

LIFE SCIENCES

AMENDED CAPS (SECTION 4) GRADES 10 AND 11 IMPLEMENTATION DATE: 2020



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Presentation Outline:

- Purpose
- Informal (formative) assessment or daily assessment
- Weighting of cognitive levels for the assessment of content in Grades 10 and 11
- Degrees of difficulty for examination/test questions



Presentation Outline (continue)

- The instructional verbs used in examination/test questions
- Assessment requirements for Life Sciences
- The end-of-year examinations
- Contact details of DBE subject specialist



NOTE:

- The Information in the Presentation must be read in conjunction with the CAPS of the Subject.
- Kindly refer to Section 4 of the CAPS.

Purpose

To mediate the amendments of CAPS
Section 4: Grades 10 and 11 for
implementation in 2020 as published
in Government Gazette No: 42829

Informal Assessment

- A minimum of **three informal tasks** should be done per week. These tasks can be marked by learners or teachers.
- It is recommended that a **consolidation task** is completed at the end of a concept/topic.
- It is vital that practical skills are taught and assessed in an integrated way in the context of theoretical concepts; **therefore the investigations listed in Section 3 must be part of daily teaching and learning.**
- Collectively, the informal tasks must reflect **all degrees of difficulty and cognitive levels.**

Weighting of Cognitive Levels

- Examples of useful verbs were removed
- Replaced with a detailed description of each cognitive level

Degrees of difficulty for Test/Examination questions

30%	40%	25%	5%
Easy for the average learner to answer.	Moderately challenging for the average learner to answer.	Difficult for the average learner to answer.	Very difficult 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.



Instructional Verbs used in Test/Examination questions

Verb	Explanation
Analyse	Separate, examine and interpret
Calculate	This means a numerical answer is required – in general, you should show your working, especially where two or more steps are involved
Classify	Group things based on common characteristics
Compare	Point out or show both similarities and differences between things, concepts or phenomena
Contrast	Compare two or more things to show the differences between them
Define	Give a clear meaning
Describe	State in words (using diagrams where appropriate) the main points of a structure/process/phenomenon/investigation
Determine	To calculate something, or to discover the answer by examining evidence
Differentiate	Use differences to qualify categories



Instructional Verbs Used in Test/Examination questions

Verb	Explanation
Discuss	Consider all information and reach a conclusion
Explain	Express your answer in cause-effect or statement and reason sequence
Identify	Name the essential characteristics
Label	Identify on a diagram or drawing
List	Write a list of items, with no additional detail
Mention	Refer to relevant points
Name	Give the name (proper noun) of something
State	Write down information without discussion
Suggest	Offer an explanation or a solution
Tabulate	Draw a table and indicate the answers as direct pairs



Assessment Requirements

- * At least ONE project and ONE assignment must be done over the Grade10-11 years.
- The project/assignment can be done in any term (1-3) but must be recorded in term 3.
- The final SBA mark is weighted as follows:
- Test and examinations: 55%
- Practical tasks and assignment/ project: 45%



Assessment Requirements

TERM	Task	Weighting (% of SBA)	% of Reporting mark per term	% of Promotion Mark
1	Practical Minimum 30 marks	15	25	25
	Test Minimum 50 marks	15	75	
2	Practical Minimum 30 marks	15	25	
	Mid-year Exam One paper - 150 marks Duration: 2½ hours	25	75	
3	Project/Assignment* Minimum 50 marks	15	25	
	Test Minimum 50 marks	15	75	
Total		100		
FINAL EXAM (Paper 1 + Paper 2) Duration: 2½ hours for each paper 150 marks for each paper		300		75



End-of-Year Examinations

- Composition of examination papers in Grades 10 and 11
- The weighting of topics in Paper 1 and Paper 2 in Grades 10 and 11

Grade 10

End-of-Year Examination Paper 1

Topic	Time	Weighting	
		%	Marks
Term 1:			
Chemistry of Life	3½ weeks	21	33
Cells: Basic units of life	2 weeks	13	19
Cell division: Mitosis	2 weeks	13	19
Plant and animal tissues	1½ week	19	28
Term 2:			
Plant and animal tissues	1½ weeks		
Plant organs (Leaf)	1 week	6	9
Support and Transport Systems: Plants	2½ weeks	15	23
Support Systems: Animals	2 weeks	13	19
Totals		100	150

Grade 10

End-of-Year Examination Paper 2

Topic	Time	Weighting	
		%	Marks
Term 3:			
Transport Systems in mammals	3 weeks	21	32
Biosphere to Ecosystems	5 weeks	36	54
Biodiversity and Classification	2 week	14	21
Term 4:			
History of life and Earth	4 weeks	29	43
Totals	14 weeks	100	150



Grade 11

End-of-Year Examination Paper 1

Topic	Time	Weighting	
		%	Marks
Term 1 and 2:			
Energy transformation to sustain Life: Photosynthesis	3 weeks	21	31
Term 2			
Animal nutrition	3 weeks	21	31
Energy transformation: Respiration	2 weeks	14	22
Term 3:			
Gas exchange	3 weeks	21	31
Excretion in humans	3 weeks	21	31
Totals	14 weeks	100	150



Grade 11

End-of-Year Examination Paper 2

Topic	Time	Weighting	
		%	Marks
Term 1:			
Biodiversity and classification of micro-organisms	3 weeks	19	29
Biodiversity in plants and reproduction	3 weeks	19	29
Biodiversity of animals	2 weeks	12	18
Term 3:			
Population Ecology	4 weeks	25	37
Term 4:			
Human impact on the environment	4 weeks	25	37
Totals	16 weeks	100	150



Contact Details

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Thank you!

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