- Recessive phenotype for fur texture (b)
 - (1)
 - 1.5.2 Give the:
 - (a) Genotype of offspring X (1)
 - Phenotype of the female parent (2)(b)
 - (c) Genotype of the male parent (1)
- 1.5.3 State the phenotype that ALL the offspring of this genetic cross have in common. (1)(7)
- 1.6 Scientists compare the number of differences in the amino acid sequence to see how closely related species are. Fewer differences in the amino acid sequence mean the species are more closely related.

Cytochrome C is a protein that occurs in many species. The amino acid sequence of this protein differs between species.

The table below shows the number of differences in the amino acid sequences of three species, A, B and C.

	SPECIES B	SPECIES C
SPECIES A	11	3
SPECIES B	5	10

1.6.1 What type of evidence for evolution is being used in this table? (1)

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Hussin A.Rothana

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local insights that serve as the basis for exploring the Canadian system as a whole and function as a common starting point from which to identify causal relationships that may be associated with Canada's successes The book highlights commonalities consistencies and distinctions across the provinces and territories in a thematic analysis of the 13 jurisdiction specific chapters Although the analysis indicates a network of policy and practice issues warranting further consideration the diverse nature of Canadian science education makes simple identification of causal relationships elusive Canada has a reputation for strong science achievement However there is currently limited literature on science education in Canada at the general level or in specific areas such as Canadian science curriculum or science teacher education This book fills that gap by presenting a thorough description of science education at the provincial territorial level as well as a more holistic description of pressing issues for Canadian science education How to Grade for Learning Ken O'Connor, 2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently

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