



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 10

LIFE SCIENCES

COMMON TEST

SEPTEMBER 2023

MARKS: 50

TIME: 1 Hour

This question paper consists of 8 pages.

INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

1. Answer **ALL** the questions.
2. Write **ALL** the answers in the ANSWER BOOK.
3. Start the answers to each question at the top of a **NEW** page.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Present your answers according to the instructions of each question.
6. Do **ALL** drawings in pencil and label them in blue or black ink.
7. Draw diagrams, tables or flow charts only when asked to do so.
8. The diagrams in this question paper are **NOT** necessarily drawn to scale.
9. Do **NOT** use graph paper.
10. You may use a non-programmable calculator, protractor and a compass.
11. Write neatly and legibly.



SECTION A

QUESTION 1

- 1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write only the letter (A to D) next to the question number (1.1.1 to 1.1.4) in your ANSWER BOOK, for example 1.1.4 D.

1.1.1 Decomposers ...

- A are secondary consumers
- B produce their own organic food
- C do not form part of food chains
- D feed on dead organic matter

1.1.2 Carolus Linnaeus classified living organisms.

Which of the following sequences is correct according to Linnaeus classification system?

- A Kingdom, class, phyla, order, family, genus, species
- B Phyla, class, kingdom, family, genus, species, order
- C Kingdom, phyla, class, order, family, genus, species
- D Kingdom, phyla, class, order, genus, family, species

1.1.3 The scientific name for an African Lion is ***Panthera leo***.

According to the binomial system the word/term ***Panthera*** refers to the ...

- A class
- B species
- C genus
- D family

1.1.4 Which ONE of the following is INCORRECT about the nitrogen cycle?

- A Ammonia is changed into nitrates
- B Lightning converts nitrogen into nitrates
- C Nitrogen-fixing bacteria change nitrates into nitrites used by plants
- D Nitrogen -fixing bacteria change nitrites into nitrates

(2 x 4) (8)

1.2 Give the correct **biological term** for each of the following descriptions. Write only the term next to the question number (1.2.1 to 1.2.4) in your ANSWER BOOK.

1.2.1 The part of the earth and its atmosphere where living organisms are found.

1.2.2 The region that is classified by species that live in it, has certain climate soil type and type of vegetation

1.2.3 Complete disappearance of a species from Earth

1.2.4 The study of fossils (1 x 4) (4)

1.3 Indicate whether each of the statements in COLUMN I apply to **A ONLY**, **B ONLY**, **BOTH A AND B** or **NONE** of the items in COLUMN II. Write **A only**, **B only**, **both A and B**, or **none** next to the question number (1.3.1 to 1.3.2) in the ANSWER BOOK.

	COLUMN I	COLUMN II
1.3.1	Factors influencing the History of life on Earth	A: Levels of Oxygen B: Climate change
1.3.2	Organism with no true nucleus	A: Eukaryotes B: Prokaryotes

(2 x 2) (4)

1.4 The diagram below shows different types of fossils.



1.4.1 Name the type of rock where fossils are found. (1)

1.4.2 Identify the fossil that is a cast (imprint that was left on the rocks) between **A** and **B**. (1)

1.4.3 Name TWO methods of dating fossils. (2)

(4)

TOTAL QUESTION 1: [20]

TOTAL SECTION A: [20]

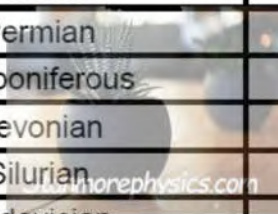
SECTION B

QUESTION 2

2.1 The table below shows a geological time scale



ERA	PERIOD	MYA
Cenozoic	Quaternary	2
	Tertiary	65
Mesozoic	Cretaceous	140–65
	Jurassic	190–140
	Triassic	250–190
Palaeozoic	Permian	280–250
	Carboniferous	345–280
	Devonian	400–345
	Silurian	435–400
	Ordovician	515–435
	Cambrian	570–515



2.1.1 Scientists have discovered fossils of early humans in many locations in Africa.

State which:

- (a) Era had the shortest duration? (1)
- (b) Period started 65 MYA? (1)

2.1.2 About 543 MYA an event known as the 'Cambrian Explosion' occurred.

Explain what happened during this event? (2)

2.1.3 Scientists estimated that fossil *Megaconus* (nicknamed Jurassic squirrel) lived exactly in the middle of the Jurassic period.

Calculate how many million years ago that was. Show all your calculations.

(2)

(6)



- 2.2 Grade 10 learners did an investigation to determine the soil pH, humus content and permeability to water of three different soil samples

The following procedure was followed:

- Three soil samples were taken from the garden
- The three soil samples were analysed according to the level of pH using the litmus paper, humus content and permeability to water
- The results were collected and recorded

The table below show the results of the investigation.

	pH level in 100 g of soil sample	% of Humus content in 100 g of soil sample	Permeability to water (ml of water passing through 100 g of soil per minute in %)
Sample A	5.8	5	75
Sample B	9	10	5
Sample C	7.6	25	20

- 2.2.1 Identify TWO factors that were being investigated in the soil samples. (2)
- 2.2.2 Identify the soil **Sample (A, B or C)** that will have low water holding capacity. (1)
- 2.2.3 Give a reason for your answer in QUESTION 2.2.2. (2)
- 2.2.4 Explain the disadvantage of soil **Sample A** having low humus content. (2)
- 2.2.5 State TWO ways in which the reliability of the result could be increased. (2)
- (9)**

TOTAL QUESTION 2: [15]



QUESTION 3

3.1 Read the extract below



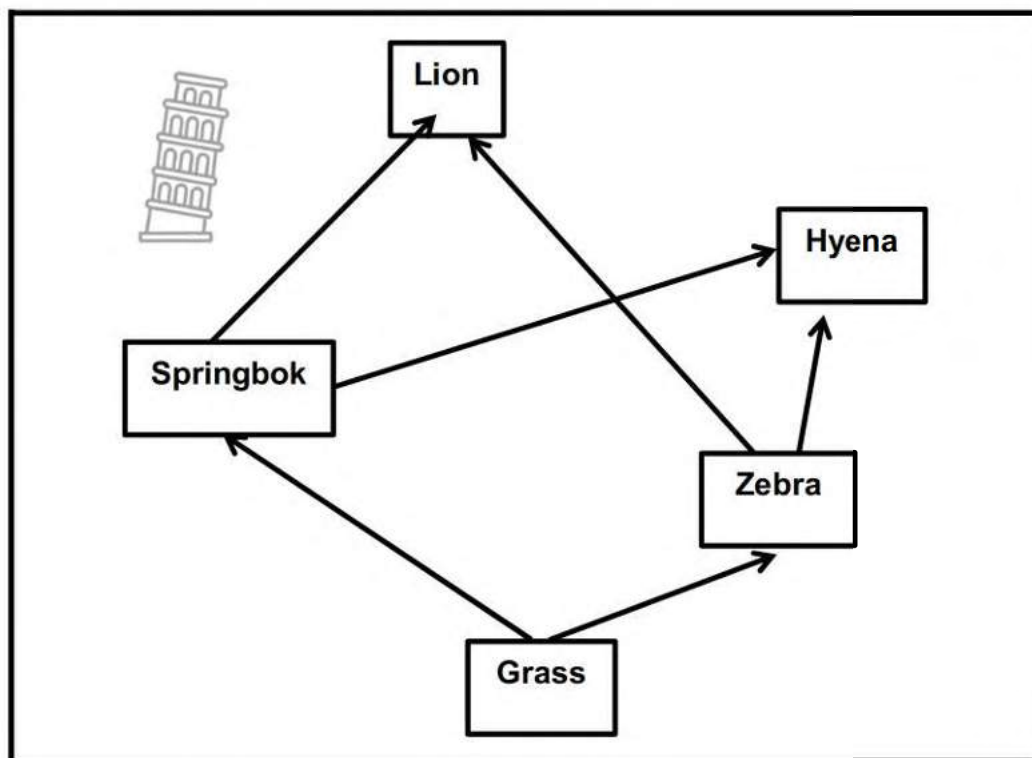
Humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels and deforestation. Changes like these have triggered climate change, soil erosion, poor air quality and undrinkable water.

These negative impacts can affect human behaviour and can prompt mass migrations or battles over clean water.

- 3.1.1 State TWO ways in which the humans impact the environment, as stated in the above extract. (2)
- 3.1.2 Explain the impact of overpopulation on deforestation. (3)
- 3.1.3 Suggest ONE way that the government can do to help reduce the air pollution in factories and industries. (1)
- (6)**



3.2 The diagram below represents a food web.



3.2.1 Use the food web above to identify:

- (a) Herbivore (1)
- (b) Secondary consumer (1)

3.2.2 State what would happen to the population of zebra if the hyena dies? (1)

3.2.3 Draw a food pyramid to show the three trophic levels amongst the grass, lion and springbok. (3)

(6)

3.3 Describe oxygen cycle. (3)

TOTAL QUESTION 3: [15]

TOTAL SECTION B: [30]

GRAND TOTAL: [50]



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GRADE 10

**LIFE SCIENCES
SEPTEMBER COMMON TEST
MARKING GUIDELINE**

Stanmorephysics.com

MARKS:50

N.B This marking guideline consist of 7 pages.



PRINCIPLES RELATED TO MARKING LIFE SCIENCES

1. **If more information than marks allocated is given**
Stop marking when maximum marks is reached and put a wavy line and 'max' in the right-hand margin.
2. **If, for example, three reasons are required and five are given**
Mark the first three irrespective of whether all or some are correct/incorrect.
3. **If whole process is given when only a part of it is required**
Read all and credit the relevant part.
4. **If comparisons are asked for but descriptions are given**
Accept if the differences/similarities are clear.
5. **If tabulation is required but paragraphs are given**
Candidates will lose marks for not tabulating.
6. **If diagrams are given with annotations when descriptions are required**
Candidates will lose marks.
7. **If flow charts are given instead of descriptions**
Candidates will lose marks.
8. **If sequence is muddled and links do not make sense**
Where sequence and links are correct, credit. Where sequence and links are incorrect, do not credit. If sequence and links become correct again, resume credit.
9. **Non-recognised abbreviations**
Accept if first defined in answer. If not defined, do not credit the unrecognised abbreviation but credit the rest of the answer if correct.
10. **Wrong numbering**
If answer fits into the correct sequence of questions but the wrong number is given, it is acceptable.
11. **If language used changes the intended meaning**
Do not accept.
12. **Spelling errors**
If recognisable, accept the answer, provided it does not mean something else in Life Sciences or if it is out of context.
13. **If common names are given in terminology**
Accept, provided it was accepted at the national memo discussion meeting.
14. **If only the letter is asked for but only the name is given (and vice versa)**



If units are not given in measurements

15. Candidates will lose marks. Memorandum will allocate marks for units separately.



Be sensitive to the sense of an answer, which may be stated in a different way.

- 16.

Caption

17. All illustrations (diagrams, graphs, tables, etc.) must have a caption.

Code-switching of official languages (terms and concepts)

18. A single word or two that appear(s) in any official language other than the learners' assessment language used to the greatest extent in his/her answers should be credited if it is correct. A marker that is proficient in the relevant official language should be consulted. This is applicable to all official languages.



SECTION A**QUESTION 1**

1.1	1.1.1	D✓✓		
	1.1.2	C✓✓		
	1.1.3	C✓✓		
	1.1.4	C✓✓	(4X2)	(8)
1.2	1.2.1	Biosphere✓		
	1.2.2	Biome✓		
	1.2.3	Extinction✓		
	1.2.4	Palaeontology✓	(4x1)	(4)
1.3	1.3.1	Both A and B✓✓		
	1.3.2	B only✓✓	(2x2)	(4)
1.4	1.4.1	Sedimentary rocks✓		(1)
	1.4.2	A ✓		(1)
	1.4.3	- Radiometric✓		
		- Relative✓ dating		
		(Mark the first TWO only)		(2)
				(4)
TOTAL QUESTION 1				(20)
TOTAL SECTION A				[20]



SECTION B**QUESTION 2**

- 2.1 2.1.1 (a) Cenozoic ✓ (1)
 (b) Tertiary ✓ (1)

- 2.1.2 - There was a rapid increase in the number of species ✓
 - that increased diversity of life forms ✓ on earth (2)

- 2.1.3 $\frac{190+140}{2} = 165 \text{ MYA}$ ✓ (2)
 (Accept any correct method of calculation with the same answer) (6)

- 2.2 2.2.1 - Soil pH ✓
 - humus content ✓
 - permeability to water ✓
(Mark the first TWO only) (2)

- 2.2.2 A ✓ (1)

- 2.2.3 - Soil sample A is sandy soil ✓
 - have large soil particles ✓
 - that allow water to pass easily ✓ Any (2)

- 2.2.4 - The soil is infertile ✓
 - and cannot plough most crops successfully ✓ (2)

- 2.2.5 - Increase sample size ✓
 - Repeat the investigation several times ✓
 - Calculate the average ✓
(Mark the first TWO only) (2)
(9)

TOTAL QUESTION 2**[15]**

QUESTION 3

3.1 3.1.1 - Overpopulation✓

- Pollution✓

- Burning of fossil fuels✓

- Deforestation✓

(Mark the first TWO only)

(2)

3.1.2 - More space is needed to build houses✓

- for human settlements✓

- And this results in urbanisation✓

- And clearing the land✓ (removing trees)

- leading to fewer trees left ✓

Any

(3)

3.1.3 - Issue penalties ✓ to those producing pollutants above the limit

- Subsidise alternatives✓

- Regulations to ban certain pollutants and pollution permits✓

(Mark the first ONE only)

(1)

(6)

3.2 3.2.1 (a) - Zebra✓

- springbok✓

Any

(1)

(b) - Hyena✓

- lion ✓

Any

(1)

3.2.2 Population size will increase ✓

(1)

3.2.3



Food/ Energy pyramid

Marking Rubric:

Feature	Mark allocation
Correct type of diagram (T)	1
Caption (C)	1
Correct order of trophic levels (O)	1

(3)

(6)

- 3.3
- During respiration, oxygen is taken in by living organism ✓
 - And carbon dioxide gas is given into the atmosphere ✓
 - Plant use carbon dioxide gas for photosynthesis ✓
 - Plants release oxygen as a by-product ✓
 - And is used for respiration by other organisms ✓

Any

(3)

TOTAL QUESTION 3 [15]

TOTAL SECTION B [30]

GRAND TOTAL [50]

