1.3 Indicate whether each of the statements in COLCANY I applies to A only. If only, both A and B or noon of the Borns in CCLUNE's B. White A polity, B only, both A and B. or some need to the question number (1.3.1 and 1.3.5) on your answer sheets.

COLUMN I	COLUMN 5
13.1 Effects of debredation	A reduced obscription of owtron double B cropper deficiency in water
133 Diselvertage's of dame	A promise seasonal ficoling B decreased loss of brothwesty
13.3 Cause's of come depletion	A increase in carbon diceds concentration in the atmosphere B CPC's
13.4 Effects of desert Roution	A induced productivity B goverty in local communities
13.5 Advertiges of OM looks	A prome-prope are resolved to peols if vegetables have a longer shelf life

542 - (98)

1.4 The diagram below represents the flower of an Angiosperm plant. Study the degrees and enswer the questions that follow.



1.4.1 What is the collective name given to parts a, b and c?

- 673
- 1.4.2 Is this flower likely to be self-pollineted? Give a research for your answer.
- 1.4.3 Whith LETTER recreases the and that ad develop into a faul?

1.5 . Shelp the graph below of the viral load and CO, count in blood taken from an HV effected person and then answer the questions below.





1.5.1 Discuss the bend of the curve in Graph A.

- 5.8.2 Casoribe the relationship between Grigh A and Grigh S.

TOTAL SECTION AL

#### MECTACOLIS. QUESTION 2

2.1 The lable before shows the number of fuberoutniss (TE)-cases and the number of deaths from TD around the world in 2009. Use the information in the table to proper the questions that follow:

From	Abundan of cases (3 000 c)	Mumber of deaths. (1 000°s)
APTIM	3 900	400
The American	590	30
Eastern Undergreen	1000	99
Europe	560	42
South-East Asia	4 900	400
Visitario Flacific	7 900	240
Chronic India.	14,000	5,300

- 2.1.1 What type of micro-organism sesses TBP
- 60.

2.1.2 What type of medication is used to treat and ours TE?

- 673
- 2.1.3 Work out the percentage of cases in Africa in terms of the global total. Drow all your natoutations.
- (CD) 60
- 2.1.4 Which provets had the highest number of deaths from TB in 2000?
- 2.1.8. Suggest and explain reasons for the high number of TB cases in Africa. In 2000.
- 2.18 One ONE symptom of TB. 60
  - Diffe.

40

# Final Year Examination Grd 11 2014

Caroline Harper, Nicola Jones, Anita Ghimire, Rachel Marcus, Grace Kyomuhendo Bantebya

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Bombay Bombay (India: State),1898 **OECD Reviews of Evaluation and Assessment in Education: Serbia** Maghnouj Soumaya, Salinas Daniel, Kitchen Hannah, Guthrie Caitlyn, Bethell George, Fordham Elizabeth, 2020-03-20 This review developed in cooperation with UNICEF provides Serbia with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Serbia as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better A Study of Problem Boys and Their Brothers by the Sub-commission on Causes and Effects of outcomes for all students Intelligence and Achievement Test Survey of Yolo County, California Crime New York (State). Crime Commission, 1929 Normal Instructor and Teachers World ,1908 *The Budget of the United States Government* Marian B. Canfield, 1925 United States. Bureau of the Budget, 1954 New Challenges in the Research of Academic Achievement: Measures, Methods, and Results Juan Luis Castejon, José Carlos Núñez, Raquel Gilar-Corbi, Iván Manuel Jorrín Abellán, 2021-02-24 The City Record New York (N.Y.),1888 Biennial Report Montana. Department of Public Instruction, 1906 **Empowering Adolescent Girls in** Survey of the Murray School District, Murray, Utah LeRoy Eugene Cowles, 1929 Developing Countries Caroline Harper, Nicola Jones, Anita Ghimire, Rachel Marcus, Grace Kyomuhendo Bantebya, 2018-02-13 The Open Access version of this book available at http www tandfebooks com doi view 10 4324 9781315180250 has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license Adolescence is a pivotal time in a girl s life The development of educational physical psychosocial familial political and economic capabilities enable girls to reach their full potential and contribute to the wellbeing of their families and society However progress is still significantly constrained by discriminatory gender norms and the related attitudes and practices which restrict girls horizons restrain their ambition and if unfettered allow exploitation and abuse Empowering Adolescent Girls in Developing Countries explores the detrimental impact of discriminatory gender norms on adolescent girls lives across very different contexts Grounded in four years of in depth research in Ethiopia Nepal Uganda and Viet Nam the book adopts a holistic approach recognising the inter related nature of capabilities and the importance of local context By exploring the theory of gendered norm change contextualising and examining socialisation processes the book identifies the patriarchal vested interests in power authority and moral privilege which combine in attempts to restrict and control girls lives Throughout the book Empowering Adolescent Girls in Developing Countries demonstrates how efforts to develop more egalitarian gender norms can enable disadvantaged adolescent girls to change the course of their lives and contribute to societal change Accessible and informative the book is perfect for policy makers think tanks NGOs activists academics and students of gender and development studies Report of the Superintendent of Public Instruction of the State of New York New York (State). Department of Public Instruction, 1898 Message of the President of the United States Transmitting the

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