

| SCOPE OF CONTROLLED TESTS AND EXAMS – Grade 11: 2025 |  |
|--|--|
| TERM 1   |  |
| MARCH CONTROLLED TEST                                |  |
| GRADE  | 11   |
| SUBJECT  | LIFE SCIENCES  |
| PAPER  | ONE PAPER ONLY   |
| DURATION OF THE PAPER                                | 1 HOUR   |
| TOTAL MARKS  | 50   |
| NUMBER OF QUESTIONS                                  | 3  |
| QUESTION PAPER FORMAT                                | SECTION A: Objective Questions: [20 marks]<br>SECTION B: Short Questions: 15 + 15 = [30 marks] |
| EXPECTED WORK COVERAGE/TOPICS                        |  |
| 1.   | Biodiversity and Classification of Micro-organisms   |
| 2.   | Biodiversity of Plants   |
| 3.   | Reproduction in Plants   |
| 4.   | Biodiversity of Animals  |

| TERM 2                        |   |
|-------------------------------|---|
| JUNE EXAM                     |   |
| GRADE                         | 11  |
| SUBJECT                       | LIFE SCIENCES   |
| PAPER                         | ONE PAPER ONLY  |
| DURATION OF THE PAPER         | 2 ½ HOURS   |
| TOTAL MARKS                   | 150   |
| NUMBER OF QUESTIONS           | 3   |
| QUESTION PAPER FORMAT         | SECTION A: Objective Questions: [50 marks]<br>SECTION B: Short Questions: 50 + 50 = [100 marks] |
| EXPECTED WORK COVERAGE/TOPICS |   |
| 4.                            | Biodiversity and Classification of Micro-organisms  |
| 5.                            | Biodiversity of Plants  |
| 6.                            | Reproduction in Plants  |
| 7.                            | Biodiversity of Animals   |
| 8.                            | Photosynthesis  |
| 9.                            | Cellular Respiration  |
| 10.                           | Animal Nutrition  |

| TERM 3                        |  |
|-------------------------------|--|
| SEPTEMBER CONTROLLED TEST     |  |
| GRADE                         | 11   |
| SUBJECT                       | LIFE SCIENCES  |
| PAPER                         | ONE PAPER ONLY   |
| DURATION OF THE PAPER         | 1 HOUR   |
| TOTAL MARKS                   | 50   |
| NUMBER OF QUESTIONS           | 3  |
| QUESTION PAPER FORMAT         | SECTION A: Objective Questions: [20 marks]<br>SECTION B: Short Questions: 15 + 15 = [30 marks] |
| EXPECTED WORK COVERAGE/TOPICS |  |
| 1.                            | Gas Exchange   |
| 2.                            | Excretion in Humans  |
| 3.                            | Population Ecology   |

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

**Composition of SBA components for Grades 10 & 11 – 2025**

| <b>TERM</b> | <b>Task</b>   | <b>Weighting<br/>(% of<br/>SBA)</b> | <b>% of<br/>Reporting<br/>mark per term</b> | <b>% of<br/>Promotion<br/>Mark</b> |
|-------------|---|-------------------------------------|---|------------------------------------|
| 1           | <b>Practical</b><br>Minimum 30 marks  | 10                                  | 25  | 40                                 |
|             | <b>Control Test</b><br>Min 50 marks<br>Duration: 1 hour                                     | 20                                  | 75  |                                    |
| 2           | <b>Assignment</b><br>Minimum 50 marks   | 20                                  | 25  |                                    |
|             | <b>June Examination</b><br>150 marks<br>Duration: 2½ hour                                   | 20                                  | 75  |                                    |
| 3           | <b>Practical</b><br>Minimum 30 marks  | 10                                  | 25  |                                    |
|             | <b>Control Test</b><br>Min 50 marks<br>Duration: 1 hour                                     | 20                                  | 75  |                                    |
|             | <b>Total</b>  | <b>100</b>                          |   |                                    |
| 4           | <b>Final Examination</b><br>P1 (150 marks)<br>2 ½ hours<br>&<br>P2 (150 marks)<br>2 ½ hours | <b>300</b>                          |   | 60                                 |

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)**

| Sections | Type of questions   | Marks  |
|----------|---|--------|
| 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.<br>TWO questions of 50 marks each divided into 2 – 4 subsections                                     | 2 x 50 |


**Cognitive Level Weightings**

| A               | B                     | C                             | D   |
|-----------------|-----------------------|-------------------------------|---|
| Knowing Science | Understanding Science | Applying scientific knowledge | Evaluating, analysing and synthesising scientific knowledge |
| 40%             | 25%                   | 20%                           | 15%   |

**Degrees of Difficulty Weightings**

| Easy | Moderate | Difficult | Very difficult |
|------|----------|-----------|----------------|
| 30%  | 40%      | 25%       | 5%             |

## Degree of difficulty of examination/test questions

| 30%  | 40%  | 25%   | 5%  |
|--|--|---|---|
| <p>Easy for the average learner to answer.</p>  | <p>Moderately challenging for the average learner to answer.</p> | <p>Difficult for the average learner to answer.</p> | <p>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.</p> |

## Degrees of Difficulty

### Framework for thinking about question difficulty

| Content/concept difficulty   | Stimulus difficulty  | Task difficulty   | Expected response difficulty   |
|--|--|---|--|
| <p><b>Content/concept difficulty</b> indexes the difficulty in the <b>subject matter, topic</b> or <b>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 boundaries</b> of the various 'elements' of domain/subject knowledge (topics, facts, concepts, principles and procedures associated with the subject).</p> | <p><b>Stimulus difficulty</b> refers to the difficulty of the <b>linguistic 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.</p> | <p><b>Task difficulty</b> refers to the <b>difficulty that candidates confront when they try to formulate or produce an answer.</b></p> | <p><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).</p> |

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 11

| PAPER 1   |            | PAPER 2  |            |
|---|------------|--|------------|
| TOPIC   | MARKS      | TOPIC  | MARKS      |
| 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> |