

SECTION A**QUESTION 1**

1.1 Various possible options are provided as answers to the following questions. Choose the correct answer and write only the letter (A – D) next to the question (1.1.1 – 1.1.5). For example 1.1.5 D.

1.1.1 The basic functional unit of the environment is the...

- A. biosphere.
- B. ecosystem.
- C. population.
- D. lithosphere.

1.1.2 All organisms around the world that live in the same climate share the same...

- A. population.
- B. ecosystem.
- C. biome.
- D. community.

1.1.3 Which of the following processes occur during the nitrogen cycle?

- (i) Consumption of plant protein by herbivores.
- (ii) The decay of dead organisms by decomposers.
- (iii) The conversion of nitrates to nitrites by bacteria.
- (iv) The absorption of nitrates by plants.

- A. (i), (ii) and (iii)
- B. (ii), (iii) and (iv)
- C. (i), and (iv)
- D. (i), (ii) and (iv)

1.1.4 When a jackal kills and eats a rabbit, the jackal is the...

- A. Producer.
- B. Prey.
- C. Predator.
- D. Saprophyte.

1.1.5 Which one of the following is not an abiotic factor?

- A. Height above sea level.
- B. Oxygen in the atmosphere.
- C. Water vapour in the atmosphere.
- D. Bacteria in the soil.

(2 x 5) (10)

2014 Exemplar Life Sciences Grade 11

Craig Randall

2014 Exemplar Life Sciences Grade 11:

Connecting People to Their Oceans: Issues and Options for Effective Ocean Literacy Angel Borja,Francesca Santoro,Gail Scowcroft,Stephen Fletcher,Pierre Strosser,2020-03-25 While there is growing evidence of the importance of marine ecosystems for our societies evidence shows also that pressures from human activities on these ecosystems are increasing putting the health of marine ecosystems at stake worldwide Hence Blue Economy is becoming an important component of future socio economic development strategies e g this is called Blue Growth in Europe that eventually can result in increasing pressures at sea and despite the current regulatory framework in particular with the Oceans Act in USA or Canada and the Marine Strategy Framework Directive in Europe it is likely that this situation will continue in the future Ensuring all those connected to the sea directly or indirectly gain a better understanding of the importance of the seas the human sea interactions and opportunities to act better and reduce impacts from human pressures is central to Ocean Literacy OL Receiving increasing attention in Europe and USA OL is a challenge for all parts of society educators 2 the role OL could play in interaction with innovation regulation economic incentive social norms to support human capital development as key component of sustainable growth and 3 pre conditions for effective OL for different sectors and target groups Questions relevant to OL include Which knowledge produced by whom to share and how Who to target and how to effectively reach those targeted How to design OL initiatives including by mobilizing those targeted via living lab approaches e g to ensure effective OL and pave the way for behavior change What are the knowledge gaps that limit our capacity to design effective OL As scientists it is likely you have many more questions to offer and discuss Collecting for the Curriculum Amy J. Catalano,2015-09-28 If you're a librarian charged with collecting curriculum materials and children's literature to support the Common Core State Standards then this book the only one that offers explicit advice on collection development in curriculum collections is for you While there are many publications on the Common Core for school librarians and K 12 educators no such literature exists for curriculum librarians at the post secondary level This book fills that gap standing alone as a guide to collection development for curriculum librarians independent of the Common Core State Standards CCSS The book provides instruction and guidance to curriculum librarians who acquire and manage collections so you can develop a collection based on best practices The book begins with a primer on the CCSS and how curriculum librarians can support them Discussion of the Standards is then woven through chapters arranged by content area that share research based practices in curriculum development and instruction to guide you in curriculum selection Material types covered include games textbooks children's literature primary sources counseling and nonfiction Additional chapters cover the management of curriculum collections testing collections and instruction and reference as well as how to support and collect for special needs learners Current practices in collection development for curriculum materials librarians are also reviewed The book closes with a discussion of the future of curriculum materials Political Pressures on Educational and

Social Research Karen Trimmer, 2016-05-12 Political Pressures on Educational and Social Research draws upon a variety of theoretical and methodological approaches to consider the problems that can arise when research findings diverge from political directions for policy. Chapters explore the impacts this can have on the researchers as well as the influence it has on the research including the methodology and the publication of results. The book offers innovative ways of seeing how these connect, overlap and interact, revealing particular issues of concern for researchers and evaluators in the context of research internationally. Key topics include the power and positioning of research, evidence based policy development, ethics and the importance of research that seeks to explore and discover knowledge. The book is divided into two sections. The first presents chapters from international academics which provide a theoretical underpinning and discussion of power, policy, ethics and their influence on research, resourcing, autonomy, purpose and methodology. The second section explores specific case studies and instances from the authors' own experiences in the field. This book offers an interesting and enlightening insight into the sometimes political nature of research and will appeal to researchers, evaluators and postgraduate students in the fields of education and the social sciences. It will be of particular interest to those studying research methods.

Trust-Based Observations Craig Randall, 2020-07-30 The results are in: observations are not improving teaching and learning. Pertinently, the Gates Foundation's recently completed effort to improve student outcomes through enhancing the teacher evaluation process failed to achieve substantive improvement. The way observations are currently designed serve as an obstacle to teacher risk taking. Teachers fear negative evaluations when their pedagogy is rated and they lack faith in being supported by supervisors because a trusting relationship between them and their observer has not been built.

Trust-Based Observations Maximizing Teaching and Learning Growth is a schema changing evaluation model that understands people perform at their best when they feel safe and supported. It begins with twelve 20 minute observations per week followed by collegial conversations driven by reflective questions sharing observed teaching strengths and the building of safe and trusting relationships with teachers. Add the elimination of rating pedagogical skills and replace it with rating mindset and teachers' trust. When teachers fully embrace risk taking and innovation it leads to remarkable teaching transformations and improved student learning.

Teaching to Change the World Jeannie Oakes, Martin Lipton, Lauren Anderson, Jamy Stillman, 2018-01-29 Teaching to Change the World is an up to the moment, engaging social justice oriented introduction to education and teaching and the challenges and opportunities they present. Both foundational and practical the chapters are organized around conventional topics but in a way that consistently integrates a coherent story that explains why schools are as they are. Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race, social class, language, gender and other social categories and explores teachers' role in addressing them. This thoroughly revised fifth edition remains a vital introduction to the profession for a new generation of teachers who seek to become purposeful, knowledgeable practitioners in our ever changing educational

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