

- 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 CD<sub>4</sub> 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: (10)

## 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)

(10)

# Grade12014 Life Science Final Exam Paper2

**G Psacharopoulos**



## **Grade12014 Life Science Final Exam Paper2:**

**SET Life Science: Solved Exam Questions** Kailash Choudhary,D. Sondge,R.P. Saran,N. Soni,2017-12-01 The present book SET Life Science Solved Papers is specially developed for the aspirants of SET Life Sciences Examinations This book includes previous solved papers SET Life Science papers of Maharashtra Andhra Pradesh Karnataka Tamil Nadu Kerala Gujarat and Rajasthan Main objective of this book is to develop confidence among the candidates appearing for SET examination in the field of Life Sciences Both fundamental and practical aspects of the subject have been covered by solved questions This book meets the challenging requirements of CSIR NET GATE IARI BARC and Ph D entrance of various Indian universities

*Life Science: Origins & Scientific Theory Parent Lesson Plan* ,2013-08-01 How to use this lesson planner This course is intended to help a student assess information about evolution and creation and based on the information provided for each form his or her own understanding of this issue The author spent 30 years in a challenge to prove evolution yet the more he learned the more the truth of God s Word became apparent in the evidence and interviews he found while travelling the world speaking to scholars museum officials and viewing artifacts While originally designed for classroom use this course represents substantial value and flexibility for those who choose to home educate The content and organization of the teacher manual means that this course can be used by more than one student at a time or even multiple times for a single student without reusing course testing materials Chapter Objectives These are presented in a way that is perfect for students to answer in a notebook having students copy the question and then answer in the notebook is even more helpful by putting the question and answer in proximity and context These notes in combination with the chapter tests are excellent resources for preparing for sectional tests if given or a final exam at the end Chapter objective can be shared with a student or students and then kept in a binder for future use if needed Students are also encouraged to keep these questions and answers for pre test studying Chapter Exams For each chapter an A B and C test is provided in the teacher s manual Here is how you can extend your use of this material Option 1 You can follow the instructions in the book which are designed for one student Or you can modify one of the following options for your student and still have enough course materials to use the course multiple times Option 2 You could have up to three students taking the course at the same time with each student having different tests if you assign each Test A to one student Test B to another and Test C to a third This insures each student has a different test and educators can better assess each student s individual understanding of the material at each point Alternate sectional and final exams are included in this manual for your convenience Option 3 Adjust the testing and materials to your educational program For example each chapter test could be used as additional worksheet material for one or more students with only the included sectional exams to be administered Or even just use a final exam for testing comprehension of material if you wish to assign several essays project or a term paper based on individual questions of your choice from the exams and objectives or based on a chapter topic This option would allow for additional writing and research opportunities

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