted to answer the question.

Question 4.1: Monohybrid crossing

In Question 4.1.1 most learners wrote the genotypes of the offspring "SS or ss" instead of writing 1/4 fraction of the dented offspring.

Question 4.1.2 was fairly answered though some learners failed to differentiate between heterozygous and homozygous.

In Question 4.1.3 most learners managed to answer the question correctly though some candidates confuse phenotypic ratio with genotypic ratio.

Question 4.2: Patterns of inheritance

Learners in question 4.2.1 answered the question focusing on the sequence of the illustrations not checking the sequence of the question. Some wrote Incomplete dominance for illustration B instead of co-dominance.

Question 4.2.3, majority answered it correctly only a few did a genetic cross instead of RW.

Question 4.3: Qualitative and quantitative characteristics

4.3.1 most candidates understood the difference between qualitative and quantitative traits.

Question 4.4 variation

In question 4.4.1 some learners confused variation with atavism, the saw a black offspring amongst the white thought that it's the reappearance of the black colour after many generations of hibernation.

Question 4.4.2, some learners wrote environmental instead of genetic. This cause them to give wrong factors that cause genetic variation as question 4.4.3 was embedded to 4.4.2.

Question 4.4.4 was difficult for learners who ended up giving advantages of cross breeding instead of importance of variation.

Question 4.5: Dihybrid

Very few learners got question 4.5.1 correct, most leaners wrote purple or yellow colour while others wrote long or short leaf instead of seed colour or leaf length.

Question 4.5.2, learners gave different responses to this question. Some learners did a monohybrid cross whilst others did an F2 dihybrid cross. Some also use incorrect gametes.

Question 4.5.3 was badly answered as learners confused the law of independent assortment with the law of segregation.

Question 4.6: Breeding systems

Question 4.6.3 was well answered, only few learners confuse the methods of selection with types of selection.

Question 4.7.1 challenged many learners, some confuse the bacterial carriers with GM technique.

Question 4.7.2 learners wrote the benefits of GM and health benefits of GM instead of environmental benefits of GM crops.

Question 4.8: line graph plotting

Most learners were able to obtain 4 marks and total in line graph plotting. Few candidates are still having problem in calibration as the gave different multiples.

Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.