

- 1.2.6 Limestone is only found west of Johannesburg, where the largest amount of fossil fuels in the world is found. (1)
- 1.2.7 The kingdoms which their living organisms contain are: (1)
- 1.2.8 Name characteristically having large trees and shade living shrubs in the undergrowth. (1)
- 1.2.9 Movement of water from the atmosphere to the earth. (1)
- 1.2.10 Seasonal movement of animals in response to climatic changes to survive. (1)

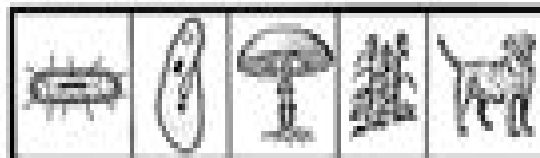
40 8 1 = (20)

- 1.3 Indicate whether each of the statements in COLUMN 1 applies to **both**, **either**, **both A and B** or **neither** of the items in COLUMN 2. Write **A only**, **Both A and B** or **neither** next to the question number (1, 3, 1 and 1, 3, 5) on your test page.

COLUMN 1	COLUMN 2
1.3.1 Layer of organic material in soil	A Soil fertility test B Limestone
1.3.2 Organism that can live in both dry and wet water	A Saprophytes B Carnivores
1.3.3 Animal that does not live in the atmosphere	A Mammals B Photosynthesis
1.3.4 Chemical that can be used in dating	A Radiocarbon dating B Radioactive dating
1.3.5 All the natural processes of organisms belonging to the same area	A Plant communities B Coal fields

2 8 1 = (20)

- 1.4 According to the five kingdom system of classification, Read the following statements and identify the kingdom that is described.



- 1.4.1 Multicellular organisms with a cell wall consisting of cellulose and chitin. (1)
- 1.4.2 Prokaryotic organism that is unicellular. (1)
- 1.4.3 Multicellular organisms that are heterotrophic and do not contain a cell wall. (1)
- 1.4.4 Autotrophic organisms that can reproduce asexually by means of spores. (1)
- 1.4.5 Organisms that spend the most of their life in water and are saprophytes. (1)
- 1.4.6 Bryophytes and Phloids are divisions in the kingdom. (1)

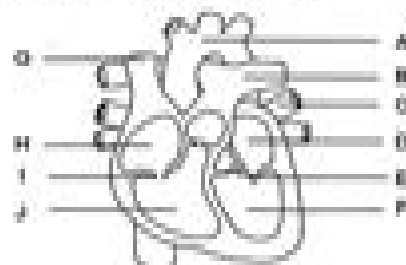
- 1.4.7 Multicellular organisms that can reproduce asexually by binary fission and by means of spores as well as sexually by means of gametes. (1)
- 1.4.8 Conifers and cycads will belong to the specific kingdom. (1)
- 1.4.9 Unicellular plant and multicellular mushrooms are examples. (1)
- 1.4.10 Majority of organisms are heterotrophic and can either be parasites or saprophytes. (1)

(20)

SUB TOTAL SECTION A: (20)

SECTION B Question 2

- 2.1 Study the diagram and answer the questions that follow.



- 2.1.1 Provide labels for the structures B and C. (2)
- 2.1.2 Tabulate TWO structural differences in the blood vessels labeled L and G. (2)

(4)

- 2.2 Study the diagram of part of the lymphatic system below and answer the questions that follow.



Life Science Grade 12014 November Paper 2

**Diana Dalbotten, Gillian
Roehrig, Patrick Hamilton**



Life Science Grade 12014 November Paper 2:

Applied Practice for Educators of Gifted and Able Learners Hava E. Vidergor, Carole Ruth Harris, 2015-07-21 This book is a comprehensive study and guide for the classroom teacher the gifted program coordinator and the graduate student who are challenged daily to provide for individual children who differ markedly but come under the umbrella of giftedness It serves as a wellspring that derives from theory while it offers practical application of theoretical construct in a wide variety of international settings from leaders in the field who demonstrate implementation of proven and field tested techniques and alternative scenarios to accommodate every classroom situation Contributors are internationally recognized experts who have come together to provide a sound reliable source for teachers of the gifted that will be utilized time and time again by practitioners and researchers alike Among internationally renowned scholars are Joyce Van Tassel Baska Susan Johnsen June Maker Belle Wallace Linda Kreger Silverman Dorothy Sisk Gillian Eriksson Miraca Gross Gilbert Clark Enid Zimmerman and Rachel McAnallen Hava E Vidergor Ph D is lecturer of innovative pedagogy and curriculum design at Gordon Academic College and Arab Academic College of Education and holds a Ph D in Learning Instruction and Teacher Education with specialization in Gifted Education from the University of Haifa Israel Carole Ruth Harris Ed D formerly Director of G A T E S Research Evaluation is a consultant in education of the gifted in Central Florida who holds the doctorate from Columbia University where she studied with A Harry Passow and A J Tannenbaum She has served as Associate in International Education at Harvard University Research Associate at Teachers College Columbia University lecturer at University of Massachusetts Lowell and University of Hawaii Principal Investigator at Research Corporation of the University of Hawaii and Director of the Center for the Gifted in Ebeye Marshall Islands *Bringing the Common Core Math Standards to Life* Yvelyne Germain-McCarthy, Ivan Gill, 2014-11-20 As high school math teachers shift to the Common Core State Standards the question remains What do the standards actually look like in the classroom This book answers that question by taking you inside of real Common Core classrooms across the country You ll see how exemplary teachers are meeting the new requirements and engaging students in math Through these detailed examples of effective instruction you will uncover how to bring the standards to life in your own classroom Special Features A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra geometry trigonometry statistics mathematics across the curriculum and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical ready to use tools you can take back to your classroom including unit plans and classroom handouts *Future Earth* Diana Dalbotten, Gillian Roehrig, Patrick Hamilton, 2014-04-08 Earth now is dominated by both biogeophysical and anthropogenic processes as represented in these two images from a simulation of aerosols Dust red from the Sahara sweeps west across the Atlantic Ocean Sea salt blue rises into the atmosphere from winds over the North Atlantic and from a tropical

cyclone in the Indian Ocean Organic and black carbon green from biomass burning is notable over the Amazon and Southeast Asia Plumes of sulfate white from fossil fuel burning are particularly prominent over northeastern North America and East Asia If present trends of dust emissions and fossil fuel burning continues in what we call the Anthropocene epoch then we could experience high atmospheric CO₂ levels leading to unusual warming rarely experienced in Earth's history This book focuses on human influences on land ocean and the atmosphere to determine if human activities are operating within or beyond the safe zones of our planet's biological chemical and physical systems Volume highlights include Assessment of civic understanding of Earth and its future Understanding the role of undergraduate geoscience research and community driven research on the Anthropocene Effective communication of science to a broader audience that would include the public the K 12 science community or populations underrepresented in the sciences Public outreach on climate education geoscience alliance and scientific reasoning Future Earth is a valuable practical guide for scientists from all disciplines including geoscientists museum curators science educators and public policy makers

The Schenley Experiment Jake Oresick, 2017-04-14 The Schenley Experiment is the story of Pittsburgh's first public high school a social incubator in a largely segregated city that was highly even improbably successful throughout its 156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before Brown v Board of Education Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace's reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America's oldest public schools

Teaching to Change the World Jeannie Oakes, Martin Lipton, Lauren Anderson, Jamy Stillman, 2018-01-29 Teaching to Change the World is an up to the moment engaging social justice oriented introduction to education and teaching and the challenges and opportunities they present Both foundational and practical the chapters are organized around conventional topics but in a way that consistently integrates a coherent story that explains why schools are as they are Taking the position that a hopeful

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Klinger,2018-01-15 Rare Earth Frontiers is a work of human geography that serves to demystify the powerful elements that make possible the miniaturization of electronics green energy and medical technologies and essential telecommunications and defense systems Julie Michelle Klinger draws attention to the fact that the rare earths we rely on most are as common as copper or lead and this means the implications of their extraction are global Klinger excavates the rich historical origins and ongoing ramifications of the quest to mine rare earths in ever more impossible places Klinger writes about the devastating damage to lives and the environment caused by the exploitation of rare earths She demonstrates in human terms how scarcity myths have been conscripted into diverse geopolitical campaigns that use rare earth mining as a pretext to capture spaces that have historically fallen beyond the grasp of centralized power These include legally and logistically forbidding locations in the Amazon Greenland and Afghanistan and on the Moon Drawing on ethnographic archival and interview data gathered in local languages and offering possible solutions to the problems it documents this book examines the production of the rare earth frontier as a place a concept and a zone of contestation sacrifice and transformation Practical Farmer ,1871 Electrical Review and Western Electrician ,1910 **Merchant and Banker ...** ,1875 **Moore's Rural New-Yorker** ,1891

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