



## 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 unicellular
- C are produced by binary fission
- 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 host is harmed, the parasite benefits
- C Both host and parasite benefit
- D The parasite benefits, the host is harmed

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 human heart and liver.

1.2.2 A plant which has a taproot and a fibrous root system.

1.2.3 The production of a new cell from a single parent cell.

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>
1.3.2 A disease caused by fungi	<i>Aspergillus</i>
1.3.3 Binary fission is the asexual production of...	<i>Paramecium</i>

[3x2=6]

SECTION A: [20]

# Formal Life Science Grade11 2014

**Albert A Gayle**



## **Formal Life Science Grade11 2014:**

**Biological Invasions in South Africa** Brian W. van Wilgen, John Measey, David M. Richardson, John R. Wilson, Tsungai A. Zengeya, 2020-03-10 This open access volume presents a comprehensive account of all aspects of biological invasions in South Africa where research has been conducted over more than three decades and where bold initiatives have been implemented in attempts to control invasions and to reduce their ecological economic and social effects It covers a broad range of themes including history policy development and implementation the status of invasions of animals and plants in terrestrial marine and freshwater environments the development of a robust ecological theory around biological invasions the effectiveness of management interventions and scenarios for the future The South African situation stands out because of the remarkable diversity of the country and the wide range of problems encountered in its varied ecosystems which has resulted in a disproportionate investment into both research and management The South African experience holds many lessons for other parts of the world and this book should be of immense value to researchers students managers and policy makers who deal with biological invasions and ecosystem management and conservation in most other regions School Life ,1922

**Official Gazette of the United States Patent and Trademark Office** ,1995 Official Directory Oregon. Office of Superintendent of Public Instruction, 1914 Teaching of physical science Swati Tyagi, 2024-04-29 The book titled teaching of Physical Science is a complete text cum reference book for all the science pupil teachers who are pursuing their B Ed in any teacher training institutes This book includes all the latest prescribed contents It highlights the methodologies strategies and techniques for teaching physical sciences It focuses on the main points for preparing lesson plans and micro lesson plans A sufficient emphasis has been given to the pedagogical analysis with various examples It also includes the latest concept of NEP 2020 including holistic development and experiential learning This book also covers the latest blended learning teaching strategy and online learning that had been prevalent during COVID time If any suggestion for the improvement of the contents will be appreciated Feedback about the book can be given on st18tyagi gmail com **Science & Engineering**

**Indicators** ,2004 Strategic Perspectives of the Bioterrorism Threat, Hearing Serial No. 114-14, April 22, 2015, 114-1 ,2015 **Directory of Awards** National Science Foundation (U.S.). Directorate for Science and Engineering

Education, 1990 **EHR Directory of Awards** National Science Foundation (U.S.). Directorate for Education and Human Resources, 1990 Foundation of Digital Badges and Micro-Credentials Dirk Ifenthaler, Nicole Bellin-Mularski, Dana-Kristin Mah, 2016-06-29 This edited volume provides insight into how digital badges may enhance formal non formal and informal education by focusing on technical design issues including organizational requirements learning and instructional design as well as deployment It features current research exploring the theoretical foundation and empirical evidence of the utilization of digital badges as well as case studies that describe current practices and experiences in the use of digital badges for motivation learning and instruction in K 12 higher education workplace learning and further education settings Social

Sciences and Humanities Index ,1916      *Fourth Estate* ,1926      *The Parliamentary Debates (official Report)*. Great Britain. Parliament. House of Commons,1912 Contains the 4th session of the 28th Parliament through the 1st session of the 48th Parliament      *Evaluation of Benefits Under the Dependency and Indemnity Compensation (DIC) Program* United States. Veterans Administration,1978      **American Universities and Colleges** James J. Murray,2021-06-21 No detailed description available for American Universities and Colleges      **Women's Under-Representation in the Engineering and Computing Professions: Fresh Perspectives on a Complex Problem** Kathleen Buse,Catherine Hill,Romila Singh,2018-06-21 Understanding the many complexities that define gender inequality has been described by researchers as a grand challenge Novel insights innovation a broader community to conduct research and to ascertain effective interventions are essential in the challenge to create organizations that are gender equal As such this Research Topic in Frontiers in Psychology addresses the under representation of women in engineering and computing as a complex but solvable problem This Research Topic seeks to inform the global community about advances in understanding the under representation of women in engineering and computing with a focus on what enables change Further this Topic will promote fresh perspectives innovative methodologies and mixed method approaches important to accelerating the pace of change  
*Educating Science Teachers for Sustainability* Susan K. Stratton,Rita Hagevik,Allan Feldman,Mark Bloom,2015-06-18 This volume contains a unique compilation of research and reflections representing multiple vantage points stemming from different parts of the world that can help science educators and teacher educators in finding ways to meaningfully and purposefully embed sustainability into teaching and learning It is a rich resource for exploring and contextualizing sustainability oriented science education At this time we find ourselves in a situation in which the earth s ecological system is under significant strain as a result of human activity In the developed world people are asking How can we maintain our current standard of living while those in the developing world are asking How can we increase the quality of our lives all while trying to do what is necessary to mitigate the environmental problems This volume responds to these questions with a focus on educating for sustainability including historical and philosophical analyses and pedagogical and practical applications in the context of science teacher preparation Included are many examples of ways to educate science teachers for sustainability from authors across the globe This text argues that issues of sustainability are increasingly important to our natural world built world national and international economics and of course the political world The ideas presented in the book provide examples for original effective and necessary changes for envisioning educating science teachers for sustainability that will inform policy makers      The Business Education World John Robert Gregg,1940      **Resources in Education** ,2001-10      *The Educational Weekly* ,1884

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