

- 1.3 Indicate whether each of the statements in COLUMN I applies 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 and 1.3.5) on your answer sheet.

COLUMN I	COLUMN II
1.3.1 Effects of deforestation	A reduced absorption of carbon dioxide B oxygen deficiency in water
1.3.2 Disadvantages of dams	A increase seasonal flooding B decreased loss of biodiversity
1.3.3 Causes of ozone depletion	A increase in carbon dioxide concentration in the atmosphere B CFC's
1.3.4 Effects of desertification	A reduced productivity B poverty in local communities
1.3.5 Advantages of GM foods	A some crops are resistant to pests B vegetables have a longer shelf life

5 × 2 = (10)

- 1.4 The diagram below represents the flower of an Angiosperm 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? (1)
- 1.4.2 Is this flower likely to be self-pollinated? Give a reason for your answer. (2)
- 1.4.3 Which LETTER represents the part that will develop into a fruit? (1)

- 1.5 Study the graph below of the viral load and CD₄ count in blood taken from an HIV-infected person and then answer the questions below.



- 1.5.1 Discuss the trend of the curve in Graph A. (2)
- 1.5.2 Describe the relationship between Graph A and Graph B. (2)

TOTAL SECTION A: (16)

SECTION B QUESTION 2

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

Region	Number of cases (1 000's)	Number of deaths (1 000's)
Africa	3 600	400
The Americas	700	70
Eastern Mediterranean	1 000	90
Europe	580	82
South-East Asia	4 900	480
Western Pacific	7 900	240
Global total	14 000	1 300

- 2.1.1 What type of micro-organism causes TB? (1)
- 2.1.2 What type of medication is used to treat and cure TB? (1)
- 2.1.3 Work out the percentage of cases in Africa in terms of the global total. Show all your calculations. (2)
- 2.1.4 Which country had the highest number of deaths from TB in 2009? (1)
- 2.1.5 Suggest and explain reasons for the high number of TB cases in Africa in 2009. (2)
- 2.1.6 Give ONE symptom of TB. (1)

(16)

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Emilie Sanchez



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Grading Visible Learners Dave Nagel, Bruce Potter, 2025-03-06 Transform your grading and assessment practices into powerful tools for student success When we implement a grading system that prioritizes completion and compliance and penalizes students who take risks we disrupt the learning journey not further it It s time to align how we grade with what we know from research works best and help move learning forward for all students Grading Visible Learners provides educators with practical solutions for improving grading approaches actions and practices as well as concrete tools and strategies teachers and collaborative teams can adapt and use in their classrooms and schools right away Inside you ll find Traits to promote in students so they can drive their own learning Examples of grading and feedback actions that foster assessment capability in students Tools templates and work samples to help you improve your grading practices Guidance on how to promote goal setting as well as help teachers and students view grades as feedback rather than an ending point in the learning journey Multiple ways for students to show growth and progress In this hands on guidebook you will discover how to best impact learning and ensure that grading serves as a constructive tool and conduit to maximizing impact on student learning rather than a hindrance to student success

Behavior: The Forgotten Curriculum Chris Weber, 2018-05-25 To fully prepare students for college careers and life it is essential for educators to nurture students behavioral skills along with their academic skills With Behavior The Forgotten Curriculum you will learn how to employ the most effective behavioral and social skills activities for your particular class and form unique relationships with each and every learner Through this personalized classroom behavior management approach you can anticipate potential problem areas and confidently respond to students in need of intensive and differentiated supports Use behavior management strategies based on response to intervention to Understand the importance of communicating the why of behavioral learning to students Identify and define the behavioral skills that will most benefit your students Model and teach behavioral skills simultaneously with academic skills Learn how and when to employ behavioral system supports across all three RTI tiers MTSS Implement formative assessment and other tools for measuring behavioral skill development and success Hear from educators who have successfully applied behavioral skill teaching in their classroom management strategies Contents Introduction Chapter 1 Identifying and Defining Behavioral Skill Priorities Chapter 2 Teaching and Modeling Chapter 3 Measuring Student Success Providing Feedback and Differentiating in Tier 1 Chapter 4 If It s Predictable It s Preventable Considerations for Tiers 2 and 3 Chapter 5 Predictable Challenges and Considerations for Implementation Epilogue Appendix References and Resources

Handbook of Educational Psychology Lyn Corno, Eric M. Anderman, 2015-07-06 The third edition of the Handbook of Educational Psychology is sponsored by Division 15 of the American Psychological Association In this volume thirty chapters address new developments in theory and research methods while honoring the legacy of the field s past A diverse group of recognized scholars within and outside the U S provide integrative reviews and critical syntheses of developments in the

substantive areas of psychological inquiry in education functional processes for learning learner readiness and development building knowledge and subject matter expertise and the learning and task environment New chapters in this edition cover topics such as learning sciences research latent variable models data analytics neuropsychology relations between emotion motivation and volition EMOVO scientific literacy sociocultural perspectives on learning dialogic instruction and networked learning Expanded treatment has been given to relevant individual differences underlying processes and new research on subject matter acquisition The Handbook of Educational Psychology Third Edition provides an indispensable reference volume for scholars in education and the learning sciences broadly conceived as well as for teacher educators practicing teachers policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses in educational psychology human learning and motivation the learning sciences and psychological research methods in education and psychology

STEM: Innovation on Teaching and Learning Vanda Santos, Cecília Costa, Dina Tavares, 2025-02-04 This Research Topic is focused on STEM education based on this model several studies have emerged on innovative approaches on teaching and learning In order to meet the demands of developing students for the 21st century skills and given the appropriate characteristics for this goal of the STEM model further research is needed on this topic Being so it is justified to carry out more research on STEM approaches such as with pre service teachers in service teachers and all levels of education This research topic provides a stimulating and informative variety of research papers that expand and deepen our theoretical understanding on STEM innovations on teaching and learning Taking into account the demands of developing students for the 21st century skills in this Research Topic we aim to collect high quality studies focused on STEM model related to pre service teachers in service teachers as well as students of all levels of education We also intend to cover the largest variety of topics addressing this specific matter that could help to foster STEM implementation in the classroom to sharing STEM model education training experiences Furthermore we are interested in contributions that provide deepening insights into the challenges and opportunities involved in adopting STEM education in teaching and learning in a sustainable way

Assessing English Language Learners: Bridges to Educational Equity Margo Gottlieb, 2016-03-03 Build the bridges for English language learners to reach success This thoroughly updated edition of Gottlieb s classic delivers a complete set of tools techniques and ideas for planning and implementing instructional assessment of ELLs The book includes A focus on academic language use in every discipline from mathematics to social studies within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment as for and of learning Reflection questions to stimulate discussion around how students teachers and administrators can all have a voice in decision making

Pedagogies of Biomedical Science Donna Johnson, 2024-05-31 This book confronts the continually evolving nature of biomedical science education by providing a robust account of learning pedagogies and best practice for scholars and

researchers in the field Rather than considering subdisciplines of biomedical science education separately the volume takes a holistic approach and considers the complexities of teaching biomedical science as a whole providing a nuanced overview of how a particular practice fits in such a course overall as well as providing support for development within the reader's own subdiscipline Ultimately this holistic approach allows for expansive discussion of relevant pedagogical approaches that will directly inform innovations in the contemporary teaching of biomedical science education Novel in approach and underpinned by the latest in research innovations this book will appeal to scholars researchers and postgraduate students in the fields of medical education higher education and curriculum studies Policy makers involved with health education and promotion as well as educational research will also benefit from the volume

New England Journal of Education
 Thomas Williams Bicknell, Albert Edward Winship, Anson Wood Belding, 1902

Teaching Psychology Douglas A. Bernstein, Sue Frantz, Stephen L. Chew, 2019-11-08 This thoroughly revised third edition of Teaching Psychology synthesizes the latest pedagogical research on effective teaching and translates it into recommendations for classroom application It also takes into account the many changes in the teaching landscape that have taken place in recent years Covering key topics such as planning a course choosing teaching methods assimilating technology and the integration of teaching into the rest of your academic life this book also includes an abundance of supportive supplementary content to guide and inform new teachers This content will also benefit seasoned teachers who wish to reevaluate their current teaching practices and explore new teaching ideas and techniques Presenting a comprehensive and cutting edge teaching guide for psychology teachers this book is a vital resource for those who are training psychology instructors or undertaking a teaching psychology course It is also a useful text for more experienced faculty looking to update their current teaching practices

Equitable Literacy Instruction for Students in Poverty Doris Walker-Dalhouse, Victoria J. Risko, Differences in performance between students of poverty and more advantaged students are reflective of an opportunity gap as opposed to a gap in student ability This book argues that significant attention must be given to eliminating the barriers that produce educational inequities in student achievement Walker Dalhouse and Risko focus on disparities in literacy achievement that might be attributed to color blind practices deficit mindsets low expectations or context neutral practices Situating literacy learning within a comprehensive view of literacy development they provide a set of instructional practices that will best support students living in poverty Specifically vignettes from kindergarten through middle school classrooms are used to demonstrate practices that address critical areas of the reading process are responsive to students racial ethnic cultural gender and linguistic histories and assets attend to students strengths and needs and go beyond the impact of short term testing to support optimal and sustainable learning Educators and school leaders can use this resource to transform schools into nurturing and vibrant communities that are committed to change equity and diversity Book Features Provides recommendations and detailed guidance for enacting literacy instruction that will close opportunity gaps for students living in poverty Includes vignettes

from leading literacy educators and researchers that demonstrate high quality literacy instruction implemented in K 8 classrooms Presents instruction that is responsive to differences and honors the languages literacies and cultural resources that students bring to their learning Offers specific recommendations and practices that can guide advocacy for change The authors correct the deficit misperceptions by showing how students experiencing poverty are the targets not the causes of educational disparities What a different world schools would be if we each embraced these lessons From the Afterword by Paul C Gorski founder Equity Literacy Institute **Municipal Journal** ,1948 **On Class, Race, and Educational Reform** Antonia Darder,Cleveland Hayes II,Howard Ryan,2023-03-23 On Class Race and Educational Reform provokes new dialogue between Marxists critical race theory scholars and other race inspired educational theorists with the aim of countering racism and class inequalities The book opens with a lead chapter by Howard Ryan a doctoral student with a background in teaching and labor organizing that substantively engages questions of class race and educational reform In response to the opening chapter educational theorists from Germany South Africa the UK and the USA provide insightful and penetrating responses highlighting the differences and similarities in perspectives The responses show how educators can overcome theoretical differences to create international collaborations and educational campaigns of solidarity that counter the treacherous impact of racism and class inequalities in the classroom and beyond The book includes a Foreword by Stephen Brookfield University of St Thomas USA and an Afterword by Cheryl Matias University of Kentucky USA

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