

1.1.5 ... tissue functions to conduct impulses throughout the body.

- A connective
- B nerve
- C muscle
- D epithelial

1.1.6 What is the magnification of the eye piece if the total magnification is 40x and the objective lens is 5x?

- A 2x
- B 15x
- C 4x
- D 5x

1.1.7 The following statements refer to the appendicular skeleton:

- i ~~apertures are found between~~
- ii ~~apertures are found part of the~~
- iii ~~apertures are found within the bone~~
- iv ~~apertures are found in the joint~~

Which of the following combinations are correct?

- A ~~ii and iii only~~
- B ~~i and ii only~~
- C ~~iii and iv only~~
- D ~~i and iv only~~

1.1.8 How many cells will be present after 4 mitotic divisions?

- A 
- B 
- C 
- D 

1.1.9 Which of the following cells make up phloem tissue?

- A ~~sieve tube elements and companion cells~~
- B ~~sieve tube elements and phloem parenchyma~~
- C ~~sieve tube elements and xylem~~
- D ~~sieve tube elements and phloem fibers~~

1.1.10 ... is NOT an adaptation to decrease transpiration.

- A stomatal closure
- B stomatalia
- C stomatal closure during the night
- D ability of a stomata to repair and close

[10x2=20]

1.2 Give the correct BIOLOGICAL TERM for each of the following statements. Write only the term next to the QUESTION NUMBER (1.2.1-1.2.8).

1.2.1 ~~organs of the digestive system~~

1.2.2 ~~the movement of water from a low concentration to a high concentration across a semi-permeable membrane~~

1.2.3 ~~the movement of water from a low concentration to a high concentration across a semi-permeable membrane~~

1.2.4 ~~the movement of water from a low concentration to a high concentration across a semi-permeable membrane~~

1.2.5 Site for protein synthesis.

1.2.6 ~~the movement of water from a low concentration to a high concentration across a semi-permeable membrane~~

1.2.7 Cells containing two sets of chromosomes.

1.2.8 ~~the movement of water from a low concentration to a high concentration across a semi-permeable membrane~~

[5x1=5]

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	Plant organ responsible for transport	<del>Root</del> <del>Stem</del>
1.3.2	Movement of substances from a low concentration to a high concentration	<del>Active transport</del> <del>Diffusion</del>
1.3.3	To test for the presence of a reducing sugar	<del>Benedict's solution</del> <del>Biuret's solution</del>

[3x2=6]

1.4 The tables below are those of organic and inorganic compounds.

Complete the TWO tables by writing ONLY the ANSWER next to the QUESTION NUMBER (1.4.1 – 1.4.5) on your folio paper.

Name of compounds	Molecular compound	Importance of compound
<del>Carbon dioxide</del>	1.4.1	<del>Photosynthesis</del>
<del>Water</del>	1.4.2	<del>Transpiration</del> <del>Stomata</del>
1.4.3	<del>Ammonia</del>	1.4.4

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**Eric Owens, Princeton Review, John E.  
Owens, Jennifer Adams, Andrea  
Kornstein**

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State Assessment Policy and Practice for English Language Learners Charlene Rivera, Eric Collum, 2014-05-12 State Assessment Policy and Practice for English Language Learners presents three significant studies each examining a different aspect of states strategies for including English language learners in state assessments an Analysis of State Assessment Policies Regarding Accommodations for English Language Learners a Survey and Description of Test Translation Practices and an Examination of State Practices for Reporting Participation and Performance of English Language Learners in State Assessments With the rise in population of English language learners and the subsequent stepped up legislative focus on this student population over the past decade states have been challenged to include English language learners in state assessment programs Until now the little data available on states policies and practices for meeting this challenge has been embedded in various reports and professional journals and scattered across the Internet This volume offers for the first time a focused examination of states assessment policies and practices regarding English language learners The three studies were supported by OELA the U S Department of Education s Office of English Language Acquisition Language Enhancement and Academic Achievement for Limited English Proficient Students State Assessment Policy and Practice for English Language Learners is of interest to researchers and professionals involved with the assessment of English language learners state and district level policy makers and academics teacher educators and graduate students in a number of fields including educational and psychological assessment testing and measurement bilingual education English as a second language and second language acquisition

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