

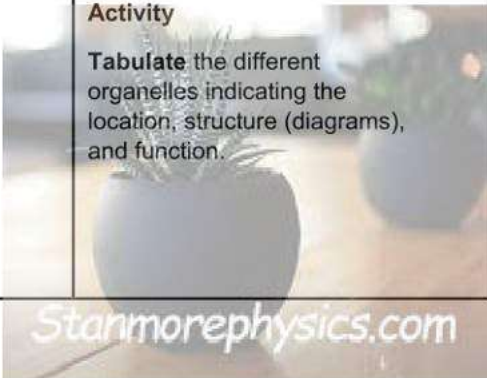
Life Sciences - Grade 10 – CAPS (2025)


Annual Teaching Plan - TERM ONE (11 weeks) - 52 DAYS (15 Jan – 28 March)

Week Number (Week Ending)	Completion Date	Topic for the week	INFORMAL ASSESSMENT		% Curriculum Coverage	SMT Signature and Date	FORMAL ASSESSMENT - SBA
			TASK/ACTIVITY	TICK			
Week 1 3 days (17/01)		<p>Orientation to Life Sciences:</p> <p>(Pre-Knowledge - SCIENTIFIC SKILLS LINKED TO GRADE 9)</p> <ul style="list-style-type: none"> How science works based on knowledge and scientific skills, careers and subject combinations <p>Graphs, Calculations: Percentage, Percentage increase/decrease, Average</p> <p>Scientific method:</p> <ul style="list-style-type: none"> Planning steps, identification of variables, ensuring validity and reliability. <p>Brief overview of the history of microscopy:</p> <ul style="list-style-type: none"> Light and Electron microscope Scientific diagrams Calculations: Actual size, Magnification 	<p>Activity Draw, line graph, bar graph, histogram and pie charts</p> <p>Activity Interpretation of graphs, identify trends/relationships between variables.</p> <p>Activity Identification of variables</p> <p>Activity Differentiate between the planning and conducting steps of the investigation.</p> <p>Activity Explain and demonstrate how a light microscope works using a diagram with labels and functions</p> <p>Activity Explain and demonstrate how a light microscope works using a diagram with labels and functions</p> <p>INFORMAL TEST: Life sciences Skills and Investigations</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7%		<p>Task 1: Practical (Minimum 30 marks)</p> <p>Term Weighting – 25%</p> <p>Task 2:</p> <p>March Controlled Test (1 hour - Minimum 50 marks)</p> <p>Term weighting – 75%</p>


<p>Week 2 5 days (24/01)</p>	<p>The Chemistry of Life (Pre-Knowledge - MOLECULES FROM NATURAL SCIENCES GRADES 8 AND 9)</p> <p>Molecules for life: Organic molecules</p> <ul style="list-style-type: none"> made up of C, H, O and N, P. Cells are made up of proteins, carbohydrates, lipids, nucleic acids and vitamins. (Only basic structural detail required) <p>Inorganic compounds</p> <ul style="list-style-type: none"> Water: 2H and 1O Minerals: e.g. Na, K, Ca, P, Fe, I, nitrates, phosphates. Macro and micro elements. Main functions and deficiency diseases <p>Organic compounds</p> <ul style="list-style-type: none"> Carbohydrates- Monosaccharides (single sugars) e.g. glucose, fructose; disaccharides (double sugars) e.g. sucrose, maltose; polysaccharides (many sugars) e.g. starch, cellulose, glycogen <p>INVESTIGATIONS: Food tests for glucose and starch</p>	<p>Activity Table – minerals</p> <p>Activity</p> <p>Construct/ draw models of water using coloured paper, and functions of water and the role of fertilisers in eutrophication.</p> <p>Activity Construct/ draw models of simple and more complex molecules (organic compounds) using coloured paper. (Learners need to know only basic structural details.)</p> <p>Activity State building units (monomers) and functions of carbohydrates and lipids. Draw a table of glucose and starch food tests showing colour changes</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>21%</p>		
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<p>Week 4 5 days (07/02)</p>		<p>Cells: The Basic Unit of Life (Pre-Knowledge - CELL STRUCTURE FROM GRADE 9)</p> <p>Cell structure</p> <ul style="list-style-type: none"> • Molecular make-up: • Cells are mostly made of proteins, carbohydrates, lipids, nucleic acids and water <p>Cell structure and function: roles of organelles</p> <ul style="list-style-type: none"> • Cell wall-support structure in plant cells only. • Cell membrane- boundaries and transport, movement across membranes: diffusion, osmosis and active transport <p>INVESTIGATION Use a microscope or micrographs to observe and draw the structure of a: plant cell (wet mount of onion epidermis), and animal cell (cheek cells)</p>	<p>Activity Calculate magnification of drawing by measuring the field of view under a microscope</p> <p>OR Calculate the size of specimen on a micrograph using the scale line provided.</p> <p>Activity Explain and demonstrate how a light microscope works using a diagram with labels and functions</p>	<input type="text"/>	<p>47%</p>		
<p>Week 5 5 days (14/02)</p>		<p>Cell structure and function: Roles of organelles</p> <ul style="list-style-type: none"> • Nucleus, chromatin material, nuclear membrane, nucleopores, nucleolus, the control centre, heredity. • Differences between prokaryotes and eukaryotes • Cytoplasm-storage, circulation of materials • Mitochondria-release of energy during cell respiration. • Ribosomes-protein synthesis • Endoplasmic reticulum (rough and smooth) transport systems • Golgi body-assemble secretion 	<p>Activity Make labelled drawings of plant and animal cell. State the functions of the various cell components</p> <p>Activity Tabulate the different organelles indicating the location, structure (diagrams), and function.</p>	<input type="text"/> <input type="text"/> <input type="text"/>	<p>60%</p>		



<p>Week 6 5 days (21/02)</p>	<p>Downloaded from stannorephysics.com</p>	<p>Cell structure and function: roles of organelles Plasids, production and storage of food pigments</p> <ul style="list-style-type: none"> • Vacuole, lysosomes, vesicles-storage, digestion, osmoregulation. • Relate structure and location of organelles to their functions. • Cells differ in size, shape and structure in order to carry out specialized functions (<i>link to tissues</i>) • Differences between plant and animal cells <p>INVESTIGATION Investigate diffusion and osmosis</p>	<p>Activity</p> <p>Compare the structure of plant and animal cells by using any visible example (e.g., a model, diagrams or poster including organelles).</p> <p>Activity</p> <p>Draw a table to indicate the differences between these cells</p> <p>INFORMAL TEST: Cells: Basic Unit of Life</p>	<input type="text"/> <input type="text"/>	<p>73%</p>		
<p>Week 7 5 days (28/02)</p>		<p>Chromosomes:</p> <ul style="list-style-type: none"> • in nuclei of all cells, two chromatids, centromere <p>Cell Division: Mitosis The Cell cycle including mitosis:</p> <ul style="list-style-type: none"> • Interphase, mitosis (with names of phases) cytokinesis, growth  <p>Role of mitosis:</p> <ul style="list-style-type: none"> • growth and repair, Reproduction in some simple organisms <p>Continuous process of mitosis:</p> <ul style="list-style-type: none"> • the division of a cell to form two identical cells (<i>Simple description with diagrams to show chromosome changes so that one parent cell forms two identical daughter cells</i>) <ul style="list-style-type: none"> • Difference in telophase between plant and animal cells 	<p>Activity Describe the events of the various phases of mitosis Make a labelled drawing of selected phases of mitosis</p> <p>Activity Interpret the phases and events of mitosis from given diagrams</p> <p>Activity Use micrographs to observe and draw the different phases with descriptions of each phase.</p> <p>Activity Indicate the difference in telophase between plant and animal cells.</p> <p>INFORMAL TEST: Cell Division: Mitosis</p>	<input type="text"/> <input type="text"/> <input type="text"/>	<p>86%</p>		

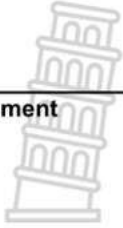
Week 8 5 days (07/03)		Cancer (Only a brief description required) <ul style="list-style-type: none"> • Uncontrolled cell division and growth • Causes of cancer, Treatments of cancer • Medical biotechnology e.g., radiotherapy, chemotherapy (no detail required) 	Activity Research and Present information on ONE of the cancers. This must include causes, prevalence and treatment.	<input type="text"/>	100%		
Week 9 5 days (14/03)		Revision and Assessment	Activities for Revision and Assessment				
Week 10 4 days (20/03)		Assessment					
Week 11 5 days (28/03) Term Ends		Assessment					

<p>Week 2 4 days (17/04)</p>	<p>Downloaded from Stammorephysics.com</p>	<p>(CAPS P28) Plant Organs</p> <ul style="list-style-type: none"> Anatomy of dicotyledonous plants: root and stem: distribution of different tissues <p>structure of cells in different tissues (link to plant tissues)</p> <p>Organs consist of a number of tissues e.g., leaf structure.</p> <p>Leaf structure:</p> <ul style="list-style-type: none"> Cross section of a dicotyledonous leaf to demonstrate and explain its structure in terms of its functions i.e., photosynthesis, gas exchange and transport. Link with plant tissues, appropriate cell organelles, movement across membranes and movement of molecules into, through and out of the leaf. 	<p>Activity</p> <p>Draw cross sections of root and stem (line diagram)</p> <p>INFORMAL TEST: Plant Tissues, organelles, Movement across membranes</p> <p>Activity</p> <p>Observe and draw a section of a dicotyledonous leaf. Labels and functions.</p> <p>Options: use prepared slides of cross section of a leaf or use micrographs.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>22%</p>		
<p>Week 3 4 days (25/04)</p>		<p>(CAPS p 29)</p> <p>Support and Transport systems in Plants</p> <p>Transpiration</p> <ul style="list-style-type: none"> Relationship between water loss and leaf structure Factors that affect the rate of transpiration: temperature, light intensity, wind and humidity <p>INVESTIGATION Design investigations to discover the effect of temperature, light intensity and humidity on transpiration rate (using a simple potometer).</p>	<p>Activity</p> <p>Relationship between water loss and leaf structure</p> <p>Activity</p> <p>How to conduct a scientific investigation following the different steps.</p> <p>INFORMAL TEST: Diffusion and Osmosis, Plant Tissues</p>	<input type="checkbox"/> <input type="checkbox"/>	<p>32%</p>		

<p>Week 4 5 days (09/05)</p>	<p>Downloaded from stanmorephysics.com</p>	<ul style="list-style-type: none"> • Uptake of water and minerals into xylem in roots; • Transport of water and minerals to leaves; • Translocation of manufactured food from leaves to other parts of plant. <p>INVESTIGATION</p> <p>Investigate water uptake through the roots and the movement of water through the xylem. (Use <i>Impatiens</i> if possible)</p>	<p>Activity Describe the translocation of organic substances from the leaves to other parts of the plant. (Diagram)</p> <p>Activity Describe the uptake and movement of water through a plant. (Diagram)</p> <p>Activity Describe the translocation of organic substances from the leaves to other parts of the plant. (Diagram)</p>	<input type="text"/> <input type="text"/>	<p>46%</p>		
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<p>Week 5 5 days (16/05)</p>	<p>Downloaded from StannorPhysics.com</p>	<p>(CAPS p 28) Animal Tissues Pre-knowledge: Basic Cell Structure Animal tissues: 4 basic types</p> <ul style="list-style-type: none"> • Epithelial (squamous, cuboidal, columnar and ciliated) • Connective (blood, cartilage, tendons, ligaments, bone) • Muscle (skeletal, smooth and cardiac referring to voluntary and involuntary action) • Nerve tissue (sensory-, motor- and interneurons) <p>Relationship between structure and function [No detail required – some tissues, e.g., blood and nerves in the reflex arc, will be covered in more detail in relevant sections]</p>	<p>Activity</p> <p>Examine and identify the following animal tissues: Epithelial, connective, muscle, nerve tissue using micrographs or posters.</p> <p><input type="checkbox"/></p> <p>Activity</p> <p>Tabulate different tissues by drawing the tissue to show specialised structure and functions.</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>59%</p>		
<p>Week 6 5 days (23/05)</p>		<p>Musculoskeletal system Gr 8, Animal Tissues</p> <p>Human skeleton:</p> <ul style="list-style-type: none"> • the axial skeleton: mention of facial bones, cranium, foramen magnum, palate and jaws • appendicular skeleton The pectoral girdle and upper limbs The pelvic girdle and lower limbs <p>Functions of skeleton:</p> <ul style="list-style-type: none"> • Movement • Protection • Support • Storage of minerals • Hearing 	<p>Activity</p> <p>Observe and label the human skeleton with the main functions of the skeleton(model or photographs)</p> <p><input type="checkbox"/></p> <p>Activity</p> <p>Different tissues by drawing the tissue to show specialised structure and functions.</p> <p><input type="checkbox"/></p> <p>Activity</p> <p>Observe and draw a typical long bone: Longitudinal section</p> <p><input type="checkbox"/></p> <p>INFORMAL TEST:</p> <p>Musculoskeletal system, Animal Tissues</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>72%</p>		

<p>Week 7 5 days (30/05)</p>	<p>Downloaded from stanmorephysics.com</p>	<p>CPASS 28: transport systems in animals</p> <p>(Pre-knowledge: Circulatory System Gr 9, Animal Tissues)</p> <p>Transport system/ circulatory system</p> <p>Blood circulation system</p> <p>Pulmonary and systemic (double, closed) circulatory systems</p> <ul style="list-style-type: none"> heart and associated blood vessels heart: internal and external structure related to functioning, cardiac cycle: blood flow through the heart <p>INVESTIGATION</p> <p>Dissection of mammal heart (sheep, cow or pig) obtained from a butchery. Identify chambers, valves, muscle, blood vessels. (Supported by worksheet.)</p>	<p>Activity</p> <p>Draw and label (OR give a diagram of) a blood circulatory system to indicate a double & closed system.</p> <p>Schematic representation of the pulmonary and systemic circulation.</p> <p>Activity</p> <p>The external structure of the heart including associated blood vessels with labels.</p>	<input type="checkbox"/> <input type="checkbox"/>	<p>86%</p>		
<p>Week 8 5 days (06/06)</p>		<p>Direction of blood flow:</p> <ul style="list-style-type: none"> difference between oxygenated and deoxygenated blood in different parts of the system (diagram or schematic drawing) lungs and pulmonary system, associated blood vessels major organs and systemic system: associated major blood vessels of brain, small intestine, liver and kidney Blood vessels: structure and functioning of arteries, veins with valves and capillaries. <p>INVESTIGATION</p> <p>In pairs, measure the pulse of one learner before and after exercise. Record, interpret and explain data presented as a graph.</p>	<p>Activity</p> <p>The internal structure of the heart. Use different coloured arrows to indicate the flow of blood through the heart.</p> <p>Activity</p> <p>Use diagrams to identify the phases of the cardiac cycle (systole & diastole).</p> <p>Activity</p> <p>Tabulate and draw with labels and functions to indicate the different types of blood vessels and functions.</p> <p>INFORMAL TEST:</p> <p>Circulatory System, Animal Tissues</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>100%</p>		



Week 9 5 days (13/06)		Revision and Assessment	Activities for Revision and Assessment				
Week 10 4 days (20/06)		Revision and Assessment	Activities for Revision and Assessment				
Week 11 5 days (27/06)		Assessment					
Term Ends							

Annual Teaching Plan - TERM THREE (11 weeks) - 53 DAYS (22 July – 03 October)

Week Number (Week Ending)	Completion Date	Topic for the week	INFORMAL ASSESSMENT		% Curriculum Coverage	SMT Signature and Date	FORMAL ASSESSMENT - SBA
			TASK/ACTIVITY	TICK			
Week 1 4 days (25/07)		<p>(CAPS p 36) History of Life on Earth</p> <p>Life's history: Change throughout the history of life on Earth</p> <p>(Pre-knowledge: Biosphere and Diversity gr 7)</p> <ul style="list-style-type: none"> • Different representations of the history of life on earth. • The relationship to Changes in the composition of the atmosphere (e.g., Increases in the levels of oxygen) • Changes in the climate (e.g., Ice ages) • Geological events (e.g., movements of continents) and their effect on the distribution of living organisms (biogeography) 	<p>Activity</p> <p>Provide the correct term for various phrases/definitions related to Diversity, Change and Continuity Describe factors that have led to changes in life forms that have existed over millions of years</p> <p>Activity</p> <p>Construct a timeline showing the history of life on Earth. The timeline should show all the key events from the emergence of the earliest life forms to the present day to emphasise the long history of life.</p>	<input type="checkbox"/> <input type="checkbox"/>	10%		<p>Task 5: Practical (Minimum 30 marks)</p> <p>Term Weighting – 25%</p> <p>Task 6: September Controlled Test (1 hour - 50 marks)</p> <p>Term weighting – 75%</p>

<p>Week 2 5 days (01/08)</p>	<p>Downloaded from Stannmorephysics.com</p>	<p>Geological timescale: Meaning and use of timescales (details not to be memorised)</p> <p>The three eras:</p> <ul style="list-style-type: none"> • Paleozoic, • Mesozoic and • Cenozoic. <p>Each era divided into periods (Names of periods not to be memorised)</p> <p>Cambrian explosion:</p> <ul style="list-style-type: none"> • Origins of early forms of all animal groups. • Life-forms have gradually changed to become present life forms. • In the last four million years significant changes have occurred in species occurring in Africa (e.g., humans) 	<p>Activity</p> <p>Use a geological time scale to test the understanding of the three eras and the periods with emphasis on the Cambrian explosion</p> <p><input type="checkbox"/></p> <p>Activity</p> <p>Interpret various forms of the geological time scale and representations of the history of life on Earth</p> <p><input type="checkbox"/></p> <p>INFORMAL TEST: History of Life on Earth</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>23%</p>		
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<p>Week 5 5 days (22/08)</p>	<p>Downloaded from starmorephysics.com</p>	<p>Abiotic factors:</p> <ul style="list-style-type: none"> • geographic factors (aspect, slope, altitude) • soil (pH, humus content, texture, water retention capacity and air content) • light (day length and seasonal changes) temperature (effect of day/night and seasons) • water (water cycle and the importance of wetlands) • atmospheric gases wind <p>Biotic factors:</p> <ul style="list-style-type: none"> • Producers • consumers, • decomposers 	<p>Activity Use illustrations of ecosystems to identify abiotic and biotic factors.</p> <p>Activity Develop food chains and food webs by giving different examples</p> <p>Activity Interpret data based on food chains, food pyramids, food webs and energy flow</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>62%</p>		
<p>Week 6 5 days (29/08)</p>		<p>Energy flow</p> <ul style="list-style-type: none"> • through ecosystems and relationship to trophic structure (food pyramids): <p>Trophic levels:</p> <ul style="list-style-type: none"> • producers, • consumers (herbivores and carnivores and omnivores, • decomposers) 	<p>Activity Describe trophic levels and their relationship to ecosystems</p> <p>Activity Use diagrams to show trophic levels and how energy is transferred from on level to the next (energy flow)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>74%</p>		

<p>Week 7 5 days (05/09)</p>	<p>Downloaded from Stannmorephysics.com</p>	<p>Nutrient Cycles: Flow charts of the following nutrient cycles</p> <ul style="list-style-type: none"> • water • oxygen • carbon and • nitrogen <p>(Names e.g. nitrates are required but no detail of chemistry is necessary).</p> <p>INVESTIGATION</p> <p>Fieldwork Choose ONE ecosystem (close to the school) within a local biome for special study</p> <p>The study must deal with abiotic and biotic factors and the interactions between them; trophic relationships in an ecosystem record and describe seasonal changes over 2 terms: either term 1 and 2 or term 3 and 4 biodiversity within the ecosystem using field guides and keys; positive and/or negative human impact/influence on the ecosystem.</p> <p>Different groups should investigate different factors. Each group must plan, collect, record and present, analyse and evaluate data.</p>	<p>Activity Describe nutrient cycles and give examples</p> <p>Activity Describe how water, oxygen, carbon and nitrogen is cycled through an ecosystem</p> <p>Activity Use flow charts to illustrate the 4 nutrient cycles Interpret flow diagrams based on the water, oxygen, carbon and nitrogen cycles</p> <p>Activity Define ecotourism. Describe positive and negative influences that humans may have on the environment</p> <p>Activity Describe the advantages and disadvantages of ecotourism</p> <p>INFORMAL TEST: Biosphere and Ecosystems</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>87%</p>		
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<p>Week 8</p> <p>5 days</p> <p>(12/09)</p>	<p>Downloaded from Stannmorephysics.com</p>	<p>(CAPS p 33) Biodiversity and Classification schemes:</p> <ul style="list-style-type: none"> • a way of organising biodiversity. Brief history of classification: • Scientists attempt to classify organisms based on shared features. • As information increases classification changes. <p>One of the currently accepted classification systems is the five kingdom system:</p> <ul style="list-style-type: none"> • Animalia, • Plantae, • Fungi, • Protista and • Monera (Bacteria) <p>Naming things in science:</p> <ul style="list-style-type: none"> • species concept and binomial system. Focus on Linnaeus (Carl von Linneus) and his role in classification systems: Why do we use Latin? <p>Differences between</p> <ul style="list-style-type: none"> • prokaryotes and • eukaryotes (link to cell structure). 	<p>Activity</p> <p>Describe Principles of classification. Grouping everyday objects on the basis of shared similarities. A simple nested hierarchy.</p> <p>Activity</p> <p>Classify a selection of familiar organisms into groups based on visible evidence. Use keys and identification guides.</p> <p>INFORMAL TEST:</p> <p>Biodiversity and Classification</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>100%</p>		
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Week 9 5 days (19/09)	<i>Downloaded from Stanmorephysics.com</i>	Revision and Assessment	Activities for Revision and Assessment				
Week 10 4 days (26/09)		Revision and Assessment	Activities for Revision and Assessment				
Week 11 5 days (03/10)		Assessment					

Annual Teaching Plan - TERM FOUR (09 weeks) 43 - DAYS (13 October – 10 December)

Week Number (Week Ending)	Completion Date	Topic for the week	INFORMAL ASSESSMENT		%Curriculum Coverage	SMT Signature and Date	FORMAL ASSESSMENT - SBA
			TASK/ACTIVITY	TICK			
Week 1 5 days (17/10)		<p>CAPS p 35) Biodiversity and Classification</p> <p>Main groupings of living organisms are bacteria, protists, fungi, plants and animals.</p> <p>Diagnostic features of each of the following:</p> <ul style="list-style-type: none"> • Bacteria • Protists • Fungi • Plants • Animals 	<p>Activity</p> <p>List the distinguishing characteristic of each of the five kingdoms.</p> <p>Use biological keys to identify various organisms</p> <p>Activity</p> <p>Explain the need for classification and describe the classification system used today</p> <p>INFORMAL TEST:</p> <p>Biodiversity and Classification</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	100%		<p>Task 7: Final Examinations</p> <p>Paper 1 (2 ½ hours - 150 marks)</p> <p>Paper 2 (2 ½ - 150 marks)</p> <p>Exam weighting – 60% SBA</p> <p>Year weighting – 40%</p>
Week 2 5 days (24/10)		Revision Paper 1 and 2	Revision Paper 1& 2				
Week 3 5 days (31/10)		Revision Paper 1 and 2	Revision Paper 1 & 2				
Week 4 5 days (07/11)		Revision Paper 1 and 2	Revision Paper 1 & 2				

<p>Week 5-10</p> <p>31 days</p> <p>(03/11–11/12)</p>	<p>FINAL EXAMINATION (Two Papers)</p> <p>Cognitive levels: Knowing science - 40% Understanding science- 25% Applying scientific knowledge - 20% Evaluating, analysing and synthesising science knowledge - 15%</p> <p>Degrees of difficulty for examination and test questions: Easy - 30% Moderate - 40% Difficult - 25% Very difficult - 5%</p>	<table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>																			
	<p>PAPER 1 Marks: 150 Time: 2½ hours <i>Learners must answer all 3 questions</i></p> <p>Topics and marks <i>Chemistry of life – 33</i> <i>Cells: Basic units of life- 19</i> <i>Cell division (mitosis) – 19</i> <i>Plant and animal tissues – 28</i> <i>Plant organs – 9</i> <i>Support and transport systems: Plants – 23</i> <i>Support systems: Animals – 19</i></p>	<p>PAPER 2 Marks: 150 Time: 2½ hours <i>Learners must answer all 3 questions</i></p> <p>Topics and marks: <i>Transport systems in mammals – 32</i> <i>Biosphere to ecosystems – 54</i> <i>Biodiversity and classification – 21</i> <i>History of life on earth – 43</i></p>																			