



## GRADE 11 LIFE SCIENCES MARCH TEST

### SECTION A

#### QUESTION 1

1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write **ONLY** the LETTER (A-D) next to the QUESTION NUMBER (1.1.1-1.1.5) on your answer sheet, for example 1.1.B. D.

1.1.1 Which of the following micro-organisms act as decomposers in ecosystems?

- (i) *Escherichia*
  - (ii) *Paramecium*
  - (iii) *Penicillium*
  - (iv) *Trichoderma*
- A (i) and (ii)  
B (ii) and (iv)  
C (i) and (iii)  
D (iii) and (iv)

1.1.2 Malaria is spread by:

- A *Plasmodium vivax* mosquito
- B *Anopheles* mosquito
- C *Culex* mosquito
- D None of the above

1.1.3 Protists are unlike bacteria in that they...

- A have prokaryotic cells
- B are unicellular
- C are produced by binary fission
- D are autotrophic

1.1.4 Which statement best describes the relationship between a parasite and its host?

- A The parasite benefits, the host benefits
- B The parasite benefits, the host is harmed
- C Both host and parasite benefit
- D The parasite benefits, the host is not affected

1.1.5 The following statements about HIV are NOT true:

- (i) It can be passed to a child from its mother during pregnancy or at birth
  - (ii) It can be passed to a child from its mother during breastfeeding
  - (iii) It can be passed to a child from its mother during sexual intercourse
  - (iv) The early symptoms of HIV infection are the same as that of other diseases
- A (i) and (ii)  
B (ii) and (iv)  
C (i) only  
D (iii) and (iv)

[5x2=10]

1.2 Give the correct BIOLOGICAL TERM for each of the following descriptions. Write only the correct TERM next to the QUESTION NUMBER (1.2.1-1.2.4) on your answer sheet.

1.2.1 A bacterium which kills the human heart and liver.

1.2.2 A plant which has a taproot and a fibrous root.

1.2.3 The production of a new cell from a single parent cell.

1.2.4 Using living organisms to control harmful populations.

(4)

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 (1.3.1-1.3.3).

Column I	Column II
1.3.1 Presence of a slime capsule and well-structured nucleus	<i>Penicillium</i> <i>Trichoderma</i>
1.3.2 A disease caused by fungi	<i>Trichoderma</i> <i>Penicillium</i>
1.3.3 Binary fission is the asexual production of...	<i>Penicillium</i> <i>Trichoderma</i>

[3x2=6]

SECTION A: [20]

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**Resources for Teaching Elementary School Science** National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution,1996-04-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely

revised edition of the best selling resource guide *Science for Children Resources for Teachers* this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education *Resources for Teaching Elementary School Science* also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

#### **X-kit Fet G11 Phys Science**

**Chemist** Clive Long,2010 *Education for All 2000-2015: Achievements and challenges* UNESCO,2015-04-08 Literaturverz S 414 459 *Generative AI and Education* B. Mairéad Pratschke,2024-08-27 This volume addresses the gap in knowledge around generative AI and its applications in education It draws on the recent history of technological innovation and digital pedagogies locating generative AI in the contemporary discourse around education futures It argues that a new hybrid model of education is emerging requiring educational institutions to embed generative AI into course and programme design delivery and assessment It also proposes a shift from a focus on learning as output to learning as a process and explores what that shift might look like Grounded in educational theory it offers actionable pedagogy informed guidance on how to position AI as a collaborator in the construction of learning in a manner that is congruent with the values and aims of education It offers advice based on evidence based digital pedagogy including frameworks for effective teaching and learning with generative AI that enable educators and designers to put these ideas into practice The book also explores the wider context informing this shift connecting narratives from governments and industry leaders on the strategic importance of generative AI and lifelong learning learning agility and future skills that make the case for the integration of competency based assessment into mainstream education Finally going beyond pedagogy and practice it considers of some of the broader issues

including limitations and ethics and the implications of integrating generative AI into institutional planning and design and includes a sample roadmap for education leaders to start the process of integrating generative AI into their institutions This work approaches the topic of generative AI from the vantage point of educators by addressing themes and concerns that will resonate with professionals in the sector *Research in Education* ,1969 **Competition Science Vision** ,2001-11

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X-kit FET Grade 12 MATHEMATICAL LITERACY Derek Swart,2009 Science Tests and Reviews Buros Center,1975 Science Tests and Reviews consisting of science sections of the first seven MMYs and Tests in Print II includes 217 original test reviews written by 81 specialists 18 excerpted test reviews 270 references on the construction use and validity of specific tests a bibliography on in print science tests references for specific tests cumulative name indexes for specific tests with references a publishers directory title index name index and a scanning index The 97 tests covered fall into the following categories 23 general 14 biology 35 chemistry 3 geology 6 miscellaneous and 16 physics

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