

**SCOPE OF COMMON TESTS – Grade 11: 2021**

<b>TERM 1</b>	
<b>MARCH COMMON TEST</b>	
<b>GRADE</b>	11
<b>SUBJECT</b>	LIFE SCIENCES
<b>PAPER</b>	ONE PAPER ONLY
<b>DURATION OF THE PAPER</b>	1 HOUR
<b>TOTAL MARKS</b>	60
<b>NUMBER OF QUESTIONS</b>	3
<b>QUESTION PAPER FORMAT</b>	<b>SECTION A:</b> Objective Questions: [20 marks] <b>SECTION B:</b> Short Questions: 20 + 20 = [40 marks]
<b>EXPECTED WORK COVERAGE/TOPICS</b>	
1. Biodiversity and Classification of Micro-organisms	
2. Biodiversity of Plants	
3. Reproduction in Plants	
4. Biodiversity of Animals	

<b>TERM 2</b>	
<b>JUNE CONTROLLED TEST</b>	
<b>GRADE</b>	11
<b>SUBJECT</b>	LIFE SCIENCES
<b>PAPER</b>	ONE PAPER ONLY
<b>DURATION OF THE PAPER</b>	1 HOUR
<b>TOTAL MARKS</b>	60
<b>NUMBER OF QUESTIONS</b>	3
<b>QUESTION PAPER FORMAT</b>	<b>SECTION A:</b> Objective Questions: [20 marks] <b>SECTION B:</b> Short Questions: 20 + 20 = [40 marks]
<b>EXPECTED WORK COVERAGE/TOPICS</b>	
1. Photosynthesis	
2. Animal nutrition	
3. Cellular Respiration	

<b>TERM 3</b>	
<b>SEPTEMBER COMMON TEST</b>	
<b>GRADE</b>	11
<b>SUBJECT</b>	LIFE SCIENCES
<b>PAPER</b>	ONE PAPER ONLY
<b>DURATION OF THE PAPER</b>	1 HOUR
<b>TOTAL MARKS</b>	60
<b>NUMBER OF QUESTIONS</b>	3
<b>QUESTION PAPER FORMAT</b>	<b>SECTION A:</b> Objective Questions: [20 marks] <b>SECTION B:</b> Short Questions: 20 + 20 = [40 marks]
<b>EXPECTED WORK COVERAGE/TOPICS</b>	
1. Gas Exchange	
2. Excretion in Humans	
3. Population Ecology	

**FINAL EXAMINATION STRUCTURE OF THE PAPER**

- Paper 1 and Paper 2
- 150 marks each paper
- 2½ hours each paper

**Format of a Life Sciences Examination Paper  
(Grades 10-12)**

<b>Sections</b>	<b>Type of questions</b>	<b>Marks</b>
A	A variety of short answer questions, objective questions for example MCQ, terminology, columns/statement and items, data-response	50
B	A variety of question types. TWO questions of 50 marks each divided into 2 – 4 subsections	2 x 50

**Cognitive Level Weightings**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Knowing Science	Understanding Science	Applying scientific knowledge	Evaluating, analysing and synthesising scientific knowledge
40%	25%	20%	15%

**Degrees of Difficulty Weightings**

<b>Easy</b>	<b>Moderate</b>	<b>Difficult</b>	<b>Very difficult</b>
30%	40%	25%	5%

## Degree of difficulty of examination/test questions

30%	40%	25%	5%
<b>Easy</b> for the average learner to answer.	<b>Moderately</b> challenging for the average learner to answer.	<b>Difficult</b> for the average learner to answer.	<b>Very difficult</b> for the average learner to answer. The skills and knowledge required to answer the question allows for level 7 learners (extremely high-achieving/ability learners) to be discriminated from other high ability/proficiency learners.

## Degrees of Difficulty

### Framework for thinking about question difficulty

Content/concept difficulty	Stimulus difficulty	Task difficulty	Expected response difficulty
<b>Content/concept difficulty</b> indexes the difficulty in the <b>subject matter, topic or conceptual knowledge</b> assessed or required. In this judgment of the item/question, difficulty exists in the <b>academic and conceptual demands</b> that questions make and/or the <b>grade level</b> boundaries of the various 'elements' of domain/subject knowledge (topics, facts, concepts, principles and procedures associated with the subject).	<b>Stimulus difficulty</b> refers to the difficulty of the linguistic <b>features of the question</b> (linguistic complexity) and the challenge that candidates face when they attempt to read, interpret and understand the words and phrases in the question <b>AND</b> when they attempt to read and understand the <b>information or 'text' or source material</b> (diagrams, tables and graphs, pictures, cartoons, passages, etc.) that accompanies the question.	<b>Task difficulty</b> refers to the <b>difficulty that candidates confront when they try to formulate or produce an answer.</b>	<b>Expected response difficulty</b> refers to difficulty imposed by examiners in a <b>mark scheme and memorandum</b> . This location of difficulty is more applicable to 'constructed' response questions, as opposed to 'selected' response questions (such as multiple choice, matching/true-false).

Examiners should analyse the items in their papers to ensure the paper is **not too easy** or **too difficult** even if the cognitive demand of the paper is according to the standard.

**Topic Weightings for Grade 10**

<b>PAPER 1</b>		<b>PAPER 2</b>	
<b>TOPIC</b>	<b>MARKS</b>	<b>TOPIC</b>	<b>MARKS</b>
T1: Chemistry of Life	33	T2: Transport systems in mammals	32
T1: Basic units of life	19	T3: Biosphere to Ecosystems	54
T1: Cell Division , Mitosis	19	T4: Biodiversity and classification	21
T2: Plant and Animal tissues	28	T4:History of life on earth	43
T2: Plant organs(leaf)	9	<b>Total</b>	<b>150</b>
T2: Support and transport Systems : Plants	23		
T2: Support systems : Animals	19		
<b>Total</b>	<b>150</b>		

**Topic Weightings for Grade 11**

<b>PAPER 1</b>		<b>PAPER 2</b>	
<b>TOPIC</b>	<b>MARKS</b>	<b>TOPIC</b>	<b>MARKS</b>
T2: Energy transformation to sustain life: Photosynthesis	32	T1: Biodiversity and classification of micro-organisms	29
T2: Animal nutrition	32	T1: Biodiversity in plants and reproduction	29
T2: Energy transformation: Respiration	22	T1: Biodiversity of animals	18
T3: Gas exchange	32	T3&4:Population ecology	37
Excretion in humans	32	T4:Human impact on the environment	37
<b>Total</b>	<b>150</b>	<b>Total</b>	<b>150</b>

**Topic Weightings for Grade 12**

**PAPER 1**

<b>TOPIC</b>	<b>Weighting (%)</b>	<b>MARKS</b>
Reproduction in vertebrates	5	8
Human reproduction	27	41
Responding to the environment (Animals)	36	54
Human endocrine system and Homeostasis	23	34
Responding to the environment(Plants)	9	13
<b>Total</b>	<b>100</b>	<b>150</b>

**PAPER 2**

<b>TOPIC</b>	<b>Weighting (%)</b>	<b>MARKS</b>
DNA: Code of life	18	27
Meiosis	14	21
Genetics and inheritance	32	48
Evolution	36	54
<b>Total</b>	<b>100</b>	<b>150</b>