#### 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.

 $(2 \times 5)$  (10)

# **Grade 11 Exemplar Question 2014**

**Gordon Tait** 

#### **Grade 11 Exemplar Question 2014:**

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Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions Child and Adolescent Behavioral Health Edilma L. Yearwood, Geraldine S. Pearson, Jamesetta A. Newland, 2021-03-09 Research has shown that a range of adult psychiatric disorders and mental health problems originate at an early age yet the psychiatric symptoms of an increasing number of children and adolescents are going unrecognized and untreated there are simply not enough child psychiatric providers to meet this steadily rising demand It is vital that advanced practice registered nurses APRNs and primary care practitioners take active roles in assessing behavioral health presentations and work collaboratively with families and other healthcare professionals to ensure that all children and adolescents receive appropriate treatment Child and Adolescent Behavioral Health helps APRNs address the mental health needs of this vulnerable population providing practical guidance on assessment guidelines intervention and treatment strategies indications for consultation collaboration referral and more Now in its second edition this comprehensive and timely resource has been fully updated to include DSM 5 criteria and the latest guidance on assessing diagnosing and treating the most common behavioral health issues facing young people New and expanded chapters cover topics including eating disorders bullying and victimization LGBTQ identity issues and conducting research with high risk children and adolescents Edited and written by a team of accomplished child psychiatric and primary care practitioners this authoritative volume Provides state of the art knowledge about specific psychiatric and behavioral health issues in multiple care settings Reviews the clinical manifestation and etiology of behavioral disorders risk and management issues and implications for practice research and education Offers approaches for

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