



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 gambiae*
- C *Culex quinquefasciatus*
- D *Aedes albopictus*

1.1.3 Protists are unlike bacteria in that they...

- A have prokaryotic cells
- B are eukaryotic
- C are unicellular organisms
- 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 unaffected

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 only prevention of HIV infection is the use of condoms
- A (i) and (ii)
B (ii) and (iii)
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 host's cells and destroys them.

1.2.2 A plant that lives in a freshwater pond.

1.2.3 The production of new cells from existing cells by mitosis and meiosis.

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]

Grade 1life Science Past Papers

ML Yell



Grade 1life Science Past Papers:

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

CTET Mathematics & Science 9 Year-wise Solved Papers 1 & 2 Disha Experts,2019-10-21 [Resources in Education](#) ,1999 [The Bloomsbury Handbook of Global Education and Learning](#) Douglas Bourn,2020-02-20 2021 PROSE Award Finalist Reference Works Learning about global issues and themes has become an increasingly recognised element of education in many countries around the world Terms such as global learning global citizenship and global education can be seen within national education policies and international initiatives led by the UN UNESCO European Commission and OECD The Bloomsbury Handbook of Global Education and Learning brings together the main elements of the debates provides analysis of policies and suggests new

directions for research in these areas Written by internationally renowned scholars from Brazil Canada Finland Germany Ireland Italy Japan Pakistan Poland South Africa Spain Sweden Taiwan UK and the USA the handbook offers a much needed resource for academics researchers policy makers and practitioners who need a clear picture of global learning *Bulletin of the Atomic Scientists* ,1963-11 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world **Research in Education** ,1968 *Canadian Books in Print* ,2003 (Free version) *Abacus & Mental Arithmetic Course Book* Mathewmatician, All four arithmetic examples and exercises are provided with detailed and smooth versions of video teaching It is suitable to Children with strong self learning ability Parents who train their children on their own Kindergarten or Primary school teacher Students majoring in early childhood education or elementary education in universities and colleges Those who are interested in becoming an abacus and mental arithmetic teacher or are interested in running an abacus and mental arithmetic class Our Paper ,1899 *X-kit Fet G10 Mathematics* , *Report to Educators* ,1980 Normal Instructor and Teachers World ,1924 **NASA Report to Educators** ,1985 **Canadian Books in Print. Author and Title Index** ,1975 **Research in Education** ,1972 Primary Education, Popular Educator ,1926 Internationalisation of Engineering Education Australasian Association for Engineering Education. Convention and Conference,1995 The world has become a global community which now provides more opportunities for collaboration indeed mandates it The increased level of internationalisation of engineering education has placed Australian academic institutions in a new and challenging situation Therefore the Conference general theme Internationalisation of Engineering Education was chosen to address this situation and to discuss topical issues p 5 **The Publishers' Circular and General Record of British and Foreign Literature** ,1879 Scientific American ,1890 *Report* New Zealand. Department of Education,1901

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