

- 2.2 Study the diagram of four plant species below and answer the questions that follow.



- 2.2.1 What is this type of representation called? (1)
- 2.2.2 Which characteristic is found in the pine tree that is not found in the palm tree? (2)
- 2.2.3 During which period did the ancestor of the pine tree and the palm tree diverge (branched off)? (1)
- (16)

- 2.3 Study the sketches of plants below and answer the questions that follow.



- 2.3.1 Identify the plant groups under which plants A, B, C and D are classified. (4)
- 2.3.2 Identify the structure numbered 2. (1)
- 2.3.3 Plants B and C both produce seeds. Explain the importance of seeds for both these plants. (4)
- 2.3.4 Give a reason why plant A needs water for sexual reproduction. (2)
- (11)

- 2.4 Use your knowledge and compare the jelly fish, tapeworm and earthworm in a table regarding the following characteristics.
- 2.4.1 symmetry
- 2.4.2 coelom
- 2.4.3 blood system
- (10)

QUESTION 3

- 3.1 Read the passage below and answer the questions that follow.

Peat lands are special wetlands that play a very important role in ecology. A peat land, of approximately 5 000 years old, near Mafeking is almost destroyed because of excessive extraction of water from the nearby Molapo river. The water is extracted for human consumption.

Peat lands like the one near Mafeking is exceptional and play an important role in storing water as well as preventing climate changes.

Dr Phil-Louis Grundling said that carbon that is 'held' or 'stored' by peat lands combats climate change because it decreases the amount of carbon in the atmosphere.

Peat lands trap about one third of the world's carbon. Approximately 50% of wetlands worldwide are peat lands. However in South Africa about 10% of the wetlands are peat lands.

Grundling explained that peat lands can hold about 1 000 times its own mass in water. This replenishes the water table and is the source that keeps streams flowing. The 'sponge effect' of the peat also makes it possible to store water that is then released during dry seasons.

Dr Grundling said that it might be too late to restore the peat land near Mafeking but it might be possible to restore some parts of it if more water is supplied to this peat land.

The result of this destruction is depletion of the water table. The habitat of numerous fish and frog species that lived in this peat land was also destroyed.

From: *Beeld*, 21 September 2018.

- 3.1.1 Give TWO other reasons (not mentioned in the passage) that can lead to the destruction of wetlands. (2)
- 3.1.2 Discuss reasons from the passage regarding the importance of these specific wetlands for the environment. (4)
- 3.1.3 Suggest a way in which this peat land near Mafeking can be restored. (2)
- (8)

Essays In Grade11 Question Papers Life Science

**Linda Darling-Hammond, Frank
Adamson**



Essays In Grade11 Question Papers Life Science:

X-kit Fet G11 Life Sciences Clitheroe, F,2010

Education and Ethics in the Life Sciences Brian

Rappert,2010-06-01 At the start of the twenty first century warnings have been raised in some quarters about how by intent or by mishap advances in biotechnology and related fields could aid the spread of disease Science academics medical organisations governments security analysts and others are among those that have sought to raise concern EDUCATION AND ETHICS IN THE LIFE SCIENCES examines a variety of attempts to bring greater awareness to security concerns associated with the life sciences It identifies lessons from practical initiatives across a wide range of national contexts as well as more general reflections about education and ethics The eighteen contributors bring together perspectives from a diverse range of fields including politics virology sociology ethics security studies microbiology and medicine as well as their experiences in universities think tanks and government In offering their assessment about what must be done and by whom each chapter addresses a host of challenging practical and conceptual questions EDUCATION AND ETHICS IN THE LIFE SCIENCES will be of interest to those planning and undertaking training activities in other areas In asking how education and ethics are being made to matter in an emerging area of social unease it will also be of interest to those with more general concerns about professional conduct **Research in Education** ,1974 *Competition Science Vision* ,2003-03

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School Life, 1932 *World News*, 1926 *Kirberger's monthly gazette of English literarture*, *The Antiracist Educator* Pranav Patel, 2022-01-12 In a society that privileges whiteness racist ideas have become normalised throughout our educational institutions and curriculum We are not born racist or antiracist these result from the choices we make Choosing this book means making a conscious choice to learn about how racism is embedded within the UK education system and deciding to fight against it Choosing this book starts you on your antiracist journey as a teacher As a teacher you are in a position of power It is the school system which is the starting point for how children learn to view the world and accept knowledge and you have the power to impact change to create a more inclusive and diverse society Written by Pran Patel who has nearly 2 decades of teaching experience and is a TEDx speaker campaigner and blogger this book is your call to action Covering a range of important topics such as unconscious bias stereotyping assessment and discrimination and racialised trauma in childhood this book shows you How to identify and challenge the racist structures in which we are brought up How to acknowledge the impact and roles you play in upholding racism What actions can you take as an ally in your everyday life Becoming antiracist is not a quick fix it is a lifelong education for you and the children you teach Let s begin the journey today *Bulletin of the Public Library* Providence Public Library (R.I.), 1895 **Beyond the Bubble Test** Linda Darling-Hammond, Frank Adamson, 2014-06-16 Performance assessment is a hot topic in school systems and educators continue to analyze its costs benefits and feasibility as a replacement for high stakes testing Until now researchers and policymakers have had to dig to find out what we know and what we still have to learn about performance assessment Beyond the Bubble Test How Performance Assessments Support 21st Century Learning synthesizes the latest findings in the field and not a moment too soon Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy Instead teachers need to engage students in deeper learning assessing their ability to use higher order skills Skills like synthesizing information understanding evidence and critical problem solving are not achieved when we teach to multiple choice exams Examples in Beyond the Bubble Test paint a useful picture of how schools can begin to supplement traditional tests with something that works better This book provides new perspectives on current performance assessment research plus an incisive look at what s possible at the local and state levels Linda Darling

Hammond with a team of leading scholars bring together lessons learned new directions and solid recommendations into a single readily accessible compendium Beyond the Bubble Test situates the current debate on performance assessment within the context of testing in the United States This comprehensive resource also looks beyond our U S borders to Singapore Hong Kong and other places whose reform mindedness can serve as an example to us **High-School Biology Today and Tomorrow** National Research Council, Division on Earth and Life Studies, Commission on Life Sciences, Committee on High-School Biology Education, 1989-02-01 Biology is where many of science s most exciting and relevant advances are taking place Yet many students leave school without having learned basic biology principles and few are excited enough to continue in the sciences Why is biology education failing How can reform be accomplished This book presents information and expert views from curriculum developers teachers and others offering suggestions about major issues in biology education what should we teach in biology and how should it be taught How can we measure results How should teachers be educated and certified What obstacles are blocking reform

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