Biology & Human Biology (Higher)

Analysis of Previous Examination Questions

6286

Winter 1999

HIGHER STILL

Biology & Human Biology (Higher)

Analysis of Previous Examination Questions

Support Materials

CONTENTS

Introduction

The component units of the Biology (Higher) and Human Biology (Higher) courses are assessed by a test and a report of an experimental activity as described in the National Unit Specification: statement of standards. The evidence requirements can be met by using instruments of assessment from the National Assessment Bank.

To gain the course award for Biology (Higher) or Human Biology (Higher) a candidate must pass all the units of the course as well as the external course examination. Details of the external course examination are described in the National Course Specifications. SQA has published specimen question papers in line with the National Course Specifications. Course estimates and evidence for appeals should be based on evidence that matches National Course Specifications. This evidence could be produced in the form of a Prelim paper or other alternative formats. Questions from previous SQA examination papers form a suitable basis for such evidence. Given that past examination papers and specimen papers are in the public domain, care should be taken that when using such questions they are drawn from a range of such sources. This should ensure that a candidate who has used one particular past paper or a small number of past papers as the basis of revision is not at an unfair advantage.

Advice on Constructing a Prelim Paper

There is no prescriptive pattern to constructing a prelim paper; centres will no doubt develop a preferred pattern in the light of experience. However one possible way of proceeding is described below.

Select a 'data analysis' type question for section B. This should ensure coverage of 'complexity of data', and 'problem solving and practical activities' aspects 1, 2, 3 and 7.

Select a question based on an experiment for section B. This should ensure coverage of 'problem solving and practical activities' aspects 4, 5, 6 and 7.

Select questions for the remainder of section B and for section C paying attention to:

- the total allocation of marks for sections B and C
- the balance of marks across units
- the ratio of KU:PS/PA.

At this stage the balance of marks and KU:PS/PA ratio will be guess work. This can be refined at the next stage.

Review sections B and C against the checklist. Consider if sections B and C require review or if the external assessment specification can be met by the selection of questions for section A.

Select questions for section A so that the prelim paper matches the National Course Specification.

Caution should be exercised in selecting less familiar and more complex (A type) questions (usually some 20% of the total marks). Inevitably some questions which do not meet the grade description for A will cause candidates sufficient difficulty to operate as A type questions and this should be taken into account. The best test of a prelim paper is to retrospectively compare the prelim rank order with external examination results. In the light of such a comparison either adjust grade cut-off scores or alter questions to improve prelim concordancy with the external examination.

External Assessment Specification
HIGHER BIOLOGY

Details of the instruments for external assessment

The external course examination will sample across all of the unit outcomes and achievement will be graded on the basis of cut-off scores.

The assessment of knowledge and understanding, problem solving and practical abilities will be based upon the course content described for the three units:

- *Cell Biology (H)*
- *Genetics and Adaptation (H)*
- *Control and Regulation (H).*

The content contexts of these units will be sampled equally in the course examination which will include familiar contexts as well as contexts which are less familiar and more complex than in the unit assessments. While there are no compulsory practicals for the purposes of external assessment, there will be questions set in the examination on practical work in contexts less familiar to candidates.

The examination will consist of one paper of 2 hours 30 minutes with a total of 130 marks. The paper will consist of three sections:

Section A

This section will contain 30 multiple choice questions (of these 9-11 will test problem solving and/or practical abilities, the remainder will test knowledge and understanding). Section A will have an allocation of 30 marks. Candidates will be expected to answer all the questions.

Section B

This section will contain structured questions and data handling questions with an allocation of 80 marks. Between 25 and 30 marks will test problem solving and/or practical abilities, the remainder will test knowledge and understanding. Candidates will be expected to answer all the questions.

Section C

This section will consist of four extended response questions to test the candidate's ability to select, organise and present relevant knowledge. Section C will have an allocation of 20 marks and will include:

- two structured extended-response questions for 10 marks. Candidates will be expected to answer one of these questions. Marking schemes for these questions will be similar to current practice for essay questions.

- two open ended extended response questions for 10 marks (1 mark for relevance, 1 mark for coherence and 8 marks for knowledge and understanding). Candidates will be expected to answer one of these questions.

Grade descriptions

Grade C

Candidates at Grade C will have demonstrated success in achieving the component units of the course. In the course assessment candidates will generally have demonstrated the ability to:

- retain knowledge and skills over an extended period of time
- integrate knowledge and understanding, problem solving and practical abilities acquired across component units
- apply knowledge and understanding, problem solving and practical abilities in contexts similar to those in the component units.

Grade A

In addition candidates at Grade A will generally have demonstrated the ability to:

- retain an extensive range of knowledge and skills over an extended period of time
- integrate an extensive range of knowledge and understanding, problem solving and practical abilities acquired across component units
- apply knowledge and understanding, problem solving and practical abilities in contexts less familiar and more complex than in the component units.

Testing of the course outcomes

The following gives advice on how the course outcomes will be assessed.

Knowledge and understanding

Candidates should be tested on their ability to recall learning and understand facts and principles detailed in the content statements and supplementary notes in the content tables in the course specification.

Problem solving and practical abilities

Questions relating to each of the following points will be included in the course examination in order to test the candidate's ability to:

1. Select relevant information from texts, tables, charts, keys, graphs and/or diagrams.
2. Present information appropriately in a variety of forms, including written summaries, extended writing, tables and/or graphs.
3. Process information accurately using calculations including percentages, averages and/or ratios. Significant figures and units should be used appropriately.
4. Plan and design experimental procedures to test given hypotheses or to illustrate particular effects. This could include identification of variables, controls and measurements or observations required.
5. Evaluate experimental procedures in situations that are unfamiliar, by commenting on the purpose of approach, the suitability and effectiveness of procedures, the control of variables, the limitations of equipment, possible sources of error and/or suggestions for improvement.

6. Draw valid conclusions and give explanations supported by evidence or justification. Conclusions should include reference to the overall pattern to readings or observations, trends in results or comment on the connection between variables and controls.
7. Make predictions and generalisations based on available evidence.

Complexity of Data

The following advice is intended as general guidelines in setting the complexity of data to be used in problem solving questions.

At Higher typically two sources of data (text, tables, charts, keys, diagrams or graphs) should be provided from which the problem has to be solved.

Where there are not two separate sources of data, the provided data should normally have two to three patterns, trends, conditions, variables or sets of results from which information has to be selected and presented or which have to be used as sources of evidence for conclusions, explanations, predictions or generalisations. The analysis of data should involve comparisons between two or more of these sets of data.

The planning designing and evaluation of experimental procedures should involve up to two of the following: one or two treatments, adequate controls, limitations of equipment, sources of error, and possible improvements as appropriate.

External Assessment Specification
HIGHER HUMAN BIOLOGY

Details of the instruments for external assessment

The external course examination will sample across all of the unit outcomes and achievement will be graded on the basis of cut-off scores.

The assessment of knowledge and understanding, problem solving and practical abilities will be based upon the course content described for the three units:

- *Cell Function and Inheritance(H)*
- *The Continuation of Life (H)*
- *Behaviour, Populations and the Environment (H).*

The content contexts of these units will be sampled equally in the course examination which will include familiar contexts as well as contexts which are less familiar and more complex than in the unit assessments. While there are no compulsory practicals for the purposes of external assessment, there will be questions set in the examination on practical work in contexts less familiar to candidates.

The examination will consist of one paper of 2 hours 30 minutes with a total of 130 marks. The paper will consist of three sections:

Section A

This section will contain 30 multiple choice questions (of these 9-11 will test problem solving and/or practical abilities, the remainder will test knowledge and understanding). Section A will have an allocation of 30 marks. Candidates will be expected to answer all the questions.

Section B

This section will contain structured questions and data handling questions with an allocation of 80 marks. Between 25 and 30 marks will test problem solving and/or practical abilities, the remainder will test knowledge and understanding. Candidates will be expected to answer all the questions.

Section C

This section will consist of four extended response questions to test the candidate's ability to select, organise and present relevant knowledge. Section C will have an allocation of 20 marks and will include:

- two structured extended-response questions for 10 marks. Candidates will be expected to answer one of these questions. Marking schemes for these questions will be similar to current practice for essay questions.

- two open ended extended response questions for 10 marks (1 mark for relevance, 1 mark for coherence and 8 marks for knowledge and understanding). Candidates will be expected to answer one of these questions.

Grade descriptions

Grade C

Candidates at Grade C will have demonstrated success in achieving the component units of the course. In the course assessment candidates will generally have demonstrated the ability to:

- retain knowledge and skills over an extended period of time
- integrate knowledge and understanding, problem solving and practical abilities acquired across component units
- apply knowledge and understanding, problem solving and practical abilities in contexts similar to those in the component units.

Grade A

In addition candidates at Grade A will generally have demonstrated the ability to:

- retain an extensive range of knowledge and skills over an extended period of time
- integrate an extensive range of knowledge and understanding, problem solving and practical abilities acquired across component units
- apply knowledge and understanding, problem solving and practical abilities in contexts less familiar and more complex than in the component units.

Testing of the course outcomes

The following gives advice on how the course outcomes will be assessed.

Knowledge and understanding

Candidates should be tested on their ability to recall learning and understand facts and principles detailed in the content statements and supplementary notes in the content tables in the course specification.

Problem solving and practical abilities

Questions relating to each of the following points will be included in the course examination in order to test the candidate's ability to:

1. Select relevant information from texts, tables, charts, keys, graphs and/or diagrams.
2. Present information appropriately in a variety of forms, including written summaries, extended writing, tables and/or graphs.
3. Process information accurately using calculations including percentages, averages and/or ratios. Significant figures and units should be used appropriately.
4. Plan and design experimental procedures to test given hypotheses or to illustrate particular effects. This could include identification of variables, controls and measurements or observations required.
5. Evaluate experimental procedures in situations that are unfamiliar, by commenting on the purpose of approach, the suitability and effectiveness of procedures, the control of variables, the limitations of equipment, possible sources of error and/or suggestions for improvement.

6. Draw valid conclusions and give explanations supported by evidence or justification. Conclusions should include reference to the overall pattern to readings or observations, trends in results or comment on the connection between variables and controls.
7. Make predictions and generalisations based on available evidence.

Complexity of Data

The following advice is intended as general guidelines in setting the complexity of data to be used in problem solving questions.

At Higher typically two sources of data (text, tables, charts, keys, diagrams or graphs) should be provided from which the problem has to be solved.

Where there are not two separate sources of data, the provided data should normally have two to three patterns, trends, conditions, variables or sets of results from which information has to be selected and presented or which have to be used as sources of evidence for conclusions, explanations, predictions or generalisations. The analysis of data should involve comparisons between two or more of these sets of data.

The planning designing and evaluation of experimental procedures should involve up to two of the following: one or two treatments, adequate controls, limitations of equipment, sources of error, and possible improvements as appropriate.

CHECKLIST FOR HIGHER EXTERNAL ASSESSMENT

EXTERNAL ASSESSMENT SPECIFICATION	DETAILS	PRESENT
Units equally sampled		
Data of H level complexity	Typically two sources of data with two to three patterns/ trends/ conditions/ variables/sets of results	
Integration	Questions which integrate across component units/outcomes/ performance criteria	
Less familiar, more complex contexts	'A' type questions	
PS/PA	All aspects 1-7 covered	
Section A	Total marks - 30	
	PS/PA - 9-11 marks	
Section B	Total marks - 80	
	PS/PA - 25 - 30	
Section C	Total marks - 20	
	Two structured extended response questions for 10 marks	
	Two open ended extended response questions for 10 marks (1 mark for relevance,1 mark for coherence, 8 marks for KU)	

Checklist for Intermediate 2 External Assessment (cont.)

ALL PS/PA ASPECTS COVERED:	SECTION A	SECTION B
1. Select relevant information from texts, tables, charts, keys, graphs and/or diagrams.		
2. Present information appropriately in a variety of forms, including written summaries, extended writing, tables and/or graphs.		
3. Process information accurately using calculations including percentages, averages and/or ratios; significant figures and units should be used appropriately.		
4. Plan and design experimental procedures to test given hypotheses or to illustrate particular effects. This could include identification of variables, controls and measurements or observations required.		
5. Evaluate experimental procedures in situations which are unfamiliar by commenting on the purpose of approach, the suitability and effectiveness of procedures, the control of variables, the limitations of equipment, possible sources of error and/or suggestions for improvement.		
6. Draw valid conclusions and give explanations supported by evidence. Conclusions should include reference to the overall pattern to readings or observations, trends in results or comment on the connection between variables and controls.		
7. Make predictions and generalisations based on available evidence.		

Analysis Grids

Blank analysis grids are included for use in constructing and analysing prelims if required. It is hoped the analysis tables are self-explanatory.

The comments column indicates integrative questions and other miscellaneous information. The comments column also indicates which questions have been used or adapted for use in end of unit tests. Centres will want to do their best to avoid using questions from the tests they use for internal assessment when constructing evidence for estimates and appeals.

The KU column refers to the numbering of the statements in the content tables in the course specification. The PS/PA column indicates the numbered aspect of problem solving and practical abilities in the course specification. Questions which match C and A grade descriptions are also indicated.

HIGHER BIOLOGY PAPER ANALYSIS

Section A

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

HIGHER BIOLOGY PAPER ANALYSIS

Section A *(continued)*

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

HIGHER BIOLOGY PAPER ANALYSIS

Section B

Unit: Cell Biology

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A

HIGHER BIOLOGY PAPER ANALYSIS

Section B

Unit: Genetics and Adaptation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1 C	UNIT 1 A	UNIT 2 C	UNIT 2 A	UNIT 3 C	UNIT 3 A

HIGHER BIOLOGY PAPER ANALYSIS

Section B

Unit: Control and Regulation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1	UNIT 2	UNIT 3

HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section A

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section A *(continued)*

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Cell Function and Inheritance

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A

HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: The Continuation of Life

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A

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Section B

Unit: Behaviour, Populations and the Environment

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1	UNIT 2	UNIT 3

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Section B

Unit: Cell Biology

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 a(i)		d(ii,iii)	3			√					
1 a(ii)	Used in UT3	d(ii)	1			√					
1 a(iii)	Adapted for UT3	d(ii,iii)	2			√					
1 b		d(iii)	1			√					
1 c		d(ii,iii)	2			√					
2 a	Integrative	c(iv,v)	1	1 Select		√					
2 b		c(v)	1			√					
2 c		c(i)	1			√					
2 d		c(ii,iii,vi)	3			√					
2 e(i)		a(ii)	1			√					
2 e(ii)		a(ii)	1			√					
4 a(i)	Used in UT2	e(ii)	2			√					
4 a(ii)		e(ii)	1			√					
4 b	Used in UT2	e(iii)	1			√					
6 a	Integrative			1 Select 6 Explain	1	√					
6 b	Integrative	e(ii), U2 a3(i)	1			√					
8 d		c(iii)	2	3 Process			√				

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Section B

Unit: Genetics and Adaptation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
3 a		b2(ii)	1					√			
3 b	St Grade		1					√			
3 c	Unfamiliar	b2(ii)	1	7 Predict	1				√		
5 a	Used in UT1	a2(iii)	3					√			
5 b				1 Select	1			√			
6 c	Integrative			1 Select 6 Explain	1				√		
9 a		c2(i)	1					√			
10 a		c1(i,iii)	3					√			
10 b		c1(ii)	1					√			
10 c		c1(iii)	2					√			
11 a	Integrative	c2(iv)		1 Select 3 Process	2				√		
11 b(i)		c2(iv)	1					√			
11 b(ii)		c2(iv)	1					√			
12 a	Used in UT3			1 Select	1			√			
12 b	Adapted for UT3	c2(iv)	1					√			
12 c				6 Explain	2			√			

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Section B

Unit: Genetics and Adaptation - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
13 a(i)				4 Planning	2				√		
13 a(ii)	Used in UT2			5 Evaluate	1			√			
13 a(iii)	Used in UT2			4 Planning	2			√			
13 a(iv)	Used in UT2			5 Evaluate	1			√			
13 a(v)	Used in UT2			5 Evaluate	1			√			
13 a(vi)				4 Planning	1				√		
13 b(i)	Adapted for UT2			2 Present	2			√			
13 b(ii)	Adapted for UT2			6 Explain	1			√			
14 d		b2(i)	1					√			

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Section B

Unit: Control and Regulation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
7 a(i)		a1(i)	1							√	
7 a(ii)		a3(ii)	1							√	
7 a(iii)	Not in Course		1							√	
7 b		a4(i)	2							√	
8 a				3 Process	1						√
8 b	Adapted for UT1			6 Explain	1					√	
8 c		b2(iii)	1								√
8 e		b2(iii)	1							√	
9 b	Adapted for UT2	c(ii)	2							√	
9 c	Used in UT2	c(ii)	1							√	
14 a				3 Process	1					√	
14 b				1 Select	2					√	
14 c				1 Select	2					√	
14 e				3 Process	1						√
14 f				3 Process	1					√	

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Section B

Unit: Control and Regulation - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
15 a				3 Process	1						√
15 b				3 Process	1						√
15 c				6 Explain	2						√
15 d				1 Select	1						√
15 e				1 Select 3 Process	1						√
15 f				1 Select	1						√
15 g				6 Explain	1						√
15 h				1 Select 3 Process	2						√

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1 C A	UNIT 2 C A	UNIT 3 C A
16 A		b1(iii),b2,b1(i)	15	√		
16 B		b(i,ii,iii)	15			√
17 A		b1	15		√	
17 B		a3(ii)	15			√

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Section B

Unit Cell Biology

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 a	Integrative	c(ii,vi) d(iii,iv)	3			√					
1 b	Used in Unit test1	a(ii)	1			√					
2 a(i)	Used in Unit test1	b1(i)	1			√					
2 a(ii)	Adapted UT1	b1(i)	1			√					
2 a(iii)	Adapted UT1	b1(ii)		6 Explain	1		√				
2 b		b2(i,ii)	1			√					
2 c(iii)	Integrative	b(ii)		1 Select	1	√					
2 c(iv)	Adapted UT1			1 Select	2	√					
3 a		c(iii)	1			√					
3 b		c(iv)	2			√					
3 c	Integrative	c(ii,iv)	1	1 Select		√					
3 d		c(iii)	1			√					
3 e		c(iv,v)	2			√					
4 a(i)	Used in UT2	d(iii)	1			√					

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Section B

Unit Cell Biology - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
4 a(ii)	Integrative Used in Unit Test 2	d(ii,iii)	1	3 Process		√					
4 b		d(i)	1			√					
12 a		b1(iii)	1			√					
12 b		b1(iii)	1			√					
12 c		b1(iii)	1			√					
12 d		b1(iii)	1			√					
12 e(i)		b1(iii)	3	3 Process		√					
12 e(ii)	Integrative	b1(iii)	1	5 Evaluate			√				
14 a	Used in UT 1			3 Process	1	√					
14 b				1 Select	1	√					
14 c	Adapted for UT 2			7 Predict	1	√					
14 d				1 Select	2		√				
14 e				1 Select 3 Process	1	√					
14 f				1 Select 3 Process	1		√				
14 g				1 Select 3 Process	1		√				

1996 HIGHER BIOLOGY PAPER ANALYSIS

Section B

Unit: Genetics and Adaptation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
2 c(i)	Adapted UT1 Integrative	c2(iv)		3 Process	1			√			
2 c(ii)	Adapted UT1 Integrative	c2(iv)	1	1 Select 6 Explain					√		
5 a(i)		a1(iii)	3					√			
5 a(ii)		a1(iii)	1					√			
5 a(iii)	Integrative	a1(iii)	1	7 Predict				√			
5 b	Adapted UT3			3 Process	1			√			
5 c(i)		a1(ii)	2					√			
5 c(ii)	Not in course spec		1					√			
6 a		b1(iv)	2	1 Select				√			
6 b	Integrative	b1(iv)	2	1 Select				√			
6 c(i)	Adapted UT1	b2(iii)	1						√		

1996 HIGHER BIOLOGY PAPER ANALYSIS

Section B

Unit: Genetics and Adaptation - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
6 c(ii)	Adapted UT1	b2(iii)	1					√			
6 c(iii)		b2(iii)	1					√			
11 a		c1(i)	3					√			
11 b(i)	Adapted UT3 Integrative	c2(ii)	1	1 Select 6 Explain				√			
11 b(ii)	Integrative	c2(iii)	1	1 Select				√			
11 b(iii)		c2(i)	1					√			
13 a	Adapted UT1			1 Select	1			√			
13 b				1 Select	1			√			
13 c				6 Explain	2			√			
13 d				1 Select	1			√			
13 e	Adapted UT1			6 Explain	1			√			
13 f	Adapted UT1			6 Explain	1			√			
13 g	Adapted UT1			1 Select 7 Generalis'n	2			√			

1996 HIGHER BIOLOGY PAPER ANALYSIS

Section B

Unit: Control and Regulation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
7 a(i)	Integrative	a3(ii)	1	1 Select 6 Explain	1						√
7 a(ii)		a3(ii)	1							√	
7 b(i)	Integrative	a3(iii)	1	7 Predict						√	
7 b(ii)		a3(ii)	1							√	
8 a(i)		a3(ii)	1								√
8 a(ii)	Integrative	a3(ii),U2a3(vi)	2								√
8 b	Adapted for UT 2	a2(i)	2							√	
9 a	Integrative	a4(i)		6 Explain	2						√
9 b1		a4(iii)	1							√	
9 b2	Used UT 1	a4(iii)	1							√	
10 a(i)	Used UT 1	b2(iii)	1							√	
10 a(ii)	Adapted for UT 1	b2(iii)	1							√	
10 b	Adapted for UT 1	b2(iii)	2							√	
10 c		b2(ii)	1							√	

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1		UNIT 2		UNIT 3	
				C	A	C	A	C	A
15 A		U1d(ii),U2b2(ii), U2a3(vi)	15	√		√			
15 B		U3a1(i,ii), a4(I)	15					√	
16 A		U2C1(I,iii)	15			√			
16 B		U3b(ii,iii)	15					√	

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Section B

Unit: Cell Biology

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 a	Used in Unit test 2	c(i)	1			√					
1 b	Used in Unit test 2	c(i)	1			√					
1 c	Used in unit test 2	c(ii)	1			√					
1 d	Adapted Unit test 2 Integrative	c(iii,v)	1			√					
1 e	Adapted Unit test 2	c(iv)	1				√				
1 f		c(iv)	1			√					
1 g	Used in Unit test 2	c(iv)	1			√					
1 h	Used in Unit test 2	c(iv)	1			√					
2 a	Used in Unit test 1	e(i)	2			√					
2 b	Adapted UT 1 Integrative	e(i), d(iii)	1			√					

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Section B

Unit: Cell Biology - continued

NO	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1 C	UNIT 1 A	UNIT 2 C	UNIT 2 A	UNIT 3 C	UNIT 3 A
2 c	Integrative	e(i) and d(iv)	1			√					
4 a		d(ii, iii)	3			√					
4 b(i)	Integrative	d(iii)		1 Select 3 Process	1		√				
4 b(ii)	Integrative	d(iii)		1 Select 3 Process	1	√					
4 b(iii)1	Integrative			1 Select 3 Process	1		√				
4 b(iii)2	Integrative			1 Select 3 Process	2	√					
9 a(iii)	Integrative	a(ii),c(i,vi), U3a4(i)	2				√				

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Section B

Unit: Genetics and Adaptation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
3 a		a2(iii)	2					√			
3 b		a2(iii)	2					√			
5 a		a3(v)	2					√			
5 b		a3(ii)	1					√			
12 a	Integrative	c1(iii)	2	1 Select	2				√		
12 b	Less familiar	c1(iii)	1						√		
13 a	Unfamiliar			6 Explain	2			√			
13 b	Unfamiliar			6 Explain	2				√		
14 a(i)		a1(iii)	1					√			
14 a(ii)		a1(iii)	2					√			
14 b		a1(iii)	1					√			
14 c	Integrative	a1(iii)	1	1 Select				√			
14 d	Integrative	a1(iii)		1 Select 3 Process	2				√		
14 e	Integrative	a1 (iii)	1	1 Select	1			√			
14 f(i)				3 Process	1			√			
14 f(ii)		a1(iii)	1					√			

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Section B

Unit: Control and Regulation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
6 a		a2(i)	1							√	
6 b		a2(i)	1								√
7.1		a1(iv)	1							√	
7.2	Integrative	a1(iv)	1	1 Select 6 Explain	1						√
8 a				6 Explain 7 Generalis'n	2						√
8 b		a3(ii)	2							√	
9 a(i)	Adapted U T3	a4(i)	2							√	
9 a(ii)	Standard G	a4(i)	2							√ (1)	√ (1)
9 b		a4(i)(ii)(iii)	4							√	
10 a	Used in U T 3	c(iv)	1							√	
10 b		c(iv)	2								√
10 c		c(iv)	1								√
11 a		b	1							√	
11 b		b2(i)	2							√	

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Section B

Unit: Control and Regulation - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
12 c	Adapted UT 3	c(iv)	1							√	
15 a	Used in UT 3			6 Explain	2					√	
15 b	Adapted UT 3			1 Select	1					√	
15 c				1 Select 3 Process	1					√	
15 d				1 Select 3 Process	1					√	
15 e				6 Explain	1						√
15 f	Integrative			1 Select 3 Process 6 Explain	2						√
15 g				6 Explain	1					√	
15 h				1 Select 3 Process	1					√	
16 a				1 Select	1					√	
16 b				7 Generalis'n	1					√	
16 c				1 Select	1					√	

1997 HIGHER BIOLOGY PAPER ANALYSIS

Section B

Unit: Control and Regulation - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
16 d				3 Process	1						√
16 e				1 Select	1						√
16 f				3 Process	1						√
16 g				1 Select 6 Explain	1						√
16 h				1 Select 6 Explain	1						√
16 i				7 Predict	1						√

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1		UNIT 2		UNIT 3	
				C	A	C	A	C	A
17 A		a(ii), d(iv)	15	√					
17 B		b2(ii,iii,i)	15			√			
18 A		b1 (i, ii, iii, iv, v)	15			√			
18 B		b(i,ii), b2	15	√					

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Section B

Unit: Cell Biology

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 a		b2(ii)	1			√					
1 b		b2(ii)	1			√					
1 c	Integrative	a(ii) b2(ii)	2				√				
1 d(i)		b2(i)	1			√					
1 d(ii)		b2(i)	1			√					
1 d(iii)		b2(i)	1			√					
2 a	Adapted for UT3	d(iii)	2				√				
2 b	Integrative	d(ii,iii)	1	1 Select 3 Process		√					
2 c		d(iv)	2			√					
3 a(i)		e(ii)	1			√					
3 a(ii)	Integrative/ Unfamiliar	e(iv)	1	7 Predict	1		√				
3 b(i)	Used in UT3	e(ii)	1			√					
3 b(ii)	Adapted for UT3	e(iii)	1			√					
8 b	Integrative	a(ii) c(vi)	1	6 Explain	1		√				
12 a		a(ii)	1			√					

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Section B

Unit: Control and Regulation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
8 a		a4(i)	4							√	
9 a(i)				1 Select 7 Predict	1					√	
9 a(ii)		a3(ii)	2							√	
9 b		a3(ii)	1							√	
10 a(i)		b2(i)	1							√	
10 a(ii)		b2(ii)	1							√	
10 a(iii)		b2(ii)	2							√	
10 b		b2(iii)	2							√	
11 a		c(iv)	1							√	
11 b(i)	Integrative	c(iv)	1	1 Select						√	
11 b(ii)	Integrative	c(iv),U2c2(ii)	1	1 Select	1					√	
15 a				3 Process	1					√	
15 b				3 Process	1					√	
15 c				1 Select	1						√
15 d				3 Process	1						√
15 e				1 Select	1					√	
15 f				6 Explain	2					√	
15 g				3 Process	1					√	
15 h				1 Select	1					√	

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Section B

Unit: Control and Regulation - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
16 a				1 Select 3 Process	1					√	
16 b				6 Explain	1					√	
16 c				6 Explain	1					√	
16 d				6 Explain	2					√	
16 e(1)				1 Select	1					√	
16 e(2)				1 Select	1					√	
16 f				6 Explain	2						√

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Section B

Unit: Genetics and Adaptation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
4 a	Not in course spec		1					√			
4 b(i)	Integrative	a2(ii)	1	1 Select 3 Process				√			
4 b(ii)				1 Select 3 Process	1			√			
4 b(iii)				1 Select 3 Process	1			√			
4 c	Integrative	a2(i)	1	1 Select				√			
4 d		a1(ii)	1					√			
5 a(i)		a3(vi)	2						√		
5 a(ii)	Integrative Unfamiliar	b(i,v)	2						√		
5 b		a3(ii)	1					√			
6 a		b1(iii)	1					√			
6 b				1 Select 3 Process	1			√			
6 c	Unfamiliar			1 Select 6 Explain	2				√		

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Section B

Unit: Genetics and Adaptation - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
7 a(i)	Integrative	b2(ii)	1	1 Select				√			
7 a(ii)	Integrative	b2(ii)	1	1 Select				√			
7 b		b2(ii)	1					√			
7 c				1 Select	1			√			
12 b	Integrative	c1(i),U1a(ii)	1					√			
12 c		c1(i)	2					√			
13		c2(iii,iv)	3					√			
14 a	Used in UT3			5 Evaluate	1			√			
14 b	Used in UT3			5 Evaluate	1			√			
14 c				6 Explain	1			√			
14 d				4 Planning	2				√		
14 e(1)				1 Select	1			√			
14 e(2)		c3(i)	1					√			
14 f(1)				1 Select	1			√			
14 f(2)		c3(i)	1					√			

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1		UNIT 2		UNIT 3	
				C	A	C	A	C	A
17 A		U3a1(i,ii)	15					√	
17 B		U3a2(i,ii)	15					√	
18 A		U1c(i,ii,iii,iv,v,vi)	15	√					
18 B		U2c(i,iii)	15			√			

HIGHER BIOLOGY PAPER ANALYSIS ~ SPECIMEN PAPER

Section A

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1	Integrative	U1a(ii)	1	7 Predict		√					
2		U1d(iv)	1			√					
3	Integrative	U1b1(i)	1	6 Explain		√					
4				6 Explain	1	√					
5				3 Process	1	√					
6		U1d(iii)	1			√					
7		U1e(ii)	1			√					
8		U1e(iii)	1			√					
9		U1a(ii)	1				√				
10		U1b2(ii)	1			√					
11		U2a(ii)	1					√			
12	Integrative	U2a1(iii)	1	3 Process 7 Predict				√			
13	Integrative	U2a2(iii)	1	3 Process 7 Predict				√			
14		U2a3(iii)	1					√			
15		U2a3(iv)	1					√			
16				3 Process	1			√			
17		U2b2(i)	1					√			
18		U2b1(ii)	1					√			
19		U2a3(iv)	1	3 Process					√		

HIGHER BIOLOGY PAPER ANALYSIS ~ SPECIMEN PAPER

Section A - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
20	Integrative	U2c1(i)	1	7 Predict				√			
21		U2c1(ii)	1					√			
22		U2c1(i)	1					√			
23	Integrative	U3a4(iv)	1	7 Predict						√	
24		U3a1(i)	1							√	
25		U3a4(iv)	1							√	
26	Integrative	U3a3(i),b2(i)	1							√	
27		U3a2(i)	1							√	
28		U3a2(iii)	1								√
29		U3b(iii)	1							√	
30		U3c(ii)	1							√	

HIGHER BIOLOGY PAPER ANALYSIS ~ SPECIMEN PAPER

Section B

Unit: Cell Biology

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 a(i)		b2(i)	1			√					
1 a(ii)		b1(ii)	1			√					
1 a(iii)		b1(iii)	1			√					
1 a(iv)		b1(i)	1			√					
1 b				3 Process	1	√					
2 a		c(ii,iii)	1			√					
2 b		c(iv)	1			√					
2 c	Integrative	c(ii,iv)	1	1 Select		√					
2 d		c(iii,iv)	1			√					
2 e		c(iii,v)	2			√					
3 a				2 Present	3	√					
3 b				4 Planning	1	√					
3 c				5 Evaluate	1		√				
3 d				5 Evaluate	1		√				
3 e(i)				7 Predict	1	√					
3 e(ii)				6 Explain	2		√				
3 f				4 Planning	1	√					
3 g				5 Evaluate	2	√					

HIGHER BIOLOGY PAPER ANALYSIS ~ SPECIMEN PAPER

Section B

Unit: Cell Biology - continued

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
5 a		d(ii,iii)	3			√					
5 b(i)				1 Select	1	√					
5 b(ii)	Integrative	d(iii)		1 Select 3 Process	1		√				
5 b(iii)	Integrative	d(iii)		1 Select 3 Process	1	√					
15 a				6 Explain	2	√					
15 b				1 Select	1	√					
15 c				1 Select 6 Explain	2		√				
15 d				6 Explain	1		√				

HIGHER BIOLOGY PAPER ANALYSIS ~ SPECIMEN PAPER

Section B

Unit: Genetics and Adaptation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
4 a		a1(ii)	1					√			
4 b		a1(ii)	1					√			
6 a(i)		a1(iii)	1					√			
6 a(ii)		a1(iii)	1					√			
6 a(iii)	Integrative	a1(iii)		7 Predict				√			
6 b	Adapted for UT 3			3 Process				√			
7 a	Integrative	b(iv)	1	1 Select					√		
7 b		c2(iii)	1					√			
7 c	Integrative	b(ii,iii,iv)	2					√			
8 a	Integrative	b(iii)U1a(ii)	2					√			
8 b		b2(iii)	1						√		
8 c		b2(iii)	1					√			
9 a(i)		c1(iii)	1					√			
9 a(ii)		c1(iii)	1	1 Select					√		
9 b(i)				3 Process	1				√		
9 b(ii)		c1(i)	1						√		
10 a	Integrative	c2(iv)		1 Select 3 Process	1				√		
10 b(i)		c2(iv)	1					√			
10 b(ii)		c2(iv)	1					√			

HIGHER BIOLOGY PAPER ANALYSIS ~ SPECIMEN PAPER

Section B

Unit: Control and Regulation

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT		UNIT 2		UNIT 3	
						C	A	C	A	C	A
11 a				1 Select 3 Process	1					√	
11 b	Integrative	a1(ii)		1 Select	1					√	
11 c	Integrative	a1(ii)	1	1 Select						√	
11 d		a1(ii)	1							√	
12 a(i)		a4(i)	1							√	
12 a(ii)		a4(i)	1							√	
12 b	Integrative	a4(i), U1a(ii) c(i,iv)	2								√
12 c		a4(i)	1							√	
12 d		a4(i)	2							√	
12 e		a4(i,ii,iii)	2							√	
13 a(i)		b(iv)	2							√	
13 a(ii)		b(iv)	1							√	
13 b		b(iii)	1							√	
14 a	Used in UT3	c(iv)	1							√	
14 b		c(iv)	2								√
14 c		c(iv)	1								√

HIGHER BIOLOGY PAPER ANALYSIS ~ SPECIMEN PAPER

Section C

NO.	COMMENTS	KU	MARKS	UNIT 1		UNIT 2		UNIT 3	
				C	A	C	A	C	A
1 A		U3a4(iv)	10					√	
1 B		U1d(i),(iv)	10	√					
2 A		U2c1(i)	10			√			
2 B		U2c3	10			√			

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Section B

Unit: Cell Function and Inheritance

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 (a)	Amended for	d) 1 (i)	1			√					
1 (b)	Unit Test 2	d) 2 (i)	1			√					
1 (c)(i)		e) (i)	1			√					
1 (c)(ii)		e) (i)	1			√					
1 (d)(i)				1. Select	2	√					
1 (d)(ii)	PC Integration	c) (v), d 2 (iii)	2			√					
1 (e)		d) 2 (ii)	1			√					
2 (a)(i)	Amended for	b) 1 (ii)	1			√					
2 (a)(ii)	Unit Test 2			2. Present	2	√	√				
2 (b)		c) (iii), c (iv)	2			√	√				
3 (a)(i)	Unit Integration	f) 2 (i)	1			√					
3 (a)(ii)		f) 2 (ii)	2			√					
3 (a)(iii)				3. Process	1	√					
3 (b)		f) 1 (iii)	1						√		
3 (c)	LO Integration	b) (i)	2	1. Select	1				√		

1995 HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Cell Function and Inheritance (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
5 (a)	Standard Grade	Credit	1			√					
5 (b)	Standard Grade	Credit	1			√					
5 (c)		d) 2 (i)	1			√					
5 (e)		f) 3 (iii)	1			√					
5 (d)		f) 3 (iii)	1			√					
10 (a)(i)	Amended for			5. Evaluate	1		√				
10 (a)(ii)	Unit Test 2			5. Evaluate	1		√				
10 (b)				4. Plan	2	√					
10 (c)				4. Plan	2	√					
10 (d)(i)				2.Present	3	√					
10 (d)(ii)				6. Conclusion	1	√					
10 (e)				3. Process	1		√				

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Section B

Unit: The Continuation of Life

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
4 (a)(i)	Amended for	a) (ii)	1					√			
4 (a)(ii)	Unit Test 2	a) (ii)	1					√			
4 (b)				1. Select	1			√			
4 (c)				2. Present	1				√		
4 (d)(i)		a) (ii)	1					√			
4 (d)(ii)		a) (ii)	1					√			
4 (d)(iii)		b) (i)	1						√		
6 (a)(i)	Amended for			1. Select	1			√			
6 (a)(ii)	Unit Test 3			3. Process	1			√			
6 (b)(i)				3. Process	1				√		
6 (b)(ii)		d) (i)	1					√			
6 (c)		d) (i)	1					√			
6 (d)	Amended for Unit Test 2	d) (i)	3					√			

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Section B

Unit: Behaviour, Populations and the Environment

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
7 (a)(i)	Amended for			2. Present	1						√
7 (a)(ii)	Unit Test 1	a) (ii)	2							√	
7 (a)(iii)		a) (ii)	1							√	
7 (a)(iv)		a) (ii)	1							√	
7 (b)	Unit Integration	c) (iii)	1			√					
7 (c)		a) (ii)	1							√	
8 (a)(i)	Amended for	c) 1 (i)	1							√	
8 (a)(ii)	Unit Test 1			6. Explain	2					√	
8 (a)(iii)		c) 1 (i)	1								√
8 (b)		c) 2 (i)	2							√	
9 (a)(i)	Amended for	c) 3 (i)	1								√
9 (a)(ii)	Unit Test 1	c) 3 (i), (ii)	1								√
9 (b)		c) 3 (ii)	1							√	
9 (c)		c) 3 (ii)	2							√	√

1995 HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Behaviour, Populations and the Environment (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
11 (a)(i)				2. Present	2					√	
11 (a)(ii)				1. Sel + 2. Pre	2						√
11 (b)				3. Process	1						√
11 (c)				1. Select	1					√	
11 (d)	Unit Integration			3. Process	1	√					
11 (e)		a) (i)	1							√	
11 (f)		a) (ii)	1							√	
12 (a)(i)	Amended for			1. Select	1					√	
12 (a)(ii)	Unit Test 2			7. Predict	1					√	
12 (b)(i)				1. Select	1					√	
12 (b)(ii)				3. Process	1					√	
12 (c)				1. Select	1					√	
12 (d)				6. Explain	2						√
12 (e)(i)				3. Process	1					√	
12 (e)(ii)		c) 2 (i)	1								√
12 (f)	Standard Grade	Credit	1								√

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1	UNIT 2	UNIT 3
13A		U2 c) (iii)	15		√	
OR						
13B		U2 f) (iii)	15		√	
14A		U3 b) 2 (iv)	15			√
OR						
14B		U1 e) (ii), (iv), (v)	15	√		

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Section B

Unit: Cell Function and Inheritance

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 (a)(i)		d) 2 (iii)	1			√					
1 (a)(ii)		d) 2 (iii)	1			√					
1 (b)	Used for	c) (iii)	1			√					
1 (c)(i)	Unit Test 2	c) (iii)	1			√					
1 (c)(ii)		c) (iii)	1			√					
1 (c)(iii)		c) (iii)	2			√					
2 (a)(i)		e) (ii)	1				√				
2 (a)(ii)		e) (i)	1				√				
2 (b)		e) (ii)	2			√					
2 (c)		e) (ii)	1			√					
2 (d)		e) (iv)	1			√					
2 (e)		e) (iv)	1				√				
3 (a)(i)		a) (i)	1				√				
3 (a)(ii)		a) (i)	1			√					
3 (b)		f) 3 (iii)	1			√					
3 (c)	Unit Integration	b) (ii)	1						√		

1996 HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Cell Function and Inheritance (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
3 (d)				1. Select	1	√					
3 (e)	Unit Integration	e) (i)	2					√			
4 (a)	Unit Integration	f) 1 (iv)	1			√					
		b) (i)	1					√			
4 (b)		f) 1 (v)	2			√					
4 (c)		f) 1 (vi)	1			√					
4 (d)(i)		f) 1 (iv)	1			√					
4 (d)(ii)		f) 1 (iv)	1				√				
10 (a)(i)	Amended for			5. Evaluate	1		√				
10 (a)(ii)	Unit Test 2			5. Evaluate	1		√				
10 (b)				4. Plan	2	√					
10 (c)				4. Plan	2	√					
10 (d)(i)				2.Present	3	√					
10 (d)(ii)				6. Conclusion	1	√					
10 (e)				3. Process	1		√				

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Section B

Unit: The Continuation of Life

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
5 (a)(i)	Amended for	a) (ii)	1					√			
5 (a)(ii)	Unit Test 1			1. Select	1			√			
5 (b)(i)		b) (ii)	1					√			
5 (b)(ii)				3. Process	1			√			
5 (b)(iii)				6. Explain	2				√		
5 (b)(iv)				1. Select	1			√			
5 (c)		b) (ii)	1					√			
5 (d)		e) (iv)	1						√		
6 (a)(i)	Amended for	c) (ii)	1						√		
6 (a)(ii)	Unit Test 1	c) (ii)	1					√			
6 (b)		f) (iii)	1						√		
6 (b)(ii)		d) (i)	1					√			
6 (c)(i)	Amended for	c) (ii)	1					√			
6 (c)(ii)	Unit Test 2	b) 1 (i)	1			√					
6 (d)	Unit Integration	c) (iii)	1					√			

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Section B

Unit: The Continuation of Life (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
7 (a)(i)	Used for	e) (i)	1					√			
7 (a)(ii)	Unit Test 2	e) (i)	1					√			
7 (a)(iii)		e) (i)	1					√			
7 (b)		d) (ii)	2					√			
7 (c)	Standard Grade	Credit	1					√			
10 (a)(i)	Amended for			3. Process	1				√		
10 (a)(ii)	Unit Test 3	f) (iii)	1					√			
10 (b)(i)				3. Process	1			√			
10 (b)(ii)		f) (i)	1					√			
10 (c)				6. Explain	2				√		
10 (d)				3. Process	1				√		
10 (e)				3. Process	1				√		
10 (f)(i)		c) (iii)	1					√			
10 (f)(ii)		c) (iii)	1						√		

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Section B

Unit: Behaviour, Populations and the Environment

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
8 (a)(i)	Amended for			2. Present	1						√
8 (a)(ii)	Unit Test 3	a) (ii)	1							√	
8 (b)		a) (ii)	2							√	
8 (c)(i)		a) (iii)	1							√	
8 (c)(ii)		a) (iii)	1							√	
9 (a)		c) 3 (ii)	2							√	
9 (b)		c) 3 (ii)	2							√	
11 (a)(i)	Amended for			7.. Predict	2					√	√
11 (b)	Unit Test 1			1. Select	1					√	
11 (c)		c) (iii)	1							√	
11 (d)(i)				1. Select	1					√	
11 (d)(ii)				3. Process	1					√	
11 (d)(iii)				3. Process	1						√
11 (e)		c) (i)	1							√	
11 (f)		c) (i)	1							√	

1996 HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Behaviour, Populations and the Environment (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
12 (a)	Used for Unit			3. Process	1						√
12 (b)	Test 1			3. Present	3						√
12 (c)				6. Explain	1						√
12 (d)(i)				5. Evaluate	1						√
12 (d)(ii)				4. Plan	1						√
12 (e)				6. Explain	2						√
12 (f)				4. Plan	1						√

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1	UNIT 2	UNIT 3
13A		U2 b) (iii)	15		√	
OR						
13B		U3 c) 2 (ii) c) 3 (i), (ii)	15			√
14A		U1 a) (i), (ii)	15	√		
OR						
14B		U3 a) (ii)	15			√

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Section B

Unit: Cell Function and Inheritance

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 (a)(i)	Amended for	b) 2 (i)	1			√					
2 (a)(ii)	Unit Test 2	b) 2 (i)	1			√					
3 (a)(iii)		b) 2 (i)	1			√					
3 (b)(i)				3. Process	1	√					
3 (b)(ii)				3. Process	1	√					
3 (c)(i)				1. Select	2	√					
3 (c)(ii)		b) 2 (ii)	1			√					
3 (d)		f) 3 (i)	1			√					
2 (a)		c) (iii)	2			√					
2 (b)(i)		c) (v)	1			√					
2 (b)(ii)		b) 1 (ii)	1			√					
2 (c)		c) (iv)	2			√					
3 (a)(i)				3. Process	2	√					
3 (a)(ii)		f) 2 (iv)	1			√					
3 (a)(iii)		f) 2 (iv)	1				√				
3 (b)	Standard Grade	Credit	2				√				
3 (c)	Standard Grade	Credit	1				√				

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Section B

Unit: The Continuation of Life

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
4 (a)	Amended for	a) (i)	2					√			
4 (b)(i)	Unit Test 3	a) (ii)	1					√			
4 (b)(ii)		a) (ii)	1					√			
4 (c)		a) (iii)	1					√			
4 (d)		a) (i)	1					√			
4 (e)(i)				2. Present	1				√		
4 (e)(ii)		a) (iii)	2					√			
5 (a)(i)	Amended for	c) (iii)	1					√			
5 (a)(ii)	Unit Test 3	c) (iii)	2					√			
5 (b)		c) (iii)	1						√		
5 (c)(i)		c) (iii)	1					√			
5 (c)(ii)		c) (iii)	1						√		
5 (c)(iii)		c) (iii)	1						√		
10 (a)(i)	Amended for	b) (i)	1					√			
10 (a)(ii)	Unit Test 2			1. Select	1			√			
10 (a)(iii)				6. Explain	1			√			

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Section B

Unit: The Continuation of Life (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
10 (a)(iv)				1. Select	1			√			
10 (a)(v)		b) (i)	1					√			
10 (a)(vi)		e) (iv)	1					√			
10 (b)(i)				3. Process	1			√			
10 (b)(ii)		b) (i)	1						√		
10 (b)(iii)				5. Evaluate	2			√			
11 (a)(i)	Amended for			3. Process	1			√			
11 (b)(ii)	Unit Test 2			3. Process	1			√			
11 (b)(iii)	Standard Grade	Credit	1						√		
11 (b)(i)				1. Select	1			√			
11 (b)(ii)		f) (i)	1					√			
11 (b)(iii)		f) (i)	1						√		
11 (b)(iv)		f) (i)	1					√			
11 (c)(i)				3. Process	1			√			
11 (c)(ii)				7. Predict	1			√			
11 (c)(iii)				6. Conclude	1			√			

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Section B

Unit: The Continuation of Life (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
12 (a)	Amended for			2. Present	2			√			
12 (b)(i)	Unit Test 3			6. Conclude	1			√			
12 (b)(ii)				1. Select	1			√			
12 (c)(i)				5. Evaluate	1			√			
12 (c)(ii)				5. Evaluate	1			√			
12 (d)				3. Process	1				√		
12 (e)(i)				4. Plan	1			√			
12 (e)(ii)				5. Evaluate	1			√			
12 (f)	Unit Integration	a) (ii)	1			√					

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Section B

Unit: Behaviour, Populations and the Environment

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
6 (a)(i)	Amended for	b) 2 (iii)	1							√	
6 (a)(ii)	Unit Test 2	b) 2 (iii)	1							√	
6 (b)		b) 2 (iv)	1							√	
6 (c)		b) 2 (iii)	1							√	
6 (d)		a) (iii)	1								√
7 (a)	Unit Integration	b) 1 (ii)	1				√				
7 (b)(i)		a) (ii)	1							√	
7 (b)(ii)		a) (ii)	1							√	
7 (c)		a) (ii)	2							√	
8 (a)(i)		c) 2 (ii)	1							√	
8 (a)(ii)		c) 2 (ii)	1							√	
8 (a)(iii)		c) 3 (iii)	2							√	
8 (b)	Standard Grade	Credit	1								√
9 (a)(i)	Amended for	c) 3 (i)	1							√	
9 (a)(ii)	Unit Test 2	c) 3 (i)	1							√	
9 (b)		c) 3 (ii)	1							√	
9 (c)(i)		c) 3 (ii)	2							√	
9 (c)(ii)		c) 3 (ii)	2								√

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1	UNIT 2	UNIT 3
13A		U3 a) (ii)	15			√
OR						
13B		U3 b) 1 (i), (ii), (iii), (iv)	15			√
14A		U1 d) 2 (i), (ii), (iii)	15	√		
OR						
14B		U3 c) 1 (i)	15			√

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Section B

Unit: Cell Function and Inheritance

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 (a)	PC Integration	b) 2 (iv), c (iii) and d) 1 (iii)	3			√					
1 (b)(i)		b) 2 (i)	1				√				
1 (b)(ii)		b) 2 (ii)	2				√				
1 (c)	Standard Grade	Credit	2			√					
2 (a)		d) 1 (i)	1			√					
2 (b)		d) 1 (i)	2				√				
2 (c)		d) 1 (ii)	1			√					
2 (d)				2. Present	1	√					
2 (e)(i)		d) 2 (i)	1				√				
2 (e)(ii)	Unit Integration	d) 1 (i)	1					√			
2 (e)(iii)		e) (iii)	1					√			
2 (e)(iv)		d) (ii)	1					√			
3 (a)(i)		e) (ii)	1			√					
3 (a)(ii)		e) (i)	1			√					
3 (a)(iii)		e) (ii)	1			√					
3 (b)		e) (iv)	1			√					

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Section B

Unit: Cell Function and Inheritance (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
3 (c)		e) (v)	1			√					
4 (a)(i)		f) 1 (iv)	1			√					
4 (a)(ii)				2. Present	2	√					
4 (a)(iii)				1. Select	1	√					
4 (b)		f) 1 (iv)	1			√					
5 (a)(i)		f) 2 (iv)	1			√					
5 (b)		f) 2 (iv)	1			√					
5 (c)(i)		f) 3 (iii)	1				√				
5 (c)(ii)		f) 3 (iii)	1				√				
5 (c)(iii)		f) 3 (iii)	2				√				
6 (d)		f) 2 (iv)	1			√					

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Section B

Unit: The Continuation of Life

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
6 (a)		a) (i)	1						√		
6 (b)(i)				1. Select	2			√			
6 (b)(ii)		a) (iii)	1					√			
6 (c)		a) (iii)	1					√			
6 (d)		a) (iii)	1					√			
8 (a)(i)		c) (iii)	1					√			
8 (a)(ii)		c) (iii)	1					√			
8 (b)		c) (iii)	1					√			
8 (c)(i)				1. Select	1			√			
8 (c)(ii)				1. Select	1			√			
8 (d)				3. Process	1				√		
8 (e)	Unit Integration	a) (ii)	2							√	
10 (a)				1. Select	1			√			
10 (b)(i)				7. Generalise	1			√			
10 (b)(ii)				6. Explain	1				√		
10 (c)(i)				3. Process	1			√			
10 (c)(ii)				6. Explain	1			√			

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Section B

Unit: The Continuation of Life (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
10 (d)(i)				3. Process	1				√		
10 (d)(ii)				3. Process	1				√		
10 (d)(iii)				1. Select	1			√			
10 (e)				1. Select	1			√			
11 (a)(i)				3. Process	1			√			
11 (a)(ii)				6. Explain	1			√			
11 (b)(i)				7. Predict	1			√			
11 (b)(ii)				1. Select	1			√			
11 (c)				3. Process	1			√			
11 (d)				6. Explain	1				√		
11 (e)		f) (iii)	2					√			
11 (f)		f) (iii)	1					√			
11 (g)		f) (iii)	1					√			

1998 HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Behaviour, Populations and the Environment

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
7 (a)(i)		b) 2 (iii), (iv)	2							√	
7 (b)(i)		b) 2 (iv)	1							√	
7 (b)(ii)		b) 2 (iv)	1							√	
9 (a)(i)		c) 3 (iii)	1							√	
9 (a)(ii)		c) 3 (iii)	1							√	
9 (a)(iii)		c) 3 (iii)	1							√	
9 (b)(i)		c) 3 (iii)	1							√	
9 (b)(ii)		c) 3 (iii)	1							√	
9 (c)		c) 3 (iii)	1							√	
12 (a)				4. Plan	3					√	
12 (b)(i)				3. Process	1					√	
12 (b)(ii)				2. Present	2					√	
12 (c)				5. Evaluate	1					√	
12 (d)				5. Evaluate	1						√
12 (e)		a) (iii)	2							√	

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Section C

NO.	COMMENTS	KU	MARKS	UNIT 1	UNIT 2	UNIT 3
13A		U3 c) 2 (iii)	15			√
OR						
13B		U3 b) 2 (ii)	15			√
14A		U3 c) 3 (ii)	15			√
OR						
14B		U1 c) (ii), (iii) (iv)	15	√		

SPECIMEN HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section A

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1		c) (v)	1			√					
2		c) (v)	1				√				
3		c) (v)	1			√					
4		b) 1. (i)	1				√				
5		b) 2. (ii)	1			√					
6				3. Process	1	√					
7		c) (ii)	1			√					
8		c) (iii)	1			√					
9				7. Predict	1	√					
10				1. Select	1		√				
11				3. Process	1				√		
12		e) (v)	1			√					
13		e) (iv)	1			√					
14		e) (i)	1			√					
15				3. Process	1	√					
16		b) (ii)	1					√			
17		b) (i)	1					√			
18				3. Process	1				√		
19		c) (iii)	1					√			
20				3. Process	1				√		

SPECIMEN HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section A *(continued)*

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
21		a) (ii)	1								√
22		a) (i)	1								√
23				1. Select	1						√
24		a) (ii)	1								√
25		a) (iii)	1								√
26		c) 1 (i)	1								√
27				1. Select	1						√
28				1. Select	1						√
29		c) 3 (ii)	1								√
30		c) 3 (iii)	1								√

SPECIMEN HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Cell Function and Inheritance

A	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
1 (a)	PC Integration	c) (iii)	1			√					
		e) (iii)	1			√					
		b) 2 (iv)	1			√					
1 (b)		e) (iii)	1			√					
1 (c)(i)		e) (ii)	1			√					
1 (c)(ii)		e) (ii)	1			√					
1 (c)(iii)		e) (iv)	1			√					
2 (a)(i)		b) 2 (i)	1			√					
2 (a)(ii)		b) 2 (i)	1			√					
2 (a)(iii)		b) 2 (i)	2			√					
2 (b)		b) 2 (i)	1			√					
2 (c)(i)		f) 3 (i)	1			√					
2 (c)(ii)		a) (i)	1				√				
3 (a)				6. Conclusion	1	√					
				6. Explain	1		√				
3 (b)		f) 2 (i)	1			√					
3 (c)				3. Process	1	√					
4 (a)				2. Present	1	√					
4 (b)		f) 1 (iii)	1			√					
4 (c)		f) 3 (iii)	1			√					

SPECIMEN HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: The Continuation of Life

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
5 (a)(i)				3. Process	1			√			
5 (b)(ii)				3. Process	1				√		
5 (b)(iii)		a) (i)	1						√		
5 (b)	Unit Integration	c) (iii)	1			√					
5 (c)		a) (ii)	2					√			
6 (a)				2. Present	3			√			
6 (b)(i)				6. Conclusion	2			√			
6 (b)(ii)		a) (ii)	1						√		
6 (c)		b) (i)	1						√		
	Unit Integration	c) 3 (i)	1								√
7 (a)		a) (ii)	2					√			
7 (b)				2. Present	1				√		
7 (c)		a) (ii)	2					√			
7 (d)(i)		a) (ii)	1					√			
7 (d)(ii)		a) (ii)	1					√			

SPECIMEN HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: The Continuation of Life (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
8 (a)		c) (ii)	2					√			
8 (b)		c) (ii)	1					√			
8 (c)		c) (iii)	1						√		
9 (a)(i)				1. Select	1			√			
9 (a)(ii)				6. Explain	1				√		
9 (a)(iii)				6. Explain	1				√		
9 (b)(i)		f) (iii)	1					√			
9 (b)(ii)	Unit Integration	a) (ii)	1							√	
10 (a)				3. Process	1			√			
10 (b)				3. Process	1				√		
10 (c)				1. Select	1			√			

SPECIMEN HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Behaviour, Populations and the Environment

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
11 (a)		a) (ii)	1							√	
11 (b)(i)		a) (ii)	1							√	
11 (b)(ii)		a) (ii)	2							√	
11 (c)(i)	Unit Integration			1. Select	1	√					
11 (c)(ii)		b) (ii)	1			√					
12 (a)		b) 2 (iii)	3							√	
12 (b)		b) 2 (iii)	1							√	
12 (c)		b) 2 (iv)	1							√	
13 (a)(i)				5. Evaluate	1					√	
13 (a)(ii)				4. Plan	1					√	
13 (b)				6. Explain	2					√	
14 (a)(i)		c) 1 (i)	1							√	
14 (a)(ii)		c) 1 (i)	1								√
14 (b)				3. Process	1						√
14 (c)		c) 2 (iii)	2							√	
14 (d)		c) 2 (iii)	1							√	

SPECIMEN HIGHER HUMAN BIOLOGY PAPER ANALYSIS

Section B

Unit: Behaviour, Populations and the Environment (continued)

NO.	COMMENTS	KU	MARKS	PS/PA	MARKS	UNIT 1		UNIT 2		UNIT 3	
						C	A	C	A	C	A
15 (a)(i)				1. Select	1					√	
15 (a)(ii)		c) 3 (ii)	2								√
15 (b)(i)				1. Select	1					√	
15 (b)(ii)		c) 2 (i)	1							√	

SPECIMEN HIGHER HUMAN BIOLOGY PAPER ANALYSIS
Section C

NO.	COMMENTS	KU	MARKS	UNIT 1	UNIT 2	UNIT 3
1A		U1 f) (iv), (v)	10	√		
OR						
1B		U2 d) (ii)	10		√	
2A		U2 a) (iii)	10		√	
OR						
2B		U3 a) (iii)	10			√