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

2025 NSC CHIEF MARKER'S REPORT

SUBJECT	AGRICULTURAL SCIENCES		
QUESTION PAPER	2		
DURATION OF QUESTION PAPER	2 HOURS 30 MINUTES		
PROVINCE	**EASTERN CAPE**		
NAME OF THE INTERNAL MODERATOR	**RINAH STOFILE NKQAYI**		
NAME OF THE CHIEF MARKER	**SIBONGILE NGOZI-NIKELO**		
DATES OF MARKING	**28 NOVEMBER 2025**		
HEAD OF EXAMINATION:	**Mr MABONA. M**		

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

November 2025 Agricultural Sciences P2 examination was a bit difficult compared to the previous question papers, this has resulted in a drop in learner performance in the question paper as a whole compared to previous question papers. Both section A and Section B questions were demanding high level of thinking causing average level learners to struggle to achieve pass mark.

The statistical data from rush analysis shows that learners performed better in question one with 37 %, followed by question 2 with 36 %, then question 4 with 34 %, and question 3, badly performed at 28 %.

The table below outline how learners performed using the Seven-point scale data. Few learners managed to get distinctions (0.7 %) in 2025 as compared to 2024 (2.6 %) performance this shows the cognitive level of thinking and the level of difficulty for the paper was very high.

LEVELS	2024	2025
1	14.7	29.8
2	20.1	23.1
3	22.5	19.7
4	19.7	14.5
5	13.3	8.2
6	7.6	3.7
7	2.6	0.8
Overall % Pass	85.3	70.2

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: Learners answered fairly well overall in this question, however some learners scored below 10 marks and few got above 40 marks. No learner scored full marks in section A. Multiple choice questions and one word/term questions were poorly answered.

QUESTION 1

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

Question 1.1 was poorly answered because the distractors were too close to each other ending up confusing learners.

- In Question 1.1.2 learners failed to get the correct type of buyers, they confused *retailer* and *broker*. Most learners wrote **A** instead of **B**.
- Learners in question 1.1.5 failed to differentiate between *factors of production* and *capital of production* as economic inputs required by farmers. They wrote *Capital of production* (**C**) instead of *factors of production* (**A**).
- In Question 1.1.6 learners gave two responses as **B/C** instead of **A**. Learners still don't know that only one response is needed in multiple choice questions.
- Learners in Question 1.1.7 could not see the difference between *strategic risk management* and *contingency planning* in recognizing and dealing with risks. They wrote **C** instead of **B**.
- In Question 1.1.9 learners were unable to give the statement that was NOT correct about *heritability*.

Question 1.2 was fairly answered as most learners managed to get all correct responses.

- Misconception was on 1.2.1 were learners confused *eco-labelling* (**D**) with *green labelling* (**F**).

- In 1.2.5 some learners failed to differentiate between qualitative and quantitative characteristics, they wrote **E** instead of **G**.

Question 1.3 was poorly answered, few learners managed to get correct terminology linked to the given descriptions.

- Learners in question 1.3.1 wrote *price elasticity* and some *seasonal fluctuation* instead of *price fluctuation*.
- In Question 1.3.2 learners confused *net worth* with *net income* or *net profit* as the difference between the value of assets and the value of liabilities.
- Learners in question 1.3.3 wrote *GM, heredity and genetic crossing* instead of *genetics* as the scientific study of heredity.
- Question 1.3.4 was poorly answered by majority of learners, instead of writing Aneuploidy the wrote chromosomal or gene mutation.

Question 1.4.1 was fairly answered although learners had difficulty in spelling of niche, they wrote nitch or ninch.

- In Question 1.4.2 learners wrote implementation instead of control
- Learners in question 1.4.3 had difficulty in spelling Punnet as some wrote Peanut, Punel or Pearson.
- In Question 1.4.5 most learners wrote monohybrid or homozygosity instead of homozygote/pure-bred.

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 was poorly answered by most learners as they struggled to achieve an average pass mark. Majority of learners had difficulties on questions that needed explanations, especially on "elasticity of demand" that was linked to a scenario.

Explanation were closed in the marking guide that either the learner gets two marks or none. Learners failed to give clear reasoning on questions that needed justifications and definition of concepts. Most learners could not score all marks on question 2.5.1 that was demanding graphical plotting skills.

Question 2 was poorly answered because of the following specific common errors learners committed.

- In question 2.1.2 learners provided general factors affecting supply not the factors that leads to shortage of products in a market or that have a negative effect on supply or production. Learners were just writing technology instead of lack or outdated technology.
- In Question 2.1.3 learners explained any situation that occurred when the market is at equilibrium such as *equilibrium price* instead of *market equilibrium*.
- In question 2.2.1 most learners wrote examples of promoting products like radio, television, newspaper and others associated the stimulus from the picture with auction or stock sale instead of advertisement as a method of promoting products.

Question 2.3

- In question 2.3.1 some learners showed that they don't understand the difference between elastic and inelastic. Few could not deduce that a small change in demand of maize relative to the price change indicates inelastic demand. They wrote avocado instead of maize.

- In question 2.3.2 some learners were wrong in their reasoning to support why maize showed inelastic demand, the supported themselves by giving the law of demand that when price increases

demand decreases instead of writing the change in price had a little influence on the quantity of maize demanded.

- In question 2.3.3 was poorly answered by most learners as they failed to understand that availability of substitutes makes demand more elastic and vice versa.

Question 2.4

- In question 2.4.3 learners were only stating the guidelines of the package without explaining some of the guidelines. Learners were writing protection only instead of explaining that the package must protect the product against mechanical damage.

Question 2.5

This question was poorly answered as few learners managed to score all 6 marks, majority managed to get 3 or 4 marks.

- Learners misunderstood question 2.5 because they focused only on the first part, which asked for a bar graph showing the relationship between price and demand of sheep and did not pay attention to the second part of the question.

- Learners placed the Price on the Y-axis and Demand of sheep on the X -axis following the principle of price and demand in economics instead of placing the two variables price and demand on the Y- axis and months on the X -axis. Two sets of bars were supposed to be used to compare Price (Rands) and Demand of sheep for each month.

- Not all learners got 2.5.3 correct as some wrote only season instead of festive season. Majority of learners wrote cultural and traditional ceremonies that are done by the Xhosa tribe especially during December.

Question 2.6

- In question 2.6 some learners were writing marketing systems instead of appropriate marketing channels of free marketing system.
- In question 2.7.2 most learners find it difficult to define entrepreneurship in full to score all two marks, some learners gave the definition of an entrepreneur instead of entrepreneurship.

Question 2.8

- In question 2.8.1 learners wrote all the various components of a business plan instead of highlighting that potential investors want clear revenue forecast and profit margin outlined in the financial plan of the business and the market plan that set the business apart from competitors.

- Most learners in question 2.8.2 got one mark as they separated computer and cell phones as different electronic resources used as tools for drawing up a business plan. Very few learners managed to mention computer software programmes like (livePlan and Enloop business plan software) and Wi-fi connections that gives online or google sheets with business plan templates to help with calculations and online financial modelling tools.

QUESTION 3

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

Question 3 was very difficult for learners because it required high cognitive thinking and application of knowledge to most of the questions. Very few leaners scored above 15 out of 35 marks in this question.

The question required leaners to explain and analyse the concepts and apply knowledge in new situations. Multiple steps of reasoning were required for the learner to be able to construct the correct responses for example, in question 3.1.2 the learner was supposed to first know *scientific methods* and *consolidation of uneconomical land units* and then be able to apply the knowledge on how the two concepts can be used to increase land productivity.

Question 3.1

- In question 3.1.1 (a) some learners wrote *availability* instead of *appreciation* as an economic characteristic of land where land tend to increase over time.
- In Question 3.1.2 (a) most learners were writing the definition of scientific methods instead of explaining how *scientific methods* inform farmers to make decisions based on reliable scientific data about soil condition or crop health to optimize resource allocation like fertilization, irrigation and pest control that will result in maximization of crop yield.
- In question 3.1.3 (b) most learners were explaining in their own words the meaning of consolidation of small uneconomical land units is. They wrote joining or combining small farms into one bigger farm to increase land productivity. They could not proceed to the next level of thinking explaining how land consolidation improves efficiency and cost effectiveness in order to increase land productivity.

Question 3.2

- In question 3.2.1 learners separated the concept labour productivity and gave the definition of labour instead of "labour productivity" as the measure of output per unit of labour force.
- In question 3.2.2 learners were not able to deduce labour problems from the given flow chart, they ended up stating solutions to problems associated with labour instead of deducing labour problems.

Question 3.3

- Most learners struggle to give the correct components of a contract in Question 3.3.1, some stated the items given in the contract.
- In question 3.3.2 some learners failed to write the labour legislation in full and others were writing labour relations act instead of BCEA (Act 75 of 1997).
- In Question 3.3.3 learners were writing protective gear as a component instead of stating given items in the contact.

Question 3.4

- In question 3.4.2 most learners were identifying the type of credit " medium-term credit" instead of explaining it as a credit used to purchase medium-term assets and is payable over a period of 2 to 10 years.
- In question 3.5.1 Learners did not score all two marks as they were explaining only why the document is a cash flow statement instead of continuing to say those components are not of the income statement.

Question 3.6

- In question 3.6.1 (a) some leaners instead of giving external forces they were giving examples like Tax and others explain it instead of writing economic forces.
- In question 3.6.2 some learners were confusing sources of risk with external forces.

In question 3.7 most learners were stating management principles instead of management skills.

uggestions for improvement in teaching Production Factors

Provide suggestions for improvement in relation to Teaching and Learning.

1. **Use clear practical agricultural examples with scenarios and pictures.**
   Teachers should make the lesson more understandable by combining it with real agricultural practical examples taken from pictures, videos and scenarios (e.g., showing a real contract of farm workers) and linking it to the content.
2. **Complex concepts should be broken down or simplified.**
   Teachers need to simplify some complex concepts so learners can understand them correctly in assessments. For example, in scientific methods and consolidation of small uneconomical units, learners must first understand and define the concepts, provide examples and then explain how they improves land productivity.
3. Learners should be exposed to all financial records in the exam guidelines and thoroughly be assessed on all of them and be able to know the differences.

QUESTION 4

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

Question 4 was poorly answered; it was hard for learners to score more marks on linked questions. Low performing learners failed to interpret diagram stimuli like the breeding system questions. Very few scored above 20 marks and below are the misconceptions encountered by learners.

- In question 4.1.1 some leaners wrote dihybrid instead of monohybrid causing them to give a wrong supporting reason to question 4.1.2 as the question was embedded.
- In question 4.1.3, instead of writing meiosis/gametogenesis they explained the process as gamete formation.
- In question 4.1.4 (b) learners were unable to identify the phenotype, they confused with the genotype.
- Some learners in question 4.1.5 were just writing the genotypic ratio as 1:2:1 instead of 1BB:2Bb:1bb.

Question 4.2

- In question 4.2.1 most learners wrote a populated dihybrid Punnet square instead of a monohybrid Punnet square. Also some wrote incorrect gametes (B and b) instead of (D and d).
- In question 4.2.2 leaners were unable to give the correct fraction, instead of ¾ they wrote ¼.
- In question 4.3.2 most learners wrote polygenes instead of polygenic inheritance.

Question 4.4

- In question 4.4 learners cannot differentiate between traits that are controlled by the genes from those that are controlled by environment from the given picture. They wrote size in question 4.4.1 (b) instead of body weight.

Question 4.5

- learners were unable to analyse the entire flow chart in order to come up with the correct breeding system between Breed C and Breed D. Most learners wrote cross breeding instead of in breeding system. This has caused most learners not to score marks on linked questions 4.5.2 and 4.5.3 as they were linked to 4.5.1.

- In question 4.5.1 (b) learners confused the type of selection with the methods of selection. They wrote mass selection instead of artificial selection.
- Question 4.5.4 learners poorly answered the question they mentioned the type of selection instead of analyzing the ancestors in the flow chart and understand that it was a pedigree method of selection used.

Question 4.6

- Question 4.6.1 was poorly answered instead of formulating a hypothesis learners wrote the aim of GM. Some learners also copied what was in the extract and not answered the question correctly.
- In question 4.6.2 learners were unable to understand the question write the socio-economic impact on genetically modified maize seeds.
- In question 4.6.3 learners gave the advantages of GMO instead of the advantage of genetic modification over traditional methods.
- 4.6.4 was a common question but learners were unable to answer this question, instead they wrote advantages of GMO's.

Suggestions for improvement in teaching genetics

Provide suggestions for improvement in relation to Teaching and Learning.

4. **Use of practical examples and visual projections during genetics lessons.**
   Teachers should incorporate real-life examples and visual projections when teaching genetics and breeding to make concepts more relatable and understandable.
5. **Clarify phenotype and genotype.**
   When teaching teachers should emphasize the difference between phenotypic (observable traits) and genotypic (genetic make-up) ratios to avoid confusion.
6. **Use varied resources aligned with exam guidelines.**
   Utilise a variety of teaching resources that match exam specifications and include past question papers to familiarize learners with different questioning style.
7. **Teach monohybrid and dihybrid crosses concurrently.**
   Ensure learners understand how to draw and differentiate between monohybrid and dihybrid Punnet squares.
8. **Comprehensive assessment:**
   Implement regular assessments on genetics using different levels of difficulties to prepare learners with different types of questions.
9. Incorporate different methods to help learners how to formulate hypothesis effectively.

Other Specific observations

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

1. **Learners concentration during exams tend to reduce and affect last subjects**
   Agricultural Sciences should be treated equally with other science subjects so that the paper will not be always be written last on the timetable. Learners should be supported and motivated until the last paper so that the burden will not be on teachers alone.
2. **Maximum use of online and radio lessons.**

Learners should make use of online lessons provided by subject advisors, subject planners as they are current learning and teaching aids so that learners in rural areas will not continue to be in isolation.

3. **Bridging language gap in agricultural sciences.**
   Language barrier is still a key factor also contributing to poor performance. Most learners are struggling with correct spelling on terminology and also in expressing their knowledge in their mother language as some ended up switching to mother language to explain some concepts.
4. **Use of Chief markers report and Diagnostic report**
   Teachers are required to analyse chief marker's reports, and use them to know common errors committed by learners and correct them during teaching and learning.
5. **Ways of answering questions.**
   Candidates must be informed that if the question is asking for TWO points, they must give two correct points first. If the candidate gives more than two answers and start with the wrong ones, the marker will only award marks for the first two responses, any later correct answers that were meant as extra points will not be marked.