

- 2.2 Study the diagram of four plant species below and answer the questions that follow.



- 2.2.1 What is this type of representation called? (1)
- 2.2.2 Which characteristic is found in the pine tree that is not found in the palm tree? (2)
- 2.2.3 During which period did the ancestor of the pine tree and the palm tree diverge (branched off)? (1)
- (4)

- 2.3 Study the sketches of plants below and answer the questions that follow.



- 2.3.1 Identify the plant groups under which plants A, B, C and D are classified. (4)
- 2.3.2 Identify the structure numbered 2. (1)
- 2.3.3 Plants B and C both produce seeds. Explain the importance of seeds for both these plants. (4)
- 2.3.4 Give a reason why plant A needs water for sexual reproduction. (2)
- (11)

- 2.4 Use your knowledge and compare the jelly fish, tapeworm and earthworm in a table regarding the following characteristics.
- 2.4.1 symmetry
- 2.4.2 coelom
- 2.4.3 blood system
- (10)

QUESTION 3

- 3.1 Read the passage below and answer the questions that follow.

Peat lands are special wetlands that play a very important role in ecology. A peat land, of approximately 5 000 years old, near Mafeking is almost destroyed because of excessive extraction of water from the nearby Molapo river. The water is extracted for human consumption.

Peat lands like the one near Mafeking is exceptional and play an important role in storing water as well as preventing climate changes.

Dr Phil-Louis Grundling said that carbon that is 'held' or 'stored' by peat lands combats climate change because it decreases the amount of carbon in the atmosphere.

Peat lands trap about one third of the world's carbon. Approximately 50% of wetlands worldwide are peat lands. However in South Africa about 10% of the wetlands are peat lands.

Grundling explained that peat lands can hold about 1 000 times its own mass in water. This replenishes the water table and is the source that keeps streams flowing. The 'sponge effect' of the peat also makes it possible to store water that is then released during dry seasons.

Dr Grundling said that it might be too late to restore the peat land near Mafeking but it might be possible to restore some parts of it if more water is supplied to this peat land.

The result of this destruction is depletion of the water table. The habitat of numerous fish and frog species that lived in this peat land was also destroyed.

From: *Beeld*, 21 September 2018.

- 3.1.1 Give TWO other reasons (not mentioned in the passage) that can lead to the destruction of wetlands. (2)
- 3.1.2 Discuss reasons from the passage regarding the importance of these specific wetlands for the environment. (4)
- 3.1.3 Suggest a way in which this peat land near Mafeking can be restored. (2)
- (8)

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Yi-Tong Ma



Grade 1 November 2014 Examination Question Paper Life Sciences:

November 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts, 2019-10-21

Resources in Education, 1992-10 *Applying Dialogic Pedagogy* Cynthia Z. Cohen, 2018-08-15 Recent academic research criticizes the effectiveness of traditional lecturing methods and instead shows the pedagogical effectiveness of active learning methods especially discussion based education Drawing on the dialogic writings of Bakhtin Freire and Habermas this study reviews the five primary themes cited in active learning research improvements in student concentration socialization in disciplinary norms scaffolding towards higher critical thinking inclusion of non traditional learning styles and reduction of student absenteeism Testing these findings in a discussion based undergraduate college education classroom this study finds significant improvements towards higher critical thinking skills increased student concentration and reduced student absenteeism However the study finds questionable effectiveness of discussion based teaching for socializing undergraduate college education students in disciplinary norms *Organization and Administration of Physical Education* Jayne D. Greenberg, Judy L. LoBianco, 2025-03-11 The revised SHAPE America National Physical Education Standards are defining physical education PE programs providing the framework for students physical literacy journeys Organization and Administration of Physical Education Theory and Practice Second Edition With HKPropel Access incorporates the revised standards making it the text administrators need to learn how the standards affect curriculum development and implementation of a successful PE program This edition is thoroughly updated by two award winning educators Jayne Greenberg and Judy LoBianco who are joined by a sterling list of contributors who have taught at every education level in urban suburban and rural settings In this second edition the roles and responsibilities of PE administrators are examined through theoretical and practical lenses Beyond incorporating the revised PE standards and the latest research throughout other enhancements to this edition include the following An expanded technology chapter that addresses equity and the digital divide remote learning virtual and augmented reality and artificial intelligence A more comprehensive chapter on teacher and program evaluation A new chapter on social emotional learning SEL with connections between content pedagogy and practices A new chapter on diversity equity and inclusion that provides culturally responsive teaching approaches to elevate the participation of underrepresented teachers and students New content for physical education department chairpersons The result is an essential manual for future and current administrators in PE leadership positions who want to acquire new skills in the primary six areas of responsibility Part I explores leadership and management styles and presents practical theories of motivation development and planning for the essential components of a quality PE program In part II readers examine various curriculum instruction and assessment models and get guidance on planning special events Part III helps administrators plan new school facilities or renovate existing ones and it presents contemporary concepts in universal design and sustainable environmental design It also offers ideas on how to incorporate technology

including developing online PE courses Part IV explores communication legal issues and human resources so administrators can learn how to advocate for their programs Part V explains the fiscal responsibilities inherent in administrative positions and shows how administrators can secure independent funding offering many examples of grants and fundraising opportunities with sample grant applications Part VI new to this edition explores the integration of content and pedagogy with SEL practices It also offers legal and practical strategies to enhance the involvement of those who are underrepresented in PE Each chapter also includes sidebars from professionals who share tips and insights on successful program implementations To further enhance practical application readers have online access to downloadable forms checklists and other supportive materials Published with SHAPE America this text offers the solid foundational theory and practices needed for today's challenges in PE administration Note A code for accessing HKPropel is included with this ebook [Handbook of Reading Research, Volume V](#) Elizabeth Birr Moje, Peter P. Afflerbach, Patricia Enciso, Nonie K Lesaux, 2020-06-02 In a time of pressures challenges and threats to public education teacher preparation and funding for educational research the fifth volume of the Handbook of Reading Research takes a hard look at why we undertake reading research how school structures contexts and policies shape students learning and most importantly how we can realize greater impact from the research conducted A comprehensive volume with a gaps and game changers frame this handbook not only synthesizes current reading research literature but also informs promising directions for research pushing readers to address problems and challenges in research design or method Bringing the field authoritatively and comprehensively up to date since the publication of the Handbook of Reading Research Volume IV this volume presents multiple perspectives that will facilitate new research development tackling topics including Diverse student populations and sociocultural perspectives on reading development Digital innovation literacies and platforms Conceptions of teachers reading readers and texts and the role of affect cognition and social emotional learning in the reading process New methods for researching reading instruction with attention to equity inclusion and education policies Language development and reading comprehension Instructional practices to promote reading development and comprehension for diverse groups of readers Each volume of this handbook has come to define the field for the period of time it covers and this volume is no exception providing a definitive compilation of current reading research This is a must have resource for all students teachers reading specialists and researchers focused on and interested in reading and literacy research and improving both instruction and programs to cultivate strong readers and teachers

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