

- 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 With LETTER *f* 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)

Grade 11 Life Science Paper

Clitheroe, F



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X-kit Fet G11 Life Sciences Clitheroe, F,2010 Life Sciences Amy Bain,Janet Richer,Janet Weckman,2001-05-15

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High-School Biology Today and Tomorrow National Research Council,Division on Earth and Life Studies,Commission on Life Sciences,Committee on High-School Biology Education,1989-02-01 Biology is where many of science s most exciting and relevant advances are taking place Yet many students leave school without having learned basic biology principles and few are excited enough to continue in the sciences Why is biology education failing How can reform be accomplished This book presents information and expert views from curriculum developers teachers and others offering

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The Many Faces of SchoolUniversity Collaboration Ruth Ravid,Marianne G. Handler,2001-08-15 What drives certain collaborative projects to success while others with similar goals fail Learn the key elements of successful collaborations that can serve as guideposts when beginning the collaborative process This book describes a range of models including advantages and disadvantages of each that are available to those contemplating school university collaboration The perspectives of educators from the United States Canada and Australia are included Essays will guide university administrators education students principals superintendents and classroom teachers new to the collaborative planning role

Resources in Education ,2001-10 **Science Education in Canada** Christine D. Tippet, Todd M. Milford,2019-07-01 This book offers a meso level description of demographics science education and science teacher education Representing all 13 Canadian jurisdictions the book provides local insights that serve as the basis for exploring the Canadian system as a whole and function as a common starting point from which to identify causal relationships that may be associated with Canada s successes The book highlights commonalities consistencies and distinctions across the provinces and territories in a thematic analysis of the 13 jurisdiction specific chapters Although the analysis indicates a network of policy and practice issues warranting further consideration the diverse nature of Canadian science education makes simple identification of causal relationships elusive Canada has a reputation for strong science achievement However there is currently limited literature on science education in Canada at the general level or in specific areas such as Canadian science curriculum or science teacher education This book fills that gap by presenting a thorough description of science education at the provincial territorial level as well as a more holistic description of pressing issues for Canadian science education *Research in Education* ,1974 Indicators of Precollege Education in Science and Mathematics National Research Council,Division of Behavioral and Social Sciences and Education,Commission on Behavioral and Social Sciences and Education,Committee on Indicators of Precollege Science and Mathematics Education,1985-01-01 Many studies point to the inadequacy of precollege education in the United States How can it be improved The development of effective policy requires information on the

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Table of Contents Grade 11 Life Science Paper

1. Understanding the eBook Grade 11 Life Science Paper
 - The Rise of Digital Reading Grade 11 Life Science Paper
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade 11 Life Science Paper
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade 11 Life Science Paper
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade 11 Life Science Paper
 - Personalized Recommendations
 - Grade 11 Life Science Paper User Reviews and Ratings
 - Grade 11 Life Science Paper and Bestseller Lists
5. Accessing Grade 11 Life Science Paper Free and Paid eBooks

- Grade 11 Life Science Paper Public Domain eBooks
 - Grade 11 Life Science Paper eBook Subscription Services
 - Grade 11 Life Science Paper Budget-Friendly Options
6. Navigating Grade 11 Life Science Paper eBook Formats
- ePub, PDF, MOBI, and More
 - Grade 11 Life Science Paper Compatibility with Devices
 - Grade 11 Life Science Paper Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Grade 11 Life Science Paper
 - Highlighting and Note-Taking Grade 11 Life Science Paper
 - Interactive Elements Grade 11 Life Science Paper
8. Staying Engaged with Grade 11 Life Science Paper
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Grade 11 Life Science Paper
9. Balancing eBooks and Physical Books Grade 11 Life Science Paper
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade 11 Life Science Paper
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Grade 11 Life Science Paper
- Setting Reading Goals Grade 11 Life Science Paper
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Grade 11 Life Science Paper
- Fact-Checking eBook Content of Grade 11 Life Science Paper
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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