



## 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 *Salmonella*
- C *Cholera* bacterium
- D *Pinus* tree resin

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, neither gains nor benefits
- C Both host and parasite benefit
- D The parasite benefits, the host is harmed or killed

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 early symptoms of HIV infection are the same as that of other diseases
- A (i) and (ii)  
B (ii) and (iv)  
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 does not produce seeds.

1.2.3 The production of new cells from existing cells by mitosis and meiosis.

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

[3x2=6]

SECTION A: [20]

# Life Science Grade 11 Exams March 2014 Paper

**Richard Bailey**



## **Life Science Grade 11 Exams March 2014 Paper:**

The Schenley Experiment Jake Oresick, 2017-04-14 The Schenley Experiment is the story of Pittsburgh's first public high school a social incubator in a largely segregated city that was highly even improbably successful throughout its 156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before Brown v Board of Education Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace's reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America's oldest public schools

ECRM2014-Proceedings of the 13th European Conference on Research Methodology for Business and Management Studies Dr Martin Rich, Dr Anne Brown, 2014-06-16      **The Trials of Evidence-based Education** Stephen Gorard, Beng Huat See, Nadia Siddiqui, 2017-06-26 The Trials of Evidence based Education explores the promise limitations and achievements of evidence based policy and practice as the attention of funders moves from a sole focus on attainment outcomes to political concern about character building and wider educational impacts Providing a detailed look at the pros cons and areas for improvement in evidence based policy and practice this book includes consideration of the following What is involved in a robust evaluation for education The issues in conducting trials and how to assess the trustworthiness of research findings New methods for the design conduct analysis and use of evidence from trials and examining their implications What policy makers head teachers and practitioners can learn from the evidence to inform practice In this well structured and thoughtful text the results and implications of over 20 studies conducted by the authors are combined with a much larger number of studies from their systematic reviews and the implications are spelled out for the research community policy makers schools wanting to run their own evaluations and for practitioners using evidence      **Preparing Students for College and Careers** Katie Larsen McClarty, Krista D. Mattern, Matthew N. Gaertner, 2017-08-22 Preparing Students for College and Careers addresses measurement and research issues related to college and career readiness Educational reform

efforts across the United States have increasingly taken aim at measuring and improving postsecondary readiness. These initiatives include developing new content standards, redesigning assessments and performance levels, legislating new developmental education policy for colleges and universities, and highlighting gaps between graduates' skills and employers' needs. In this comprehensive book, scholarship from leading experts on each of these topics is collected for assessment professionals and for education researchers interested in this new area of focus. Cross-disciplinary chapters cover the current state of research, best practices, leading interventions, and a variety of measurement concepts, including construct definitions, assessments, performance levels, score interpretations, and test uses. The Open Access version of this book is available at <http://www.taylorfrancis.com> and has been made available under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 license.

The SAGE Handbook of Curriculum, Pedagogy and Assessment Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03

The research and debates surrounding curriculum, pedagogy, and assessment are ever growing and are of constant importance around the globe. With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field, *The SAGE Handbook of Curriculum, Pedagogy and Assessment* focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide. The Handbook is organised into five thematic sections considering the epistemology and methodology of curriculum, curriculum subjects, areas of the curriculum, assessment and the curriculum, and the curriculum and educational policy. The SAGE Handbook of Curriculum, Pedagogy and Assessment's breadth and rigour will make it essential reading for researchers and postgraduate students around the world.

*Alternative Models of Addiction* Hanna Pickard, Serge H. Ahmed, Bennett Foddy, 2015-12-07

For much of the 20th century, theories of addictive behaviour and motivation were polarized between two models. The first model viewed addiction as a moral failure for which addicts are rightly held responsible and judged accordingly. The second model, in contrast, viewed addiction as a specific brain disease caused by neurobiological adaptations occurring in response to chronic drug or alcohol use, over which addicts have no choice or control. As our capacity to observe neurobiological phenomena improved, the second model became scientific orthodoxy, increasingly dominating addiction research and informing public understandings of addiction. More recently, however, a dissenting view has emerged within addiction research, based partly on new scientific research and partly on progress in philosophical and psychological understandings of relevant mental phenomena. This view does not revert to treating addiction as a moral failure but nonetheless holds that addictive behaviour is fundamentally motivated by choice and subject to at least a degree of voluntary control. On this alternative model of addiction, addictive behaviour is an instrumental means to ends that are desired by the individual, although much controversy exists with respect to the rationality or irrationality of these ends, the degree and nature of the voluntary control of addictive behaviour and motivation, the explanation of the difference between addictive and non-addictive behaviour and motivation, and lastly, the extent to which

addictive behaviour and motivation is correctly characterised as pathological or diseased This research topic includes papers in the traditions of neuroscience psychology philosophy law and social science that explore alternative understandings of addiction

*Pedagogies of Biomedical Science* Donna Johnson,2024-05-31 This book confronts the continually evolving nature of biomedical science education by providing a robust account of learning pedagogies and best practice for scholars and researchers in the field Rather than considering subdisciplines of biomedical science education separately the volume takes a holistic approach and considers the complexities of teaching biomedical science as a whole providing a nuanced overview of how a particular practice fits in such a course overall as well as providing support for development within the reader s own subdiscipline Ultimately this holistic approach allows for expansive discussion of relevant pedagogical approaches that will directly inform innovations in the contemporary teaching of biomedical science education Novel in approach and underpinned by the latest in research innovations this book will appeal to scholars researchers and postgraduate students in the fields of medical education higher education and curriculum studies Policy makers involved with health education and promotion as well as educational research will also benefit from the volume

*The College Handbook* College Entrance Examination Board,1985 Presents information on 4 year colleges and universities and 2 year community colleges and technical schools

**Bituminous Mixtures and Pavements VI** A. Nikolaidis,2015-07-28 Bituminous Mixtures and Pavements contains 113 accepted papers from the 6th International Conference Bituminous Mixtures and Pavements 6th ICONFBMP Thessaloniki Greece 10 12 June 2015 The 6th ICONFBMP is organized every four years by the Highway Engineering Laboratory of the Aristotle University of Thessaloniki Greece in conjunction with

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