

- 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)

- 1.8 Study the graph below of the viral load and CD₄ count in blood taken from an HIV-infected person and then answer the questions below.



- 1.8.1 Discuss the trend of the curve in Graph A. (2)
- 1.8.2 Describe the relationship between Graph A and Graph B. (2)

TOTAL SECTION A: (16)

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)

(16)

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Klaus Warner Schaie



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Student Work and Teacher Practices in Science Christine Y. O'Sullivan, Andrew R. Weiss, 1999 In 1996 the National Assessment of Educational Progress NAEP assessed the knowledge and skills of students in the areas of earth science life science and physical science It also collected information related to the background of students grades 4 8 and 12 their teachers grades 4 and 8 and the schools they attended grades 4 8 and 12 This report is intended primarily for science teachers hence the results presented relate directly to student performance classroom practices and school climate This report also discusses students attitudes and beliefs about science The report is divided into four parts In the first part chapter 1 an overview of the assessment is provided This includes information about the framework used in the development of the assessment a description of how the assessment was administered to students and an explanation of how to interpret NAEP results In the second part chapters 2 3 and 4 examples of questions and student responses are presented These chapters are divided by grade The third part chapters 5 and 6 contains information collected from students teachers and school administrators about classroom practices student motivation and parental involvement in learning Finally the fourth part contains appendices offering a fuller description of the procedures used for the NAEP 1996 science assessment appendix A scoring guides for questions discussed in chapters 2 3 and 4 appendix B and standard errors for the statistics presented in the report appendix C WRM

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agencies and related organizations Resources in Education ,2001-04 *Earth Sciences* Amy Bain,Janet Richer,Janet Weckman,2001-05-15 Everything you need to create exciting thematic science units can be found in these handy guides Developed for educators who want to take an integrated approach these teaching kits contain resource lists reading selections and activities that can be easily pulled together for units on virtually any science topic Arranged by subject each book lists key scientific concepts for primary intermediate and upper level learners and links them to specific chapters where resources for teaching those concepts appear Chapters identify and describe comprehensive teaching resources nonfiction and related fiction reading selections then detail hands on science and extension activities that help students learn the scientific method and build learning across the curriculum A final section helps you locate helpful experiment books and appropriate journals Web sites agencies and related organizations *Assessment and Teaching of 21st Century Skills* Patrick Griffin,Barry McGaw,Esther Care,2011-10-20 Rapid and seemingly accelerating changes in the economies of developed nations are having a proportional effect on the skill sets required of workers in many new jobs Work environments are often technology heavy while problems are frequently ill defined and tackled by multidisciplinary teams This book contains insights based on research conducted as part of a major international project supported by Cisco Intel and Microsoft It faces these new working environments head on delineating new ways of thinking about 21st century skills and including operational definitions of those skills The authors focus too on fresh approaches to educational assessment and present methodological and technological solutions to the barriers that hinder ICT based assessments of these skills whether in large scale surveys or classrooms Equally committed to defining its terms and providing practical solutions and including international perspectives and comparative evaluations of assessment methodology and policy this volume tackles an issue at the top of most educationalists agendas **International Journal of Science Technology Engineering and Mathematics** Jocelyn Dogomeo ,John Vincent Aliazas,Rose Ann Z. Masa,Maria Leonora Theresa P. Rosal,Michelle T. Flores,Raechelle Joyce Ciudad,Leonardo F. Zulueta ,Julie Fe D. Panoy,Ideza Carmela D. Magpantay ,Allen E. Pasia,Mark James Javier,Fatima M. Aguilar,Riza Osorio,2022-12-31 International Journal of Science Technology Engineering and Mathematics IJSTEM is an open access peer reviewed quarterly journal focused on recent developments and broad aspects relative to science information technology engineering and mathematics The journal also celebrates the wide spectrum of STEM education accross all educational levels It is a selective multi track journal covering all aspects of STEM and STEM education **Crime Scene Investigation** Barbara Harris,Kris Kohlmeier,Robert D. Kiel,1998-12-15 Cast your students in the roles of reporters lawyers and detectives at the scene of a crime with this complete guide of detailed instructions and reproducibles These interdisciplinary activities based on an award winning unit help build valuable reasoning skills while developing knowledge in areas of language science history and more Who did it How did they do it Why did they do it How do you prove it Cast your students in the roles of reporters lawyers and detectives at the scene of a crime with this complete

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Learner-centered Science Education ,2019-02-11 This book arises from the author s experience of the South African science curriculum development and teaching since 1994 exploring definitions of science and approaches to science education appropriate to a newly liberated developing country Each of the 50 chapters is borne out of Cliff Malcolm s close relationships with communities in SA where he obtained deep insights into their attitudes to science teaching and learning providing him with an empirical basis to challenge tertiary institutions to transform their curriculum offerings to embrace the culture and world views of African students The author makes a compelling case for the evolution of relevant science teaching and learning that provide capital for indigenous knowledges The book has relevance also to first world countries because the social and educational problems facing South Africa though starker here are present in all countries The book addresses among others the nature of scientific knowledge and knowledge production how scientific knowledge can be accessed and represented what counts as legitimate scientific knowledge in the South African context of colonization liberation inequity and African belief systems The book extends the debates on African Science and offers ways of talking and writing about science that reframe it acknowledging problematics and pluralism offering ways of bringing Western and African thought together Using a richly descriptive novelistic style the author sketches vivid portraits of his research sites participants and experiences His vignettes are embedded in deep theoretical insights lending gravity to the development discourse in science education providing a coherent language for the transformational agendas of science educators committed to the project of social justice through a relevant science Proceedings of the ... Annual Convention of the Association of Land-Grant Colleges Association of Land-Grant Colleges,1921 Educational Times ,1888 **Building World** ,1902 **Civic Mathematics** Terry Vatter,1996-06-15 What has math got to do with my life If you ve ever heard that protest from your students this book can provide the answer Presenting mathematics in the context of social issues makes it relevant and helps students learn how to apply math skills appropriately Four sections race and gender poverty and wealth

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