

1.1.5 ... tissue functions to conduct impulses throughout the body.

- A connective
- B nerve
- C muscle
- D epithelial

1.1.6 What is the magnification of the eye piece if the total magnification is 40x and the objective lens is 5x?

- A 2x
- B 15x
- C 4x
- D 5x

1.1.7 The following statements refer to the appendicular skeleton:

- i ~~apertures are found in the scapula~~
- ii ~~apertures are found in the humerus~~
- iii ~~apertures are found in the radius~~
- iv ~~apertures are found in the ulna~~

Which of the following combinations are correct?

- A ~~ii and iii only~~
- B ~~i and ii only~~
- C ~~i and iii only~~
- D ~~i and iv only~~

1.1.8 How many cells will be present after 4 mitotic divisions?

- A 
- B 
- C 
- D 

1.1.9 Which of the following cells make up phloem tissue?

- A ~~sieve tube elements and companion cells~~
- B ~~sieve tube elements and phloem parenchyma~~
- C ~~sieve tube elements and xylem~~
- D ~~sieve tube elements and collenchyma~~

1.1.10 ... is NOT an adaptation to decrease transpiration.

- A stomatal closure
- B stomatalia
- C stomatal closure during the night
- D ability of a stomata to re-open and close

[10x2=20]

1.2 Give the correct BIOLOGICAL TERM for each of the following statements. Write only the term next to the QUESTION NUMBER (1.2.1-1.2.8).

1.2.1 ~~organelle that is the site of protein synthesis~~

1.2.2 ~~process by which a cell takes in substances from its environment~~

1.2.3 ~~process by which a cell takes in substances from its environment~~

1.2.4 ~~process by which a cell takes in substances from its environment~~

1.2.5 Site for protein synthesis.

1.2.6 ~~process by which a cell takes in substances from its environment~~

1.2.7 Cells containing two sets of chromosomes.

1.2.8 ~~movement of substances from one part of the plant to another~~

[5x1=5]

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	Plant organ responsible for transport	Root Stem
1.3.2	Movement of substances from a low concentration to a high concentration	Active transport Diffusion
1.3.3	Test for the presence of a reducing sugar	Benedict's solution Biuret's solution

[3x2=6]

1.4 The tables below are those of organic and inorganic compounds.

Complete the TWO tables by writing ONLY the ANSWER next to the QUESTION NUMBER (1.4.1 – 1.4.5) on your folio paper.

Name of compounds	Molecular compound	Importance of compound
Carbon dioxide	1.4.1	Photosynthesis
Water	1.4.2	Transpiration
1.4.3	Ammonia	1.4.4

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BM King



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Born to Choose John H Falk, 2017-09-05 Born to Choose is John H Falk's compelling account of why and how we make the endless set of choices we do every second of every day of our lives. Synthesizing research from across the biological and social sciences, Falk argues that human choice making is an evolutionarily ancient and complex process. He suggests that all our choices are influenced by very basic and early evolving needs and that ultimately each choice is designed to support survival in the guise of perceived well-being. This engaging book breaks new intellectual ground and enhances our understanding not just of human choice making but human behavior overall. *Deconstructing Depth of Knowledge* Erik M. Francis, 2021-11-05 Depth of knowledge (DOK) has become a priority for many schools. But if your understanding of DOK is a little cloudy, you're not alone. This resource is your one-stop shop for learning what it is, who it's for, and how to use and sustain it. Ultimately, you will discover how to plan and provide learning experiences that are academically rigorous, socially and emotionally supportive, and student responsive. Learn how DOK is a different, deeper way of approaching teaching and learning. Explore the different DOK levels and how they relate to instruction. Understand DOK's relationship with standards and assessment. Designate correct levels based on learning needs. Acquire strategies for helping students engage with DOK on a deeper level. Contents: Introduction: What Depth of Knowledge Is Not; Chapter 1: What Exactly Is Depth of Knowledge; Chapter 2: What Are DOK Teaching and Learning Experiences; Chapter 3: How to Teach and Learn for Depth of Knowledge; Chapter 4: How to Use Webb's DOK Levels as a Multi-Tiered System of Support; Chapter 5: How to Deconstruct Learning Intentions for Depth of Knowledge; Chapter 6: How to Designate the Depth of Knowledge Level Demanded; Chapter 7: How to Construct DOK Learning Targets and Success Criteria; Chapter 8: How to Ask and Address Good Questions for Depth of Knowledge; Chapter 9: Let's Make a DOK Conclusion; References and Resources; Index. [Ssc Stenographers \(Grade C & D\) Computer Based Examination \(Cbe\)-2022 10 Practice Sets & Solved Papers 2011-2021](#) Team Prabhat, 2022-09-24 Prepare for success in the SSC Stenographers Grade C/D Computer Based Examination (CBE) with SSC Stenographers Grade C/D Computer Based Examination (CBE) 2022 10 Practice Sets Solved Papers 2011-2021 by Team Prabhat, your comprehensive guide to mastering the exam and achieving your career goals. Join Team Prabhat as they provide you with 10 meticulously crafted practice sets that simulate the format and difficulty level of the SSC Stenographers Grade C/D CBE. In addition, this book includes solved papers from 2011 to 2021, offering valuable insights into the exam pattern, question types, and strategies for success. As you work through each practice set, you'll have the opportunity to assess your strengths and identify areas for improvement in key areas such as general intelligence and reasoning, general awareness, and English language and comprehension. With detailed solutions provided for each question, you'll be able to track your progress and gain confidence as you prepare for the exam. Themes of thoroughness, accuracy, and exam readiness permeate the content of SSC Stenographers Grade C/D Computer Based Examination (CBE) 2022 10 Practice Sets Solved Papers 2011-2021, ensuring that

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Curtis, 2019-07-08. Redesign education to meet the needs of 21st century students. In the second edition of Leading Modern Learning, authors Jay McTighe and Greg Curtis outline a reworked version of their blueprint for major education reform. More than a simple refresh, the latest edition incorporates new insights, experiences, and tools that will help you implement modern learning practices in your department, school, or district. Use this book to guide education and curriculum reform and empower modern learners. Understand the necessity and value of education reform and updating school curriculum for the 21st century classroom. Learn how to use a blueprint for your vision of learning, mission, and curriculum development to establish mission clarity and effective instruction and assessment practices. Explore systems thinking and frameworks for backward design that can be utilized by school leadership to develop action plans and guide school curriculum reform for modern learning. Read an all-new chapter on change management and strategic planning for district and school leadership, as well as new Notes From the Field which highlight how to avoid potential missteps and misunderstandings that inhibit progress. Utilize the appendices and free reproducibles to further your understanding of education reform, curriculum development, and school leadership for modern learning. A joint publication of ASCD and Solution Tree. Contents: Foreword, Introduction, Chapter 1: Creating a Futures-Oriented Vision and Mission, Chapter 2: From Mission to Action, Chapter 3: Curriculum for Modern Learning, Chapter 4: An Assessment System for Modern Learning, Chapter 5: Instruction for Modern Learning, Chapter 6: A Reporting System for Modern Learning, Chapter 7: Leadership for Modern Learning, Appendix A: Sources for Futures-Oriented Thinking Tools and Processes, Appendix B: Sample Sources and Performance Indicators for 21st Century Skills, Appendix C: Sample Map of Cornerstone Performance Tasks and Transfer Goals, References and Resources, Index. **Life Finds a Way** Andreas Wagner, 2019-06-11. How the principles of biological innovation can help us overcome

creative challenges in art business and science In *Life Finds a Way* biologist Andreas Wagner reveals the deep symmetry between innovation in biological evolution and human cultural creativity Rarely is either a linear climb to perfection instead progress is typically marked by a sequence of peaks plateaus and pitfalls For instance in Picasso's forty some iterations of *Guernica* we see the same combination of small steps incessant reshuffling and large almost reckless leaps that characterize the way evolution transformed a dinosaur's grasping claw into a condor's soaring wing By understanding these principles we can also better realize our own creative potential to find new solutions to adversity Ultimately *Life Finds a Way* offers a new framework for the nature of creativity enabling us to better adapt grow and change in art business or science that is in life

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and Reporting Chapter 5 Report Multiple Grades for Cognitive Outcomes Chapter 6 Report Multiple Grades for Noncognitive Outcomes Chapter 7 Get Assessment Policies and Practices Right Chapter 8 Develop a Systematic Plan for Implementation References and Resources Index **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 and 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

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