



## 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 vaginal 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 host's cells and destroys them.

1.2.2 A plant that grows in a marshy area.

1.2.3 The production of new cells from existing cells.

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]

# Grade 11 Life Science Formal Test

**Guillaume Favre**



## Grade 11 Life Science Formal Test:

**The World of Science Education** ,2009-01-01 Each volume in the 7 volume series The World of Science Education reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe and Israel Arab States and Sub Saharan Africa The focus of this Handbook is on science education in Arab states and the scholarship that most closely supports this program The reviews of the research situate what has been accomplished within a given field in an Arab rather than an international context The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts The approach allows readers to review what has been done and accomplished what is missing and what might be done next

**Resources in Education** ,2001-10 "A Revised and Intensified Science and Technology Curriculum Grades K-12 Urgently Needed for Our Future" ,1983 **Test-wiseness** ,1989 **Harcourt Science: Life science, [grade] 4, units A and B, teacher's ed** ,2000 Harcourt Science: Life science, [grade] 3, units A and B, teacher's ed ,2000

*Politics, Persuasion, and Educational Testing* Lorraine M. McDonnell,2009-07-01 Exploring the political struggles inspired by mass educational tests McDonnell analyzes the design and implementation of statewide testing in California Kentucky and North Carolina in the 1990s McDonnell draws lessons from these stories for the federal No Child Left Behind act with its sweeping directives for high stakes testing

**Ensuring lifelong learning for all in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan** UNESCO Office Almaty,Carlsen, Arne,2020-03-03 *The ETS Test Collection Catalog* Educational Testing Service. Test Collection,1993 The major source of information on the availability of standardized tests Wilson Library BulletinCovers commercially available standardized tests and hard to locate research instruments

**"Code of Massachusetts regulations, 2012"** ,2012 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 *The Development and Use of a Composite Achievement Test* Wendell William Wright,1929 **International Perspectives on Science**

**Education for the Gifted** Keith Taber,Manabu Sumida,2016-04-28 In the spirit of encouraging international dialogue between researchers and practitioners often working within isolated traditions this book discusses perspectives on science education for the gifted informed by up to date research findings from a number of related fields The book reviews philosophy culture and programmes in science education for the gifted in diverse national contexts and includes scholarly reviews of significant perspectives and up to date research methods and findings The book is written in a straightforward style for students studying international perspective modules on undergraduate but especially masters and doctoral degrees in Science Education and Gifted Education Gifted education has come to be regarded as a key national programme in many countries and gifted education in science disciplines is now of major importance to economic and technological development

Despite these national initiatives and developments there are very few discussions on gifted education in science from international perspectives This will be a valued addition to the scholarship in this emergent field *Federal Register* ,1950

**World Yearbook of Education 1984** Sandra Acker,Jacquetta Megarry,Stanley Nisbet,Eric Hoyle,2013-03-07 Published in the year 2005 World Yearbook of Education 1984 is a valuable contribution to the field of Major Works *Disaster and Climate Risk Education* Ayse Yildiz,Rajib Shaw,2024-09-30 Education serves as a cornerstone for gaining knowledge and taking initiative However despite efforts in disaster and climate risk education DCRE a gap often exists between awareness and meaningful action To bridge this gap and promote a progression from awareness to empowerment we offer the KIDA Knowledge Interest Desire Action framework The foundation of this framework is a collaboration between schools communities and families which calls for support from educational boards and local governments Following international tragedies like the Turkey Syria earthquake of 2023 as well as the ever changing difficulties posed by climate change DCRE has to be given priority immediately Our book proposes a comprehensive strategy that includes governance capacity building education in schools and the community and technology integration Our insights analyses and practical policy suggestions are based on multidisciplinary research and worldwide case studies with the goal of strengthening resilience and cultivating a generation committed to sustainability This book provides a comprehensive exploration of DCRE It aims to prepare individuals and communities to face the challenges of a changing world head on by improving knowledge and promoting preparedness

**108-1 Hearings: Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations For 2004, Part 4, March 13, 2003, \*** ,2003 University of Michigan Official Publication University of Michigan,1975 Each number is the catalogue of a specific school or college of the University **Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations for 2004: Conservation programs and marketing and regulatory programs** United States. Congress. House. Committee on Appropriations. Subcommittee on Agriculture, Rural Development, Food and Drug Administration, and Related Agencies,2003

*Educational Research* Burke Johnson,Larry Christensen,2008 Educational Research is a highly readable text that provides students with a clear and in depth understanding of the different kinds of research including technology based that are used in education today The text introduces students to the fundamental logic of empirical research and explores the sources of research ideas Detailed descriptions guide students through the design and implementation of actual research studies with a balanced examination of quantitative qualitative and mixed research serving as one of the book s strongest features While quantitative research strategies are covered extensively the text also discusses various qualitative approaches such as ethnography historical methods phenomenology grounded theory and case studies The authors present detailed step by step coverage of the key elements of research including sampling techniques ethical considerations data collection methods measurement judging validity experimental and non experimental methods descriptive and inferential statistics

qualitative data analysis and report preparation

**The Massachusetts register** ,2007

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