

Advice for teachers

- The plant production enterprise selected for your students' needs to be incorporated into your coverage of every part of the syllabus, rather than teaching it in isolation.
- Ensure your students can respond appropriately to imperatives, that is, the instructional words given to answer questions. Words such as *clarify*, *propose*, *consider*, and *evaluate* were used in the examination but such instructions were not followed.
- Students generally need more practice in answering extended answer questions.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)

All 43 candidates attempted every one of the 20 questions and the section was done well, with only one question creating confusion. The word 'production' in Question 13 was misinterpreted by over 75 per cent of candidates.

Section Two: Short answer (101 Marks)

All 43 candidates attempted the six questions given in this section. Candidates struggled with the interpretation of the graphs and diagrams. The technical terms of the syllabus were generally misinterpreted. Question 21 was the strongest response from candidates with most being able to demonstrate sound graphing skills.

Section Three: Extended answer (40 Marks)

Most answers in this section showed a lack of planning and logical sequence. This section was the lowest mean (53.87%). Question 28 was the weakest mean (44.35%) yet the most popular question and generally candidates demonstrated a poor understanding of the impact of plant production systems on climate change.