



GRADE 12 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 (1.1.1-1.1.4) on your answer sheet, for example 1.1.5 D.

1.1.1 Base that pairs with Uracil.

- A Cytosine
- B Guanine
- C Thymine
- D Uracil

1.1.2 Bond found between amino acids in a protein.

- A Hydrogen bond
- B Ionic bond
- C Peptide bond
- D Covalent bond

1.1.3 THREE adjacent bases found on a DNA or mRNA molecule...

- A GAT
- B GCT
- C GTC
- D GTC

1.1.4 Structure where sperm matures:

- A Testes
- B Ovaries
- C Prostate
- D Seminal vesicle

[16x2=32]

1.2 Give the correct BIOLOGICAL TERM for each of the following statements.

1.3 The major hormone for lactation.

1.4 The major plant hormone controlling stem elongation, root curvature, fruit ripening, etc.

1.5 The type of nucleic acid that occurs as a single strand.

1.6 The major component of chromosomes and cell membranes.

1.7 The natural structure of a DNA molecule.

1.8 The major protein in the cell nucleus.

[16x2=32]

1.9 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	Released by the pituitary gland	A Antidiuretic hormone B Growth hormone C Thyroid stimulating hormone D Melatonin
1.3.2	Thymine is used.	A Thyroid hormone B Thyroid stimulating hormone C Antidiuretic hormone D Melatonin
1.3.3	Contains RNA.	A Antidiuretic hormone B Melatonin

[3x2=6]

(TOTAL SECTION A: 38)

Life Science March Common Paper For Grade 12 2014

Lei Huang

Life Science March Common Paper For Grade12 2014:

The Best Class You Never Taught Alexis Wiggins,2017-09-27 The best classes have a life of their own powered by student led conversations that explore texts ideas and essential questions In these classes the teacher s role shifts from star player to observer and coach as the students Think critically Work collaboratively Participate fully Behave ethically Ask and answer high level questions Support their ideas with evidence and Evaluate and assess their own work The Spider Web Discussion is a simple technique that puts this kind of class within every teacher s reach The name comes from the weblike diagram the observer makes to record interactions as students actively participate in the discussion lead and support one another s learning and build community It s proven to work across all subject areas and with all ages and you only need a little know how a rubric and paper and pencil to get started As students practice Spider Web Discussion they become stronger communicators more empathetic teammates better problem solvers and more independent learners college and career ready skills that serve them well in the classroom and beyond Educator Alexis Wiggins provides a step by step guide for the implementation of Spider Web Discussion covering everything from introducing the technique to creating rubrics for discussion self assessment to the nuts and bolts of charting the conversations and using the data collected for formative assessment She also shares troubleshooting tips ideas for assessment and group grading and the experiences of real teachers and students who use the technique to develop and share content knowledge in a way that s both revolutionary and truly inspiring

Complete Book of Colleges, 2005 Edition Princeton Review (Firm),2004-07-20 Up to date information on 1 780 colleges and universities **The Electrical Engineer** ,1911 **Sessional Papers** Canada. Parliament,1908 Report of the Dominion fishery commission on the fisheries of the province of Ontario 1893 issued as an addendum to vol 26 no 7

Unforgettable W. Michael Gray,2016-10-12 We have an uneasy relationship with the relentless deluge of information gushing out of academia and our media outlets To turn it off is escapist but to attempt to cognitively grapple with it is overwhelming In Unforgettable Enabling Deep and Durable Learning a nationally recognized master teacher gives professors and their students the means to chart a clear path through this information explosion Humans crave explanatory patterns and this book enables teachers to think deeply about their academic disciplines to find and articulate their core explanatory principles and to engage their students in a compelling way of thinking An alternative title for this book could be Why the Best College Teachers Do What They Do because the author articulates a compelling rationale that will equip faculty to create and deliver transformative courses Students in transformative courses grapple with essential questions and gain mental muscle that equips them for real world challenges **The Oxford Magazine** ,1898 **Report of the Annual**

Meeting of the South African Association for the Advancement of Science ,2006 **Indicator and National Journal of Insurance** ,1895 **Oberlin Alumni Magazine** ,1924 **Mining American** ,1910 **Publishers' Circular and General Record of British and Foreign Literature, and Booksellers' Record** ,1893 **The College Handbook** College

Entrance Examination Board,1998 Presents information on 4 year colleges and universities and 2 year community colleges and technical schools *The Spectator* ,1906 A weekly review of politics literature theology and art **Western Construction** ,1930 *Western Construction News* ,1930 National Safety News ,1924 *The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces* ,1906 **Municipal Journal** ,1913 Our Darlings ,1901
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