



LIFE SCIENCES
SCOPE OF WORK - SBA TASKS TERM 3

GENERAL ASSESSMENT SKILLS GRADE 10-12

- Draw a graph (e.g. line graph, columnar bar graph, pie chart, histogram)
- Interpret a given graph
- Do simple calculations
- Apply principles of the Scientific method (e.g. planning, variables, hypothesis, results, conclusion)

GRADE 10 PRACTICAL TASK 1.2 (9 September 2021) [30 Marks; 30 Minutes]

BIOSPHERE TO ECOSYSTEMS: Term 3, Week 1 to 4 on ATP

Biosphere

- Concept of the biosphere
- Inter-connectedness with and components of global ecosystem: hydrosphere, lithosphere, atmosphere

Biomes

- Definition of a biome
- Difference between terrestrial and aquatic biomes

Ecosystems

- The definition of ecosystem, structure, and ecosystem functioning
- Abiotic factors:
 - physiographic factors (aspect, slope, altitude)
 - soil (pH, humus content, texture, water retention capacity and air content)
 - light (day length and seasonal changes)
 - temperature (effect of day/night and seasons)
 - water (water cycle and the importance of wetlands)
 - atmospheric gases
 - wind
- Biotic factors: Producers, consumers, decomposers
- Energy flow through ecosystems and relationship to trophic structure
- Food chains and food webs

GRADE 11 PRACTICAL TASK 1.2 (27 September 2021) [30 Marks; 30 Minutes]

POPULATION ECOLOGY: Term 3, Week 7 and 8 on ATP

- Definition of a population
- Determine the size of a population by quadrant or simple sampling
- Population size influenced by:
 - Immigration, emigration, mortality, natality, fluctuations and limiting factors, carry capacity
- Logistic and geometric growth curves with phases

Scope For Grade1p2 Life Sciences

UNESCO



Scope For Grade1p2 Life Sciences:

Accountability in education: meeting our commitments UNESCO,2017-10-30 The second edition of the Global Education Monitoring Report GEM Report presents the latest evidence on global progress towards the education targets of the UN Sustainable Development Goals With hundreds of millions of people still not going to school and many not achieving minimum skills at school it is clear education systems are off track to achieve global goals The marginalized currently bear the most consequences but also stand to benefit the most if policy makers pay sufficient attention to their needs Faced with these challenges along with tight budgets and increased emphasis on results oriented value for money countries are searching for solutions Increased accountability often tops the list The 2017 8 GEM Report shows the entire array of approaches to accountability in education It ranges from countries unused to the concept where violations of the right to education go unchallenged to countries where accountability has become an end in itself instead of a means to inclusive equitable and high quality education and lifelong learning for all The report emphasizes that education is a shared responsibility While governments have primary responsibility all actors schools teachers parents students international organizations private sector providers civil society and the media 0 3 have a role in improving education systems The report emphasized the importance of transparency and availability of information but urges caution in how data are used It makes the case for avoiding accountability systems with a disproportionate focus on narrowly defined results and punitive sanctions In an era of multiple accountability tools the report provides clear evidence on those that are working and those that are not

Back cover

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