

#### 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 cornect answer and write ONLY the LETTER (A-D) next to the QUESTION NUMBER (1.1.1-1.15) on your answer sheet, for example 1.1.5. D.
- 1.1.1 Which of the following micro-organisms act as decomposers in ecosystems?
  - 6 Sales
  - War Same
  - Section Section
  - 64
  - A Tark 5
  - B and
  - C and
- 1.1.2 Malaria is spread by:
  - A Transportation occupies
  - 456366656
  - C Children
  - Thoughthe design
- 1.1.3 Protists are unlike bacteria in that they...
  - Postal challengtheries
  - B 20-05-07-24
  - Kanciawie bernin
  - D. Interests
- 1.1.4 Which statement best describes the relationship between a parasite and its host?
  - A Projection control of the New York
  - 8 Constitution of the Cons
  - C introductional tends
    - in page have been a submit at the own that

- 1.1.5 The following statements about HIV are NOT true:
  - -toapageactivities that transpageactive fit.
  - (ii) Production of 120 from to be higher to receive your
  - (ii) Third in policy and property and in the policy of the
  - M The staff surroung pDM/Schedus act the eyest on that of other discount
  - A Flood
  - 8 466
  - C Conty

210 000

D Charles Once

[842年4月]

- 1.2 Give the correct BIOLOGICAL TERM for each of the following descriptions. Write only the correct TERM next to the OUESTION NUMBER (1.2.1-1.2.4) on your answer sheet.
- 121 stared contains to make two his house
- 122 Continued to American 26
- 123 Burthlestrian Villeberroste's emurfett an
- 1.2.4 Using living organisms to control harmful populations.

1.3 Indicate whether each of the statements in COLUMN I applies to § CNLY, 8 CNLY,

Column I		Column II	
- 4	fresence of a slime registre and well- dructured nucleus	Albert .	
132 /	disease caused by ungi	1625	
	linary fasion is the sexual production if	Care I	

p-2-4

SECTION A: [20]

# <u>Life Science Paper 1 Grade 11 Exampler</u>

F Rizvi

#### **Life Science Paper 1 Grade 11 Exampler:**

Research in Education ,1971-12 Developing Models in Science Education J.K. Gilbert, C. Boulter, 2012-12-06 Models and modelling play a central role in the nature of science in its conduct in the accreditation and dissemination of its outcomes as well as forming a bridge to technology They therefore have an important place in both the formal and informal science education provision made for people of all ages This book is a product of five years collaborative work by eighteen researchers from four countries It addresses four key issues the roles of models in science and their implications for science education the place of models in curricula for major science subjects the ways that models can be presented to are learned about and can be produced by individuals the implications of all these for research and for science teacher education The work draws on insights from the history and philosophy of science cognitive psychology sociology linguistics and classroom research to establish what may be done and what is done The book will be of interest to researchers in science education and to those taking courses of advanced study throughout the world The Science Teacher ,1998 Some issues are accompanied by a CD ROM on a selected topic **Resources in Education**, 1991 Serves as an index to Eric reports Connecting People to Their Oceans: Issues and Options for Effective Ocean Literacy Angel Borja, Francesca microform Santoro, Gail Scowcroft, Stephen Fletcher, Pierre Strosser, 2020-03-25 While there is growing evidence of the importance of marine ecosystems for our societies evidence shows also that pressures from human activities on these ecosystems are increasing putting the health of marine ecosystems at stake worldwide Hence Blue Economy is becoming an important component of future socio economic development strategies e g this is called Blue Growth in Europe that eventually can result in increasing pressures at sea and despite the current regulatory framework in particular with the Oceans Act in USA or Canada and the Marine Strategy Framework Directive in Europe it is likely that this situation will continue in the future Ensuring all those connected to the sea directly or indirectly gain a better understanding of the importance of the seas the human sea interactions and opportunities to act better and reduce impacts from human pressures is central to Ocean Literacy OL Receiving increasing attention in Europe and USA OL is a challenge for all parts of society educators 2 the role OL could play in interaction with innovation regulation economic incentive social norms to support human capital development as key component of sustainable growth and 3 pre conditions for effective OL for different sectors and target groups Questions relevant to OL include Which knowledge produced by whom to share and how Who to target and how to effectively reach those targeted How to design OL initiatives including by mobilizing those targeted via living lab approaches e g to ensure effective OL and pave the way for behavior change What are the knowledge gaps that limit our capacity to design effective OL As scientists it is likely you have many more questions to offer and discuss The Century Dictionary and Cyclopedia, 1906 Resources in Education ,1997 Federal Register ,2014 The Century Dictionary and Cyclopedia: Dictionary William Dwight Whitney, 1904 Current ,1884

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