Name: _____ Date: _____

Test

Grade: _____ Moderator: _____

Examiner: _____ School: _____

Total Marks: 40

Section A: Photosynthesis

1. Name two things that photosynthesise [2]

   1. _____

   2. _____

2. What are the products of photosynthesis? [2]

   _____

   _____

3. What is chlorophyll? [1]

   _____

Section B: Nutrient Groups

1. Fill in the following foods into their correct food groups [8]

   Bread, vegetables, rice, meat, fish, dairy products, pasta, butter oil, nuts, fruits, eggs

Carbohydrates	Proteins	Fats	Vitamins/Minerals

[illegible] [8]

[illegible] with dried banana and cashews

[illegible] with honey

[illegible] milk

[illegible] with cheese

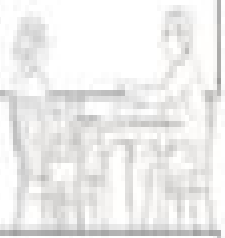
[illegible] brown rice, steamed broccoli, cucumber slices

[illegible] with celery sticks and chickpea cucumber

[illegible], fish rice with mixed vegetables

[illegible] with tomatoes and cucumbers

[illegible] with whipped cream



[illegible] with full cream milk

[illegible] baked and vanilla pies

[illegible] and steamed mixed veg

[illegible] with fries and a soft drink

[illegible] and a chocolate

[illegible], garlic bread, and a soft drink

[illegible] with chocolate syrup and whipped cream

[illegible] [6]

[illegible] [2]

[illegible] [2]

[illegible] [8]

[illegible] [2]

[illegible] [2]

[illegible] [2]

[illegible] [2]

[illegible] [2]

[illegible] [2]

[illegible] [2]

[illegible] [2]

[illegible] [2]

[illegible] _____ and

[illegible] through an exercise.

[illegible] [2]

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Tobias Bleicker

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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 **The Publishers' Circular and General Record of British and Foreign Literature** ,1874 Research in Education ,1969 **Publishers' circular and booksellers' record** ,1879 **Tests in Print IV** Linda L. Murphy,Jane Close Conoley,James C. Impara,1994

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