

QUESTION 2

- 2.1 2.1.1 (a) DNA✓ (1)
 (b) Ribosome✓ (1)
- 2.1.2 (a) G✓ (1)
 (b) U✓ (1)
- 2.1.3 – DNA codes for a particular protein✓ but cannot leave nucleus
 – One strand of DNA is used as a template✓
 – to form mRNA✓ (3)
- 2.1.4 – According to the codons on mRNA✓
 – tRNA molecules with matching anticodons✓
 – bring the required amino acids to the ribosome✓
 – This is called translation✓
 – The amino acids become attached by peptide bonds✓
 – to form the required protein✓ (any 4) (4)
- 2.1.5 Methionine, ✓ Glycine, ✓ Arginine✓ (in the correct order) (3)
(14)
- 2.2 2.2.1 *H. erectus*✓ (1)
- 2.2.2 *A. afarensis*✓ (1)
- 2.2.3 (a) 3 mya – 2,4✓ mya = 0,6✓ my✓
 OR
 3 mya – 2,3✓ mya = 0,7✓ my✓ (3)
- (b) Fossils✓ (1)
- 2.2.4 (a) *H. neanderthalensis*✓ (1)
- (b) *H. neanderthalensis* and *H. sapiens* share a common✓ ancestor✓ (2)
 OR
 Both evolved✓ from *H. heidelbergensis*✓ (2)
(9)

Life Sciences Grade 11 Exemplar Paper 2 2014

**Jeannie Oakes, Martin Lipton, Lauren
Anderson, Jamy Stillman**



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The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2 Timothy Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field 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 democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them This thoroughly revised fifth edition remains a vital introduction to the profession for a new generation of teachers who seek to become purposeful knowledgeable practitioners in our ever changing educational landscape for those teachers who see the potential for education to change the world Features and Updates of the New Edition Fully updated Chapter 1 The U S Schooling Dilemma reflects our current state of education after the 2016 U S presidential election First person observations from teachers including first year teachers continue to offer vivid authentic pictures of what teaching to change the world means and involves Additional coverage of the ongoing effects of Common Core highlights the heated public discourse around teaching and teachers and charter schools Attention to diversity and inclusion is treated as integral to all chapters woven throughout rather than tacked on as separate units Digging Deeper resources on the new companion website include concrete resources that current and future teachers can use in their classrooms Tools for Critique provides instructors and

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