1.3 Indicate whether each of the statements in COLLARY I applies to A only, B only, both A and B or naces of the Burss in COLLARY II. Write A only, B only, both A and B or name need to the question number (1.3.1 and 1.3.5) on your answer sheets.

| COLUMN I | COLUMN 5 |
|--------------------------------|---|
| 13.1 Effects of debredation | A reduced obscription of owtron double B cropper deficiency in water |
| 133 Diselvertage's of dame | A promise seasonal ficoling B decreased loss of brothwesty |
| 13.3 Cause's of come depletion | A increase in carbon diceds concentration in the atmosphere B CPC's |
| 13.4 Effects of desert Roution | A induced productivity B goverty in local communities |
| 13.5 Advertiges of OM looks | A prome-prope are resolved to peols if vegetables have a longer shelf life |

5×2×000

1.4 The diagram below represents the flower of an Angicopern plant. Study the diagram and answer the questions that follow.



1.4.1 What is the collective name given to parts a, b, and c?

- 673
- 1.4.2 Is this flower likely to be self-pollineted? Give a research for your answer.
- 1.4.3 Whith LETTER recreases the and that ad develop into a faul?
- 育

1.5 Study the graph below of the strat load and CO, count in blood taken from an official parties and then arrayer the meetings below.





1.5.1 Discuss the bend of the curve in Graph A.

- 100
- 1.5.2 Describe the relationship between Graph A and Graph S.

SECTION B QUESTION 2

2.1 The table below shows the number of biberoulosis (TE) cases and the number of deaths from TE around the world in 2009.
Use the information in the table to answer the questions that follow.

| Region | Alander of saves (1 000 s) | Mumber of deaths. (1 000°s) |
|---------------------|-------------------------------|--------------------------------|
| Africa | 3 900 | 400 |
| The American | 590 | 30 |
| Eastern Undbergreen | 1000 | - 14 |
| Europe | 560 | 42 |
| South-East Asia | 4 900 | 400 |
| Western Profits | 2 900 | 240 |
| Chronic tested | 14,000 | 1,000 |

- 2.1.1 What type of micro-organism sauses 197
- 2.1.2 What type of medication is used to treat and ours TE? (1)
- 2.1.3 Work and the percentage of cases in Africa in terms of the global total.

 Show all your calculations.
- 2.1.4 Which county had the highest number of deaths from TE in 2009? (1)
- Suggest and explain reasons for the high number of TB cases in Africa in 2000.
- 2.1.8 One ONE symptom of TD. (1)

D\$4

40

60.

(CD)

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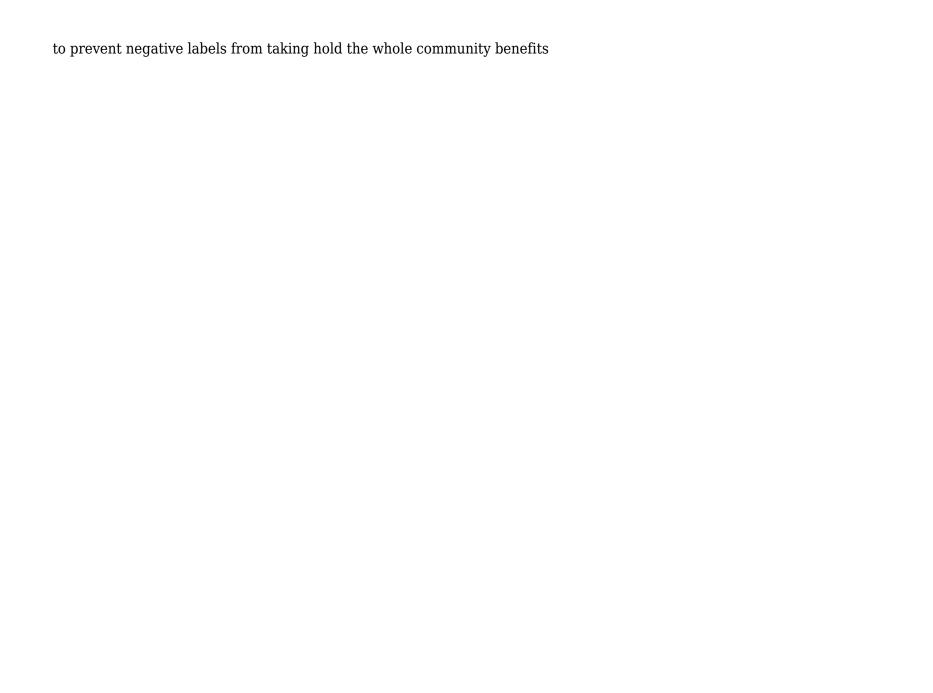
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Creating Project-Based STEM Environments Jennifer Wilhelm, Ronald Wilhelm, Merryn Cole, 2019-02-05 This book models project based environments that are intentionally designed around the United States Common Core State Standards CCSS 2010 for Mathematics the Next Generation Science Standards NGSS Lead States 2013 for Science and the National Educational Technology Standards ISTE 2008 The primary purpose of this book is to reveal how middle school STEM classrooms can be purposefully designed for 21st Century learners and provide evidence regarding how situated learning experiences will result in more advanced learning This Project Based Instruction PBI resource illustrates how to design and implement interdisciplinary project based units based on the REAL Realistic Explorations in Astronomical Learning Unit 1 and CREATES Chemical Reactions Engineered to Address Thermal Energy Situations Unit 2 The content of the book details these two PBI units with authentic student work explanations and research behind each lesson including misconceptions students might hold regarding STEM content pre post research results of unit implementation with over 40 teachers and thousands of students In addition to these two units there are chapters describing how to design one s own research based PBI units incorporating teacher commentaries regarding strategies obstacles overcome and successes as they designed and implemented their PBI units for the first time after learning how to create PBI STEM Environments the REAL way

Knowledge Sharing Through Technology Jeanne Lam, Kam Cheong Li, Simon K.S. Cheung, Fu Lee Wang, 2013-12-12

This book constitutes the thoroughly revised selected papers of the 8th International Conference on Information and Communication Technology in Teaching and Learning ICT 2013 held in Hong Kong China in July 2013 The 21 revised papers presented were carefully reviewed and selected from various submissions. The papers are organized in topical sections such as management and application of open education resources application of ICT in support of knowledge sharing application of mobile devices and social media to knowledge sharing knowledge sharing for teaching and learning **Dialogic Pedagogy** Cynthia Z. Cohen, 2018-08-15 Recent academic research criticizes the effectiveness of traditional lecturing methods and instead shows the pedagogical effectiveness of active learning methods especially discussion based education Drawing on the dialogic writings of Bakhtin Freire and Habermas this study reviews the five primary themes cited in active learning research improvements in student concentration socialization in disciplinary norms scaffolding towards higher critical thinking inclusion of non traditional learning styles and reduction of student absenteeism Testing these findings in a discussion based undergraduate college education classroom this study finds significant improvements towards higher critical thinking skills increased student concentration and reduced student absenteeism However the study finds questionable effectiveness of discussion based teaching for socializing undergraduate college education students in Creating Engaging Discussions Jennifer H. Herman, Linda B. Nilson, 2023-07-03 If you have ever disciplinary norms been apprehensive about initiating classroom discussion fearing silences the domination of a couple of speakers superficial contributions or off topic remarks this book provides strategies for creating a positive learning experience Jennifer H Herman and Linda B Nilson demonstrate how to create the conditions to facilitate deep and meaningful learning as well as to assess the effectiveness of discussions They identify analyze and solve common problems in both classroom and online discussions and in both small and large classes They take a direct practice oriented approach that in acknowledging common challenges provides principles guidance on design examples of activities and techniques and eight detailed case studies These cases demonstrate successful approaches that faculty across disciplines and from a variety of institutions have adopted in their face to face blended or online courses at the undergraduate or graduate level The case authors begin by describing the original pedagogical challenge they faced and explain how they addressed it and assessed the results of their innovation They also offer practical recommendations to readers who may want to try their strategies Intended for faculty this book will be equally valuable for educational developers who can use this resource in their programs and private consultations At the graduate level this book can serve as a text or workshop resource in college teaching courses and teaching assistant development programs The final chapter provides a set of resources and activities including discussion questions on the case studies writing prompts and jigsaw formats that are equally appropriate for individual study or for use in workshop environments You ll never again have to suffer such a profound silence that as described by a contributor to the book she could hear the crickets chirping outside The Quick Fix Guide to Academic Writing Phillip C. Shon, 2017-10-30 Whether you re

writing a paper essay assignment or dissertation this short and punchy book helps you improve your writing skills through minimal effort Providing you with a quick set of writing rules to follow this tried and tested guide uses a unique and easy to follow grid based system Packed with advice on understanding big and little common errors made in academic writing it helps you identify patterns in your own writing and demonstrates how to reshape or re evaluate them and raise your writing game in any academic context How to tutorials include Synthesizing and critiquing literature and using your coding sheet to develop critical arguments Shaping abstracts introductions discussions and conclusions to improve the logic and structure of your writing Applying lessons learned to future projects whatever format of academic writing Save time and improve your grades with this essential quick fix guide The Student Success series are essential guides for students of all levels From how to think critically and write great essays to planning your dream career the Student Success series helps you study smarter and get the best from your time at university **Investigating Light and Shadow With Young Children (Ages 3-8)** Beth Dykstra Van Meeteren, 2022 Children are intrigued by switches that power a light source and by items that reflect light and sparkle and they take notice of personal shadows cast on the playground Many fields in STEM draw upon understanding of light and shadow such as astronomy biology engineering architecture and more This second volume in the STEM for Our Youngest Learners Series shows teachers how to engage children ages 3 8 with light and shadow in a playful way building an early foundation for the later more complex study of this phenomena and possibly piguing the curiosity of children that will ultimately lead to professions within the field of STEM The text offers guidance for integrating literacy learning and investigations and for building partnerships with administrators Each volume in this new series includes vignettes showing educators and children engaging in inquiry learning guidance for selecting materials and arranging the learning environment modifications and accommodations for diverse learners establishing adult learning communities to support professional development and more Removing Labels, Grades K-12 Dominique Smith, Douglas Fisher, Nancy Frey, 2021-01-19 Disrupting the cycle starts with you No matter how conscientious we are we carry implicit bias which guickly turns into assumptions and then labels Labels define our interactions with and expectations of students Labels contribute to student identity and agency And labels can have a negative effect beyond the classroom It s crucial then that teachers remove labels and focus on students strengths but this takes real work at an individual classroom and schoolwide scale Removing Labels urges you to take an active approach toward disrupting the negative effects of labels and assumptions that interfere with student learning This book offers 40 practical replicable teaching techniques all based in research and best practice that focus on building relationships restructuring classroom engagement and management and understanding the power of social and emotional learning Suggestions for actions on an individual classroom and schoolwide level Ready to go tools and student facing printables to use in planning and instruction Removing Labels is more than a collection of teaching strategies it s a commitment to providing truly responsive education that serves all children When you and your colleagues take action



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